

Classroom Behavior Management Packet
Extending PBS into the Classroom

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Mapping School-Wide Rules to Classroom Behavioral Expectations

Teacher _____ Grade/Subject _____

School _____

School Rules	Be Safe	Be Respectful	Be Responsible
Expected Student Behavior			
Classroom Routine/Behavioral Expectations			
Entering the Classroom			
Starting the Day			
Attention Signal			
Working Independently			
Working in Groups			
Asking for Help			
Transition Procedures/ Lining up			
Hall Pass System			
Obtaining Materials/ Supplies			
Completing & Returning Homework			

Map School-wide Rules & Expectations to Classroom Routines

School Rule	Be Safe	Be Respectful	Be Responsible
Expected Student Behaviors	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			
Starting the day	<ul style="list-style-type: none"> • put personal belongings in designated areas • turn in homework • put instructional materials in desks • sharpen pencils & gather necessary material for class • be seated & ready to start class by 8:30 		
Entering the classroom	<ul style="list-style-type: none"> • enter the room quietly • use a conversational or ‘inside voice’ • keep hands, feet, objects to self • walk • move directly to desk or assigned area • sit quietly & be ready for class 		
Working independently	<ul style="list-style-type: none"> • select area to work • have materials ready • work without talking • raise hand to ask for help • keep working or wait quietly for assistance when the teacher is helping someone else • move quietly around the room when necessary • put materials away when finished • begin next activity when finished 		
Asking for help	<ul style="list-style-type: none"> • always try by yourself first • use the classroom signal for getting assistance • keep working if you can or wait quietly • remember the teacher has other students that may also need help 		
Taking care of personal needs	<ul style="list-style-type: none"> • follow the class signal for letting the teacher know you have a private concern • let the teacher know if you need immediate help or if you can wait a while • try to speak to the teacher privately & quietly if you do not want other students involved 		
Completing & returning homework	<ul style="list-style-type: none"> • collect your work to take home • complete work, get parent signature when needed • bring work back to school • return work to homework basket 		

Teaching Behavior & Social Skills
Lesson Plan

Student _____

Date _____

Step 1: Identify the expected behavior and describe it in observable terms.

Step 2: Rationale for Teaching the Rule (Why is it important, give examples)

Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior
(this is what the expected behavior looks like)

Negative Teaching Examples
(non-examples, what not to do)

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Remember to teach 4 positive examples to 1 negative example

Step 5: Responding to Behavior in Classroom & Role Play

Reinforcement for Expected Behavior

Corrective Feedback for Misbehavior

****Move from Continuous to Intermittent Reinforcement as student gains fluency**

Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom

Teaching Behavior & Social Skills

Lesson Plan

Student _____ **Date** _____

Step 1: Identify the expected behavior and describe it in observable terms.

Raising hand above head when you have a questions or something to say in class

Step 2: Rationale for Teaching the Rule (Why is it important, give examples)

1. So that all students have the opportunity to participate
2. So we are not interrupting others when they are talking
3. So that students and the teacher can be heard when they have something to say

Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<ol style="list-style-type: none"> 1. Raise hand straight over head 2. Sitting upright in chair 3. Hand still and mouths quiet 4. Waiting to talk until you are called on 	<ol style="list-style-type: none"> 1. Waving your hand in the air 2. Grunting or saying call on me 3. Hand not raised over head 4. Hand off to side or in someone else's space 5. talking before being called on

Step 4: Practice/Role Playing Activities

Model Expected Behavior → Lead Student through Behavior → Test Student

Model: I will explain and demonstrate the right way to raise your hand and the wrong ways

Lead: Students will be asked as a group to show me the correct way to raise your hand. Students will also tell me what I am doing wrong when I raise my hand incorrectly

Test: Students will be asked a series of questions to test how well they do with handraising – immediate feedback will be given

Remember to teach 4 positive examples to 1 negative example

Step 5: Responding to Behavior in Classroom & Role Play

<u>Reinforcement for Expected Behavior</u>	<u>Corrective Feedback for Misbehavior</u>
Students will be provided with verbal praise and the opportunity to talk in class	Students will be provided with a verbal reminder or visual prompt to remember to raise their hand – they will only be called on after raising their hand

***Move from Continuous to Intermittent Reinforcement as student gains fluency*

Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom

Review handraising lesson before starting with the group each day.

Verbal Prompt/Precorrection, “Ok before I ask this question, remember to raise your hand if you’re ready to respond”

Visual prompt, - sign with picture of hand raiser that says “raise your hand”

- holding up my hand to remind students to raise their hand

Classroom Strategies & Modifications for Responding to Problem Behavior

Below is a checklist of strategies to try with students exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try you need to be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

If you do refer a student for support, check the strategies below that you have used consistently with that student and bring this form to the meeting for that student.

Student _____ Date _____

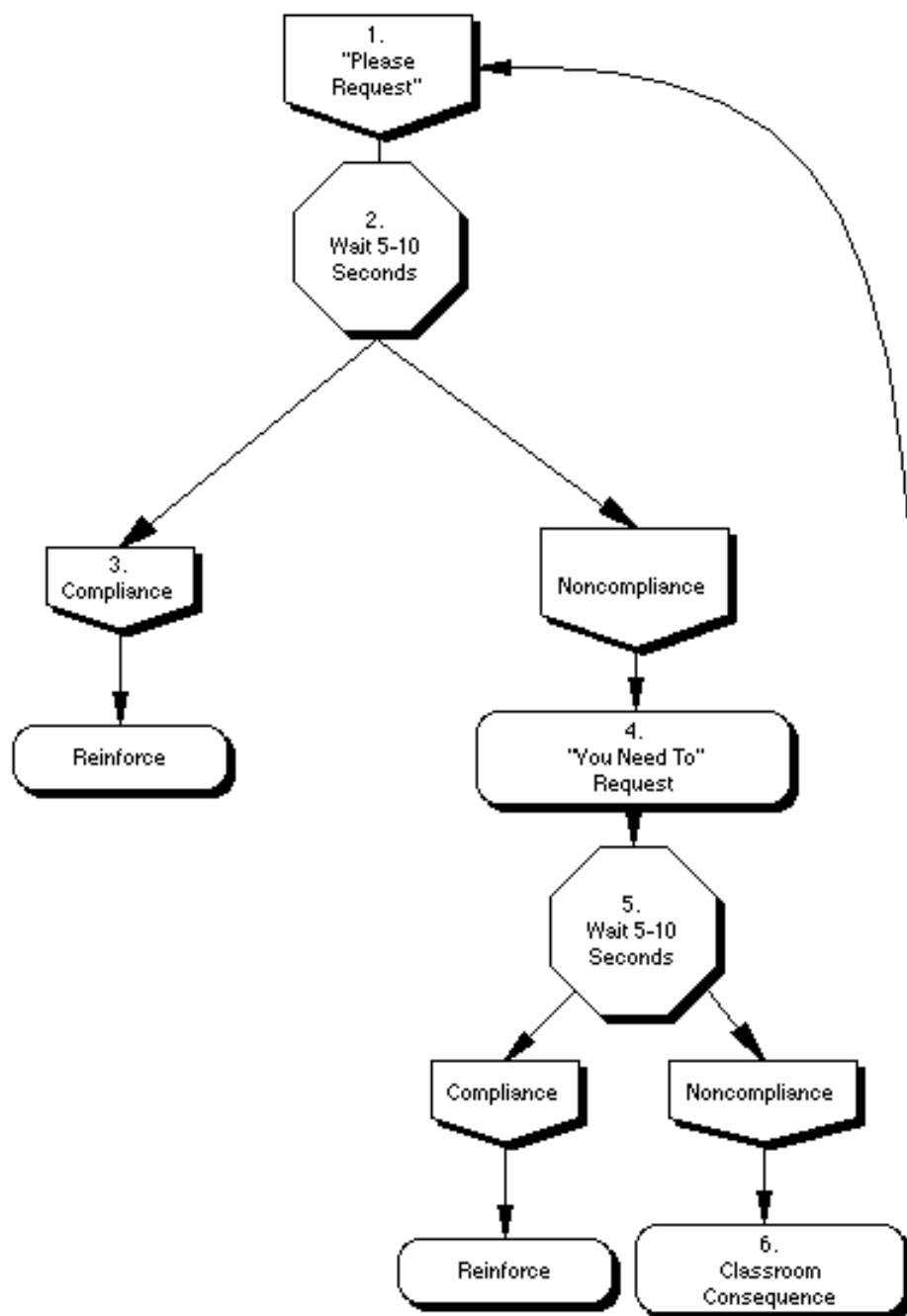
Staff _____

Modify Environment	Modify Presentation	Teaching Techniques
<input type="checkbox"/> teach/clarify rules <input type="checkbox"/> change seating <input type="checkbox"/> change groups <input type="checkbox"/> reduce distractions <input type="checkbox"/> special study area	<input type="checkbox"/> shorten <input type="checkbox"/> use work breaks <input type="checkbox"/> individual contracts <input type="checkbox"/> extended time <input type="checkbox"/> use of tape recorder <input type="checkbox"/> daily assignment sheet <input type="checkbox"/> assignment notebook/calendar <input type="checkbox"/> study buddy	<input type="checkbox"/> precorrect/ preteach <input type="checkbox"/> consistent rules & consequences <input type="checkbox"/> teach note-taking & study skills <input type="checkbox"/> provide extra practice <input type="checkbox"/> strategies instruction <input type="checkbox"/> repeat instructions, assignments <input type="checkbox"/> Increase instructional time <input type="checkbox"/> change pace of instruction <input type="checkbox"/> verbal praise <input type="checkbox"/> Incentive/point system <input type="checkbox"/> frequent feedback <input type="checkbox"/> eye contact <input type="checkbox"/> use of visual aids <input type="checkbox"/> tutor or aide one-on-one with student <input type="checkbox"/> small-group instruction <input type="checkbox"/> cross-age tutor
Curriculum/Materials	Request for Assistance	
<input type="checkbox"/> change instructional materials/ assignments to match skill level <input type="checkbox"/> high-interest reading materials <input type="checkbox"/> use of computer <input type="checkbox"/> calculator <input type="checkbox"/> books on tape, taped notes <input type="checkbox"/> learning games <input type="checkbox"/> alternate response	<input type="checkbox"/> conference with parents <input type="checkbox"/> refer to office/counselor <input type="checkbox"/> confer with other school staff <input type="checkbox"/> confer previous teacher <input type="checkbox"/> confer with school behavior specialist <input type="checkbox"/> progress reports sent home <input type="checkbox"/> referral to _____ _____	
Other Strategies		

Nine Variables That Affect Compliance

1. **Using a Question Format-** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. **Distance-** It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Loudness of Request-**It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).
5. **Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
6. **More Start Requests instead of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")
9. **Reinforce Compliance-**It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

Sequence Of Steps For Giving Requests



Steps in giving classroom commands or requests

1. Make the request or command in a polite specific manner, not in the form of a question .
 2. Give the student enough time to comply with request or command.
 3. Important, praise student for complying with request.
- FOR NONCOMPLIANCE:
4. Repeat the request or command emphasizing the word "need" (Only two commands should be given).
 5. Allow approximately 5 seconds for student to comply.
 6. Follow through with the class consequence. (The classroom consequence should already be in place.)
 6. After the student has experienced the consequence immediately reissue the request or command.
 7. Praise if student complies with request, or repeat the sequence.

(Adapted from material presented in a workshop "Magic in a Classroom" by Dr. William R. Jensen)

Classroom Management Checklist

Teacher _____ Grade/Subject _____
 School _____

In Place Status			Essential Practices	
Full 2	Partial 1	Not 0	Classroom Management	
			1. 5 to 1 positive to negative interactions (# observed below).	
			<u># Positive</u>	<u># Negative</u>
			2. Classroom rules & expectations are posted, taught directly, practiced, & positively reinforced.	
			3. Efficient transition procedures taught, practiced, & positively reinforced.	
			a. Entering Classroom	Y N
			b. Lining up	Y N
			c. Changing activities	Y N
			d. Exiting Classroom	Y N
			4. Typical classroom routines taught directly, practiced & positively reinforced.	
			a. Start of day	Y N
			b. Group Work	Y N
			c. Independent Seat Work	Y N
			e. Obtaining materials	Y N
			f. Seeking help	Y N
			g. End of day	Y N
			5. Attention getting cue/rule taught directly, practiced, & positively reinforced.	
			6. Continuous active supervision across settings & activities, including moving throughout setting & scanning.	
			7. Desks/ room arranged so that all students are easily accessible by the teacher.	
			8. Necessary materials and supplies are accessible to students in an orderly fashion.	
			9. Minor problem behaviors managed positively, consistently & quickly.	
			10. Chronic problem behaviors anticipated & precorrected.	
			11. Students are provided with activities to engage in if they complete work before other students in the class.	
			Instructional Management	
			12. Majority of time allocated & scheduled for instruction.	
			13. Allocated instructional time involves active academic engagement with quick paced instruction.	
			14. Asks clear questions and provides clear directions of assignments.	
			15. Active academic engagement results in high rates of student success (90% +).	
			16. Actively involves all/ majority of students in lesson, this includes providing activities/instruction to students of varying skill levels	
			17. Instructional activities linked directly to measurable short & long term academic outcomes.	

Total Sum _____ / 34 = _____ **% In Place**

Classroom Management Recommendations Action Plan

Staff _____

Date _____

Based on your observations and the results of the Classroom Management Checklist, prioritize three recommendations to improve classroom management. Complete the action plan below to provide a description of sufficient detail to successfully implement the suggestions changes/actions in the classroom.

Recommended Change/Action	Detailed Description of how to carry out recommended action	Exactly when to do recommended action	Who's Responsible?
#1			
#2			
#3			
#4			