

Evidence Based Practices in Classroom Management

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Special Thanks

- Work of many researchers who preceded us!
- Collaborative efforts of
 - Brandi Simonsen,
 - Sarah Fairbanks,
 - Amy Briesch,
 - Diane Myers, &
 - George Sugai
- Members of the NEW...
Center for Behavioral Education and Research (CBER)
in the Neag School of Education at UConn.

What “kind” of students can display problematic behavior?

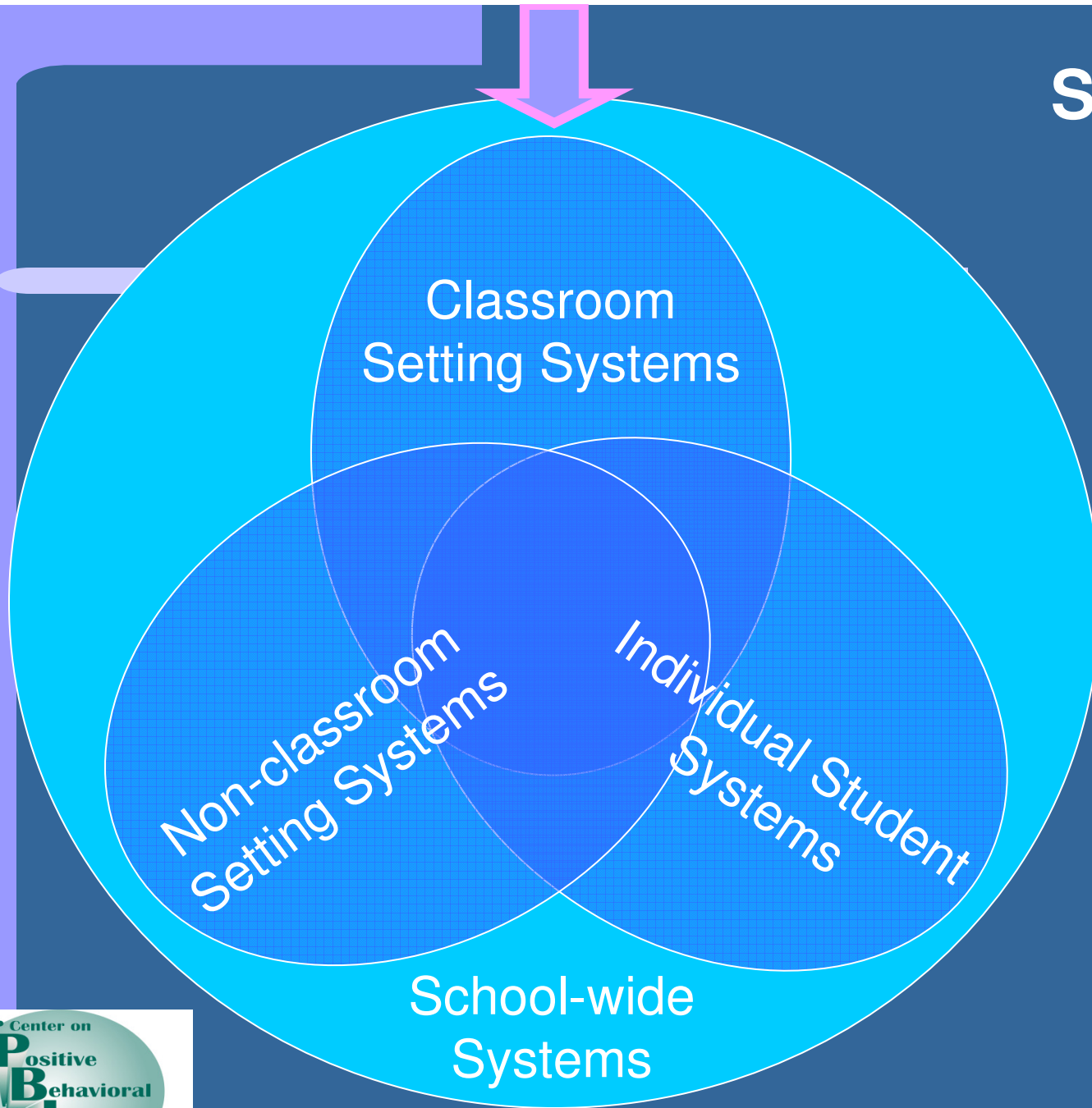


All students. Students *with/without* labels who are served in *general/special* education can display problematic behavior.

This is not a special education issue. It is an ***education*** issue.

We need to learn more about
the 5 critical features of
effective classroom management
to be able to help *all* students.

School-wide Positive Behavior Support Systems



Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a **continuum of strategies to acknowledge appropriate behavior**.
5. Establish a **continuum of strategies to respond to inappropriate behavior**.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, accepted)

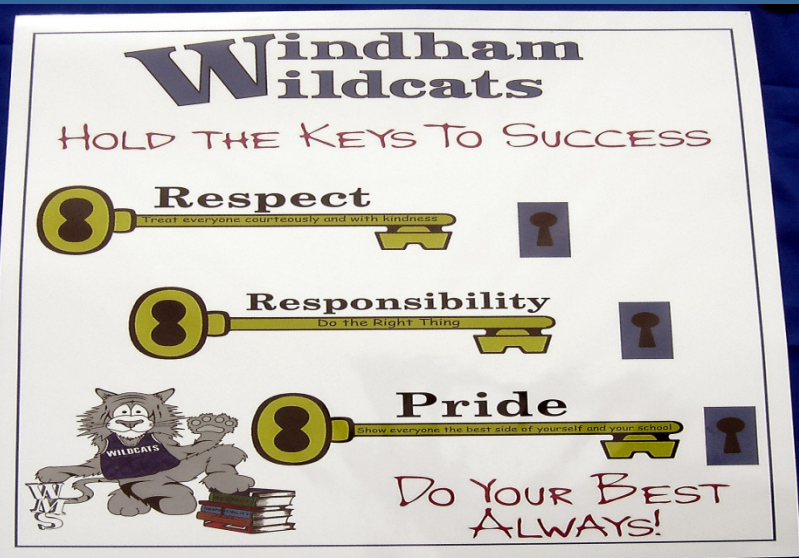
1. Maximize structure in your classroom.

- **Develop Predictable Routines**
 - **Teacher routines:** volunteers, communications, movement, planning, grading, etc.
 - **Student routines:** personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - Arrange **furniture** to allow easy traffic flow.
 - Ensure adequate **supervision** of all areas.
 - Designate staff & student **areas**.
 - **Seating** arrangements (groups, carpet, etc.)

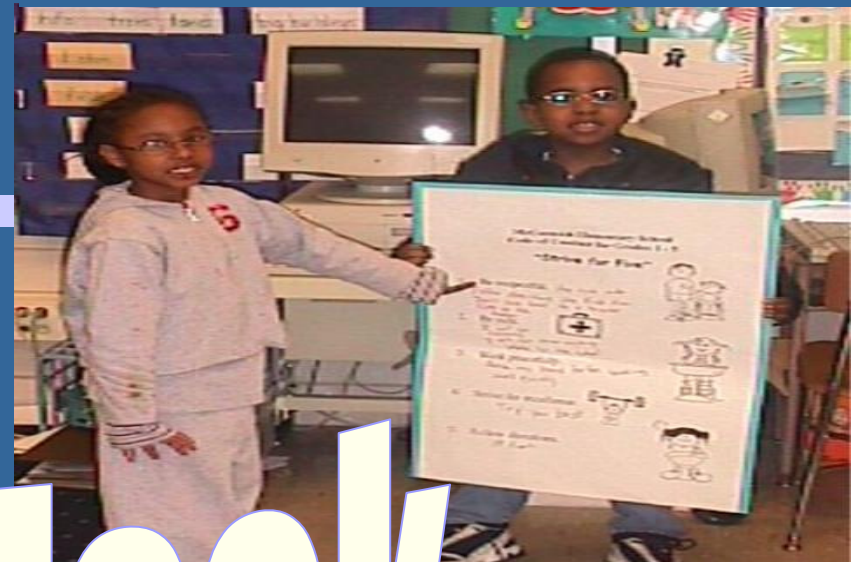
2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated **expectations**.

- ***Establish***
- ***Teach***
- ***Prompt***
- ***Monitor***
- ***Evaluate***

Establish Behavioral Expectations/Rules



Teach Rules in the Context of Routines



Prompt, Remind, and Reinforce Expected Behavior



Monitor Student's Behavior in the Natural Context



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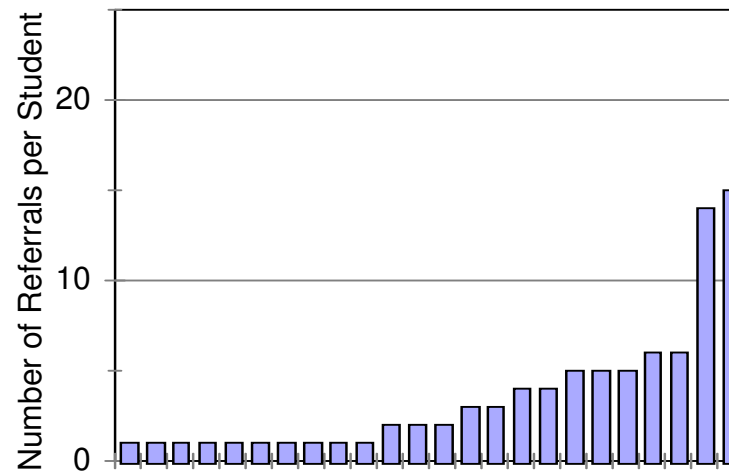
Establish Procedures for Encouraging Rule Following



Establish Procedures for Responding to Rule Violations



Evaluate the effect of instruction



These are things you *should* do in any school environment!!!

3. **Actively engage** students in observable ways.

- Provide high rates of opportunities to respond
 - Vary individual v. group responding
 - Increase participatory instruction (enthusiasm, laughter)
- Consider various observable ways to engage students
 - Written responses
 - Writing on individual white boards
 - Choral responding
 - Gestures
 - Other: _____
- Link engagement with outcome objectives (set goals to increase engagement and assess students verbally and written)

3. Range of evidence based practices that promote **active engagement**

- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards

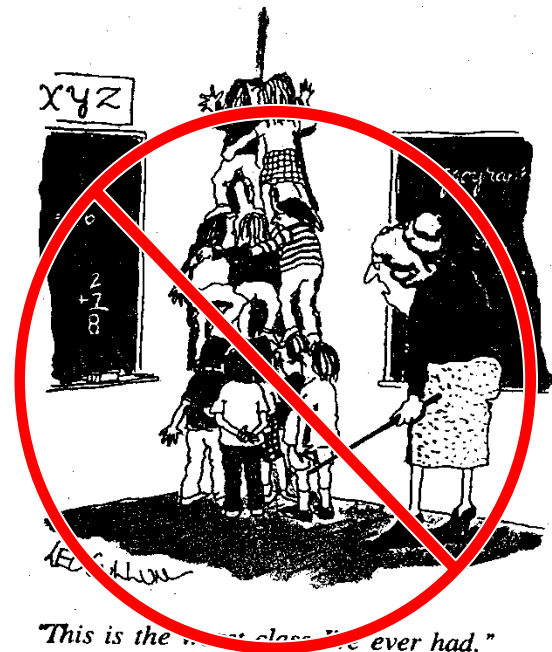
4. Establish a **continuum of strategies to acknowledge appropriate behavior.**

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies



5. Establish a continuum of strategies to respond to inappropriate behavior.

- **Error Corrections** (what' the error and how could it be corrected)
- **Differential Reinforcement** (group consequences)
- **Planned ignoring**
- **Response Cost** (some type of pay for inappropriate behavior)
- **Time out from reinforcement**



RECAP: Evidence Based Practices in Classroom Management

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Positive Behavior Support Classroom Management: Self-Assessment Revised

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai

Center on Positive Behavioral Interventions and Supports

University of Connecticut

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RESOURCES

- Classroom Management Self Assessment
- Contact info:
 - monya@thomascriddle@rsdla.net
- Web info:
 - www.pbis.org