



# PBIS in the Classroom

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# School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

## Academic Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

## Behavioral Systems

### Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

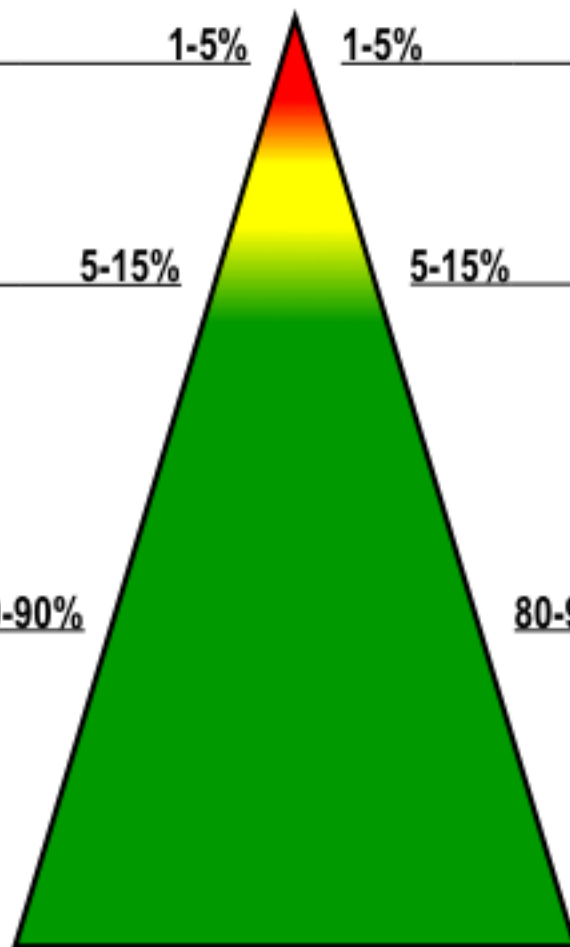
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

80-90%

- All settings, all students
- Preventive, proactive



Midair PBS Network. Revised May 15, 2008.  
Adapted from "What is schoolwide PBS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>

## Classroom Rules/Expectations

- ◆ Directly connected to schoolwide expectations.
- ◆ Before you develop rules, consider the misbehaviors you think will most likely occur. How can you prevent them? What do you want instead?
- ◆ Consider grade level and development.
- ◆ Who will have input into your rules/expectations?
- ◆ Are they all “do” statements?
- ◆ Are they measureable and observable?

**Routines**



**Rules**



**Entering  
Classroom**

**Working at  
desks**

**Carpet  
time**

**When you  
are done  
working**

**Lining up**

**End of  
the day**

**Respect**

- Greet Mrs. Zewicki and others with good manners
- Wait your turn to make your tally
- Sit quietly to wait for announcements

- Keep your hands and feet to yourself
- Listen while others are talking
- Keep your desk closed
- Sharpen your pencil after recess

- Give your friends space
- Listen while others are talking
- Raise your hand and wait to be called on before talking
- Keep hands and feet to yourself

- Use a quiet voice
- If doing a center, find a place to work that won't distract others
- Put things back exactly where you got them from

- Use your line basics
- Line up quickly and quietly so the rest of the class will not have to wait for you

- Listen to directions the first time they are given
- Follow the directions right away
- Only take your papers from your mailbox

**Responsibility**

- Leave your back pack in your locker
- Bring in your take home folder and Literacy team folder
- Empty your folder
- Make your choice for lunch

- Do your best
- Make sure that others around you can work
- Solve your problems with your tools

- Find a spot where you can focus
- Participate in the discussion/ lesson
- Listen to all of the directions

- Clean up your work area
- Put finished work on the long table
- Find another productive activity until the rest of the class is ready

- Use your line basics
- Line up as soon as you hear the direction to line up
- The leader should begin the line behind the STOP sign

- Take out your folder
- Put materials on the correct side of your folder
- Do your job from the job chart
- Stack your chair

**Safety**

- Use walking feet
- Carefully take your chair off of your desk

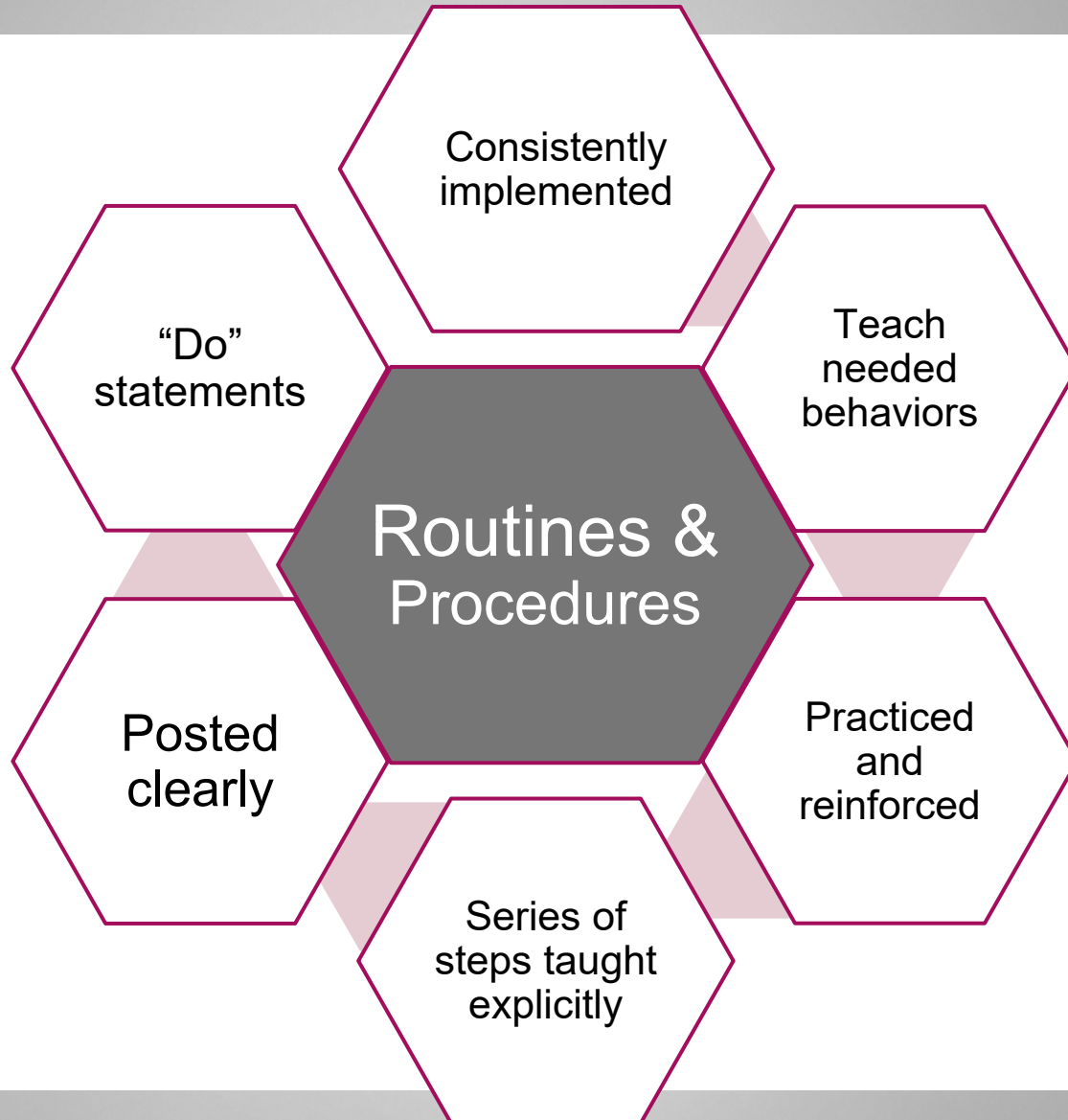
- Keep your hands and feet to yourself
- Use tools the way they were meant to be used

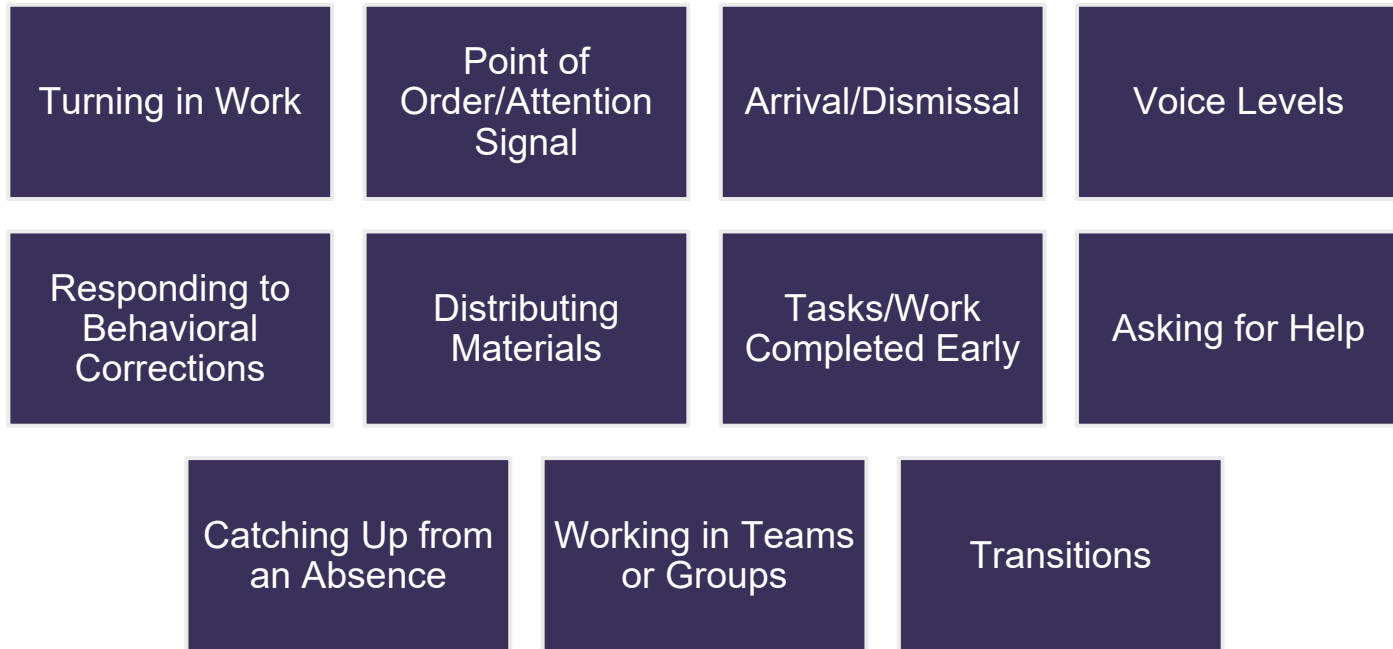
- Use walking feet to get to the carpet
- Keep your hands and feet to yourself

- Use walking feet
- Set up your center away from walk ways

- Use your line basics
- Hands stay to yourself
- Stay to the right in the hallway

- Use walking feet to do your job and visit your mailbox
- Be aware of others when putting your chair up





## Sample Key Classroom Routines and Procedures

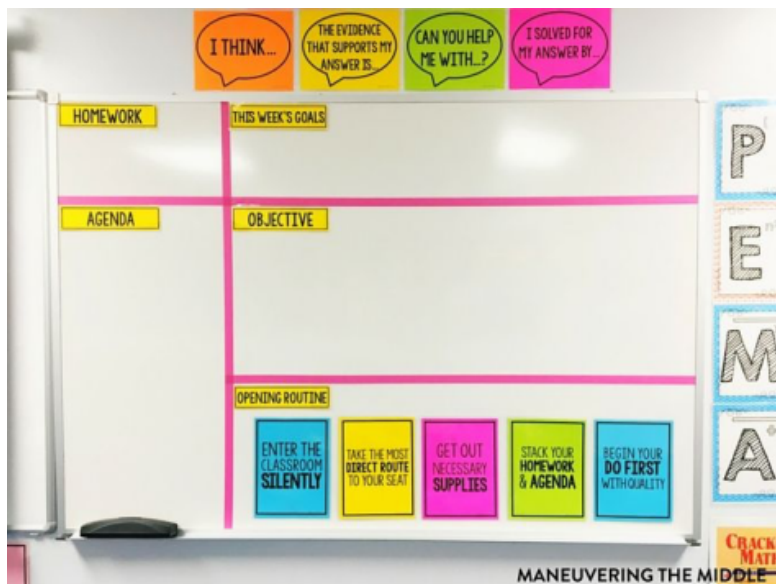


### Entering the Class

1. Walk into the room quietly.
2. Gather the necessary materials listed on the board.
3. Sharpen pencils.
4. Read the Agenda.
5. Begin Bellwork.



Voice Volume Levels	
 Yelling / Screaming	5
 Outside/Recess	4
 Normal Conversation	3
 Library/Calm Voice	2
 Whisper	1
 Silent	0



MANEUVERING THE MIDDLE



# State, teach, review & reinforce positively stated expectations

- ◆ Establish behavioral expectations/rules with students. Phrased positively, clearly, objectively.
- ◆ Teach rules in context of routines and activities and link them to your principles/values.
- ◆ Prompt or remind students of rule prior to applicable situations. “Remember in the lab safety is first. Please use safety glasses and carefully follow directions...”
- ◆ Monitor student behavior in & provide specific feedback (corrective or positive praise/feedback).
- ◆ Evaluate effect of instruction - review data, make decisions, & follow up. Do I need to make adjustments or reteach anything?

# Classroom Expectations Discussion

- ◆ How does having clear and transparent expectations affect classroom and school climate?
- ◆ Would creating a classroom behavior matrix be a useful exercise for your classroom?
- ◆ How could you involve students in developing these?

## Frequent & Varied Opportunities to Respond (OTR) & Feedback

- ◆ Positive Effects at 3 OTR Per Minute.
- ◆ Group OTR and Positive Teacher/Student Feedback Predictive of Academic Achievement
- ◆ Negative feedback Predictive of Higher Student Suspension

### **Options to Increase OTR**

Personal White Boards

Colored Cards, Numbered Cards

Teach A Partner

I Say, You Say, We Say

Call and Response

# Positive Reinforcement

- ◆ Fosters positive connections and a positive environment
- ◆ Positive reinforcement increases the occurrence of desired behaviors
- ◆ It's not about the “stuff,” it's about the connection
- ◆ Relationships are key!



## How Do We Deliver Reinforcement?

- ◆ Always pair with behavior specific praise
  - ◆ Gives specific feedback to the student about why he/she is receiving the reinforcer
- ◆ Ensure all kids receive positive reinforcement
  - ◆ This might mean rewarding approximations of behavior for some students
  - ◆ We are SHAPING behavior for these kids!



**Responding  
to behavior**

# The Secret About Problem Behavior...

**Problem behavior is not a “problem” for students!**

**In fact it is a “solution” for them!**

- Behavior happens in contexts, not a vacuum
- Many factors influence problem behaviors

The most important factors are in the **IMMEDIATE** context or environment (Simonsen, 2012)

## Quick Error Corrections

Your error corrections should be...

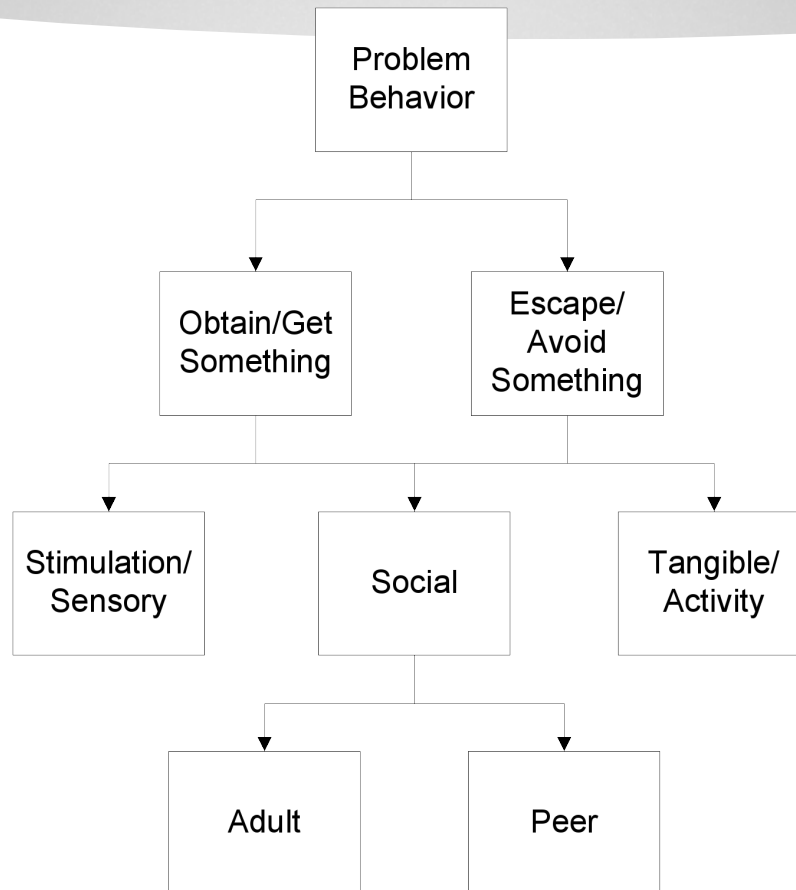
- ◆ ...**contingent**: occur closely after the undesired behavior
- ◆ ...**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
- ◆ ...**brief**: after redirecting back to appropriate behavior, move on

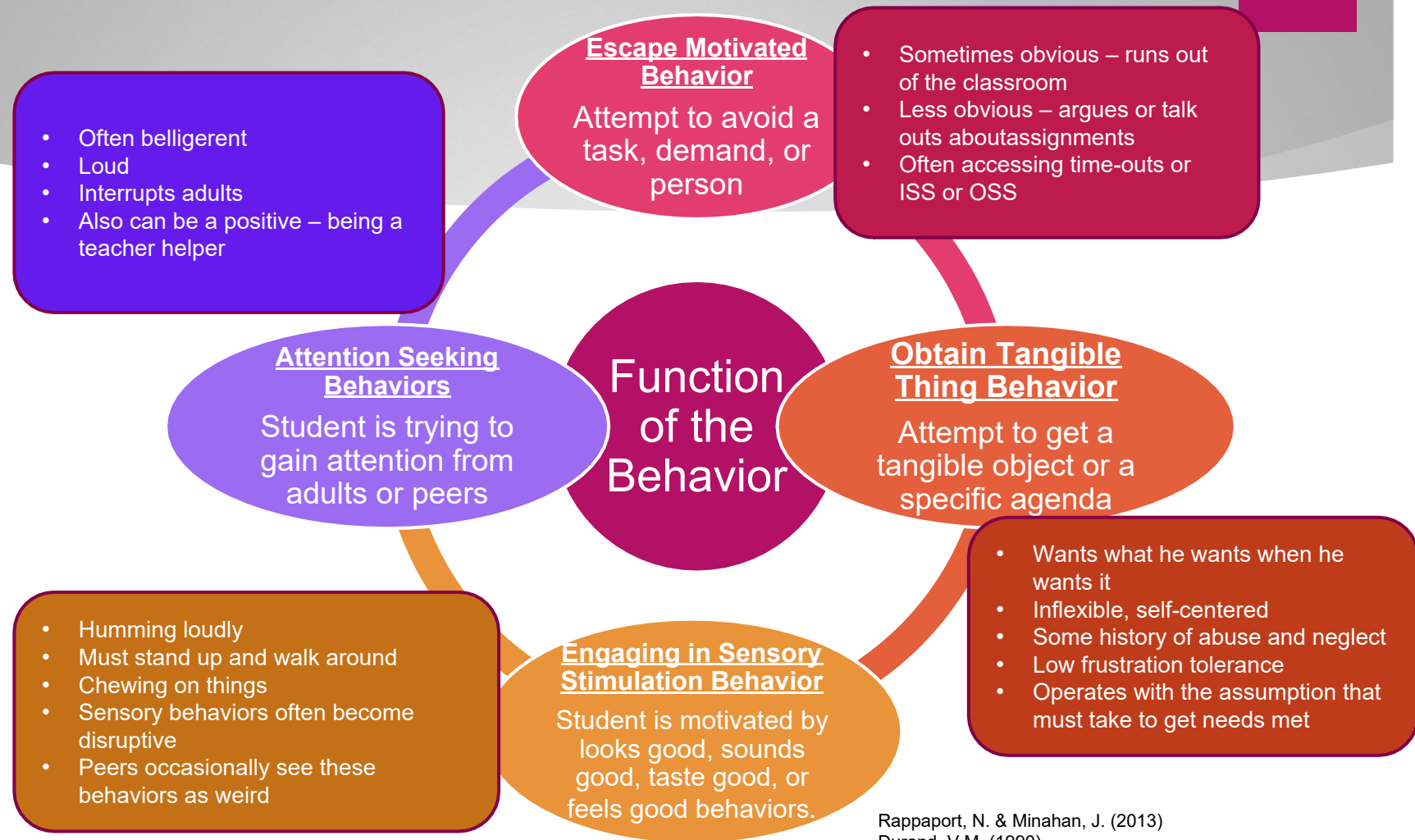
## For Repeated Challenging Behaviors, Ask Yourself...

- ◆ Do they understand the expectations?
- ◆ Are they aware that they are exhibiting the challenging behavior?
- ◆ Are they able to engage in the expected behavior?
- ◆ Do they want attention (from you? From peers?)
- ◆ Do they want to escape a task (because it is too challenging)?

*IS THIS A CASE OF WON'T DO OR CAN'T DO?*

# Functions of Behavior (Won't Do)





Rappaport, N. & Minahan, J. (2013)  
Durand, V.M. (1990)

# Functions of Behavior

Antecedent	Behavior	Consequence	
1. Teacher asks student to complete the assignment	1. Student rips up paper	1. Teacher sends student to "Time Out"	Escape: Task or activity
2. Phone rings, parent puts child down to answer the phone.	2. Child starts crying	2. Parent puts phone down, and cradles child saying, "shhhh"	Obtain: Attention
3. Teacher tells student he/she has to wait	3. Student hits his/her teacher	3. Teacher brings student outside classroom and explains hitting is wrong.	Obtain: Attention
4. Teacher walks away from one student to help another.	4. Student makes disruptive noises.	4. Teacher returns to student to reprimand him.	Obtain: Attention
5. Parent tells child that they can't have the item he/she requested.	5. Child screams and jumps up and down.	5. Parent gives the item to calm them down.	Obtain: tangible

# Why Do We Care About Functions of Behavior?

- ◆ Helps us understand the behavior (the WHY behind it)
- ◆ Helps us collect data on the behavior
- ◆ Helps us respond to the behavior more effectively
- ◆ Helps us avoid taking the behavior personally
- ◆ **Become curious rather than furious!**

# Strategies For Addressing Functions Of Behavior: Attention Seeking

## For students seeking attention:

Planned ignoring for off-task behaviors (but providing attention as soon as students are on-task)

Provide more positive attention before challenging behaviors occur

Teach the student how to get attention in a positive way (e.g., raising her hand)

## Verbiage:

Praise a nearby peer who is on-task while ignoring target student: "I like how Julie is focused on her math with a quiet mouth and safe body."

"If you want my attention, Sara, you can raise a quiet hand." Provide praise and attention when you see that.

"Johnny, I will give you attention when I see you focused on your math assignment."

# Strategies For Addressing Functions Of Behavior: Escape

For students  
seeking  
escape:

- Don't kick them out/send them to time-out
- Use a break system (Teach them it explicitly)
  - Expectation is to re-engage after break is over
  - Reinforce appropriate breaks

Verbiage:

- "This might be a good time to take a break. I see you are in the Yellow Zone (frustrated)"
- "Great work taking a break to self-manage"

# Strategies For Addressing Functions Of Behavior: Obtain own Agenda

For students  
seeking to  
**obtain their  
own agenda:**

- Provide choices whenever possible
- Support use of self-regulation strategies to increase frustration tolerance
- Be mindful of conflict cycles/power struggles

**Verbiage:**

- “You have the choice to sit at your desk or on the carpet. When I see you in the group you will be earning tickets again.”
- “You sound frustrated. Let’s use your lazy 8 breathing strategy”

# Strategies for Addressing Functions of Behavior: Sensory



## ◆ For students **seeking sensory**

- Provide short movement breaks
  - ◆ Delivering something to the office
  - ◆ Getting a drink of water
- Seating supports
  - ◆ Wiggle seats

# Turn and Talk

- ◆ Think about a student who shows challenging behavior in your classroom:
- ◆ Is it won't do or can't do?
- ◆ What might the function be?
- ◆ How might you intervene?



Putting It All  
Together

# Is Tier One in Place in the Classrooms?

1. Classroom-wide Positive Expectations **Taught, Encouraged & Reinforced** And Match School-wide Expectations
2. Teaching **Classroom Routines**
3. Ratio Of **4-5 Positive To 1 Negative** Adult-student Interaction
4. Layout **Minimizes Crowding And Distraction**
5. Maximum **Structure** and **Predictability**
6. Frequent and Varied **Opportunities to Respond**
7. Effective **Academic Instruction & Curriculum**
8. Consistent **Responses to Challenging Behavior** Including:
  - a. **Redirections** For Minor, Infrequent Behavior Errors
  - b. **Frequent Pre-corrections** For Chronic Errors

# Classroom Management Self-Assessment



COMPLETE THE  
CLASSROOM  
MANAGEMENT SELF  
ASSESSMENT  
CHECKLIST



WHAT ARE YOUR  
STRENGTHS?  
AREAS TO  
DEVELOP?



PICK TWO ITEMS TO  
FOCUS ON AND SET  
A GOAL

10  
minutes

## CLASSROOM MANAGEMENT

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement



	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
1. Classroom rules and expectations are clearly defined, explicitly taught, practiced, <u>regularly</u> reviewed and reinforced							
2. I acknowledge student positive behavior at least 4 times more often than I acknowledge problem behavior							
3. Attention getting cue/rule directly taught, practiced, positively reinforced and used as needed.							
4. Continuous active supervision with regular proximity to all students for monitoring behavior and academic work							
5. Desks/room arranged so that all students are easily accessible by the teacher							
6. Necessary materials and supplies are accessible to students in an orderly fashion							
7. Minor problem behaviors are managed positively, consistently and quickly							



# Final Questions

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