Structured, Engaging Instruction
as a Behavior Management Tool

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Objectives

• Examine the relationship between effective instruction & student behavior

• Learn about effective instructional technique and management practices that are supportive conditions for on task, pro-social classroom behavior

• Attendees leave with ideas that can be quickly applied within the classroom
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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 (i.e. measurable) 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, & Sugai, in progress)
Critical Instructional Practices for First Seven Minutes of a Period

- Establish entry routine (business like focus)

- Provide lesson focus including what will be accomplished and what can be expected

- Connect lesson focus to previous taught skills
First Seven Minutes Continued

- Display some level of enthusiasm for content
- Engage students in on task response ASAP (initial instructional task)
- Present clear directions
- Respond to student’s following directions
- Provide opportunity for All students to respond
First Seven Minutes Continued

- Provide differential feedback for cooperation
- Know if all student’s responded correctly
- Establish exit routine for student’s who complete initial instructional task
1. Review the first seven minutes of one of your periods.
2. Evaluate if you have a strong start?
3. Is there a sharp focus?
4. Are students engaged quickly?
5. Are students engaged productively?
Positively Stated Expectations

• Teaching and reviewing expectations (i.e., social skills) and providing feedback is associated with
  – decreases in
    • off-task behavior
    • disruptive behavior (i.e., talking out)
  – increases in
    • academic engagement
    • leadership and conflict resolution
  
  (Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)

• Pairing rule-instruction with feedback and reinforcement leads to the largest gains
  
  (Greenwood, Hops, Delquadri, & Guild, 1974)
Teaching Expectations
ELEMENTARY STUDENTS

Key research finding:

“Children below 4th grade require a great deal of instruction and practice in classroom rules and procedures.... Effective management in the early grades, is more an instructional than a disciplinary enterprise.” (Cotton, 1990, p.8)
Teaching Expectations
Secondary Students

Key Research Findings:

“With older students, researchers have noted that the best results are obtained through vigilantly reminding students about the rules and procedures and monitoring their compliance with them” (Cotton, 1990, p.8).

In addition, Colvin, Kameenui & Sugai (1995) found an additional component of providing feedback also assisted in teaching classroom expectations.
Procedural Steps

**Step One**
Carefully select the classroom expectations.

**Step Two**
Systematically teach these expectations.
Teaching Classroom Expectations

Key Concepts

• “What you expect is what you get.”
• Expectations set the stage for learning and **behavior control**.
• Expectations need to be **taught**.
• Apply standard instructional practices for teaching classroom expectations
Teaching Procedures

*Use Five Steps for Teaching Expectations*

1. Explain
2. Specify student behaviors
3. **Practice**
4. Monitor
5. Review

(Colvin & Lazar, 1997)
Teaching Expectations

- Explicitly state rules & expectations
- Select Positively Stated functional rules
- Establish behavioral expectations immediately
- Rehearse & review the Behavioral Expectations
Teaching Expectations

– Practiced frequently broken behavioral expectations

– Utilize positive reinforcement practices

– Schedule time for teaching classroom behavioral expectations
Massena Central High School
Classroom Expectations

| BE RESPECTFUL                        | - Honor personal boundaries  
|                                     | - Follow adult directions   
|                                     | - Be attentive              
|                                     | - Verbal volume level (0,1) 
|                                     | - Be polite                
|                                     | - Be courteous             
| BE RESPONSIBLE                      | - Be on time               
|                                     | - Be prepared w/ classroom materials 
|                                     | - Be an active participant 
|                                     | - Have all books and materials 
|                                     | - Be in seat on time       
|                                     | - Attendance is important  
| BE SAFE                             | - Follow classroom rules   
|                                     | - Move directly to your seat |
Reflection: Element Two
Classroom Expectations

1. Are my classroom expectations generally consistent with the school-wide expectations?
2. List my classroom expectations
3. How are they established?
4. How are they maintained?
5. Needed changes or additions?
Establishing Classroom Routines
Establishing Classroom Routines

Key Concepts

• Routines are specific procedures used for the day to day running of the classroom
• The goal is for students to follow the routines independently
• Routines need to be taught.
• Apply standard instructional practices for teaching classroom routines
Steps for Establishing Classroom Routines

1. Understand the benefits
2. Identify needed routines
3. Specify **student behaviors** for each routine
4. Teach each routine
5. Maintain the routines
Establishing Classroom Routines

• Step One: Benefits
  – Develops self management skills
    • If students do it they are responsible
  – Provides Practice for Skills
    • Practice results in fluency of skills
  – See which skills need to re-teach
Establishing Classroom Routines

• **Manages** “administrivia” efficiently
  – Attendance, lunch, announcements

• **Minimizes** disruptive interactions
  – Provides a buffer against negative interactions

• **Helps create** shared ownership between teacher/students
  – The more students contribute, the more they own
Step 2 – Identify Classroom Routines

- Starting the day
- Entering the classroom
- Working Independently
- Responding to questions
- Contributing to a discussion
- Sending work home
- Moving Around the Classroom

- Securing assistance
- Establishing Classroom Helpers
- Speaking in Class
- Organizing Assignments
- Conducting Tests & Quizzes
- Meeting Personal Need
- Using Filler Activities
Establishing Classroom Routines

• **Step Three:** Specify Student Behaviors

• **Step Four:** Teach the Routines
  – Use 5 step teaching procedure
    1. Explain
    2. Specify student behaviors
    3. Practice
    4. Monitor
    5. Review

(Colvin & Lazar, 1997)
Establishing Classroom Routines

• Step Five: Maintain routines
  – Reinforcement when successfully shown
  – Arrange for periodic review
  – Reteach frequently broken routines
Sample Routines

A. Elementary: Exiting the classroom to another activity such as Physical Education or Art

- Put materials away, clear desk and push chairs in
- On signal move quietly to doorway
- Line up facing the door and keep one space between each person
- Keep hands and feet to self
- Listen to the teacher and wait for signal to depart
Sample Routines

B. Secondary: Conducting Quizzes and Tests

• Put all materials in your desk not needed for quiz
• Listen carefully to directions (no talking)
• Raise your hand if you have a question
• Stay in your seat
• Complete the quiz without talking
• Follow directions for completing test (pass papers forward or give them to person collecting)
• Begin the designated activity following the quiz
Sample Routines

C. Specialist: Beginning Physical Education Class

• Students line up at the gym door
• On signal they enter the gym
• Students move directly to line on gym floor (basketball court line)
• Maintain a space, more than one arm’s length
• Face the teacher
• On signal begin to jog in place
Reflection: Element Three
Classroom Routines

1. What routines do I have?
2. How are they established?
3. What routines do I need to include/firm up?
Increasing the pace with which teachers presented students with opportunities to respond was associated with:

- an increase in on-task behavior
- an increase in academic engagement
- a decrease in disruptive behavior
- an increase in the number of correct responses

(Sutherland, Alder, & Gunter, 2003; West & Sloane, 1986)
Actively engage students in observable ways.

What does the research say?

The use of response cards (i.e., all students simultaneously holding up written responses) resulted in an increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006).

1. Response cards

2. Choral responding

3. Traditional hand raising
   (Godfrey, Grisham-Brown, & Schuster, 2003)
Actively engage students in observable ways.  
What does the research say?

• Use of **direct instruction** techniques was most effective in reducing off-task and disruptive behavior when compared to either cooperative learning or independent seatwork activities (Nelson, Johnson, & Marchand-Martella, 1996)

• **Peer-tutoring** programs resulted in an
  – increase in opportunities to respond and immediate feedback
  – improved academic engagement and reading achievement (Greenwood, Delquadri, & Hall, 1989; Simmons, Fuchs, & Fuchs, 1995).
  – decrease in off-task behavior as well as an
  – increase in academic performance for some students (DuPaul, Ervin, Hook, & McGoe, 1998)
Establish a **continuum of strategies to acknowledge appropriate behavior**. *What does the research say?*

- **Delivering contingent praise** for academic behaviors can increase
  - Correct responses (Sutherland & Wehby, 2001)
  - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
  - Language and math classwork (Roca & Gross, 1996)
  - Academic performance (Good, Eller, Spangler, & Stone, 1981)

- **Delivering contingent praise** for specific social behaviors can increase
  - On-task behavior (Ferguson, & Houghton, 1992)
  - Student attending (Broden, Bruce, Mitchell, Carter, & Hall, 1970)
  - Student compliance (Wilcox, Newman, & Pitchford, 1988)
  - Positive self-referent statements (Phillips, 1984)
  - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)
Positively stated **expectations**. 
What does the research say?

- **Use of active supervision** (moving, looking, interacting with students, providing positive reinforcement) resulted in:
  - a classroom-wide decrease in minor behavioral incidents (De Pry & Sugai, 2002)
  - higher levels of active participation (moderate to vigorous physical activity) in a physical education class (Schuldheisz & van der Mars, 2001)

- **Degree** of active supervision—and not the supervisor/student ratio—accounted for the most variance in problem behavior in non-classroom transition settings.

- A significant **inverse relationship** was identified between the number of supervisor-student interactions (one component of active supervision) and the **degree of problem behavior** (Colvin, Sugai, Good, & Lee, 1997)
Effect of Supervisor Interactions on Problem Behavior
Results of Precorrection and Active Supervision Study

Major Findings:

• Active supervision combined with pre-correction significantly reduced problems

• Active supervision defined as: *Moving around, looking around and interacting with children*

• Interactions between supervisor and children negatively correlated to high degree (-83%)

• Actual number of adults present did not affect student behavior (range 1-5)

• Some students persisted with problem behavior implying they needed a more individualized intervention.
Research has shown these practices have been useful with the following:

- Reducing High School Tardy To Class (when paired with escorting students; interaction more important than moving and scanning)
  - (Johnson-Gros, Lyons & Griffin 2008)
- Improving Middle Level (6th grade) Classroom Behavior
  - (De Pry & Sugai 2002)
- Improving Elementary School playground behavior
  - (Lewis, Colvin & Sugai 2000)
Actively engage students in observable ways.

What does the research say?

• Use of computer assisted instruction (CAI):
  – in math resulted in an increase in both active engagement time and on-task behavior for students with ADHD (Ota & DuPaul, 2002)
  – in reading resulted in an increase in both oral reading fluency and on-task behavior for students with ADHD (Clarfield & Stoner, 2005)

• The use of guided notes (teacher-provided outlines containing main ideas as well as fill-in-the-blanks) during lectures and readings resulted in an increase in academic achievement as measured by quiz scores (Lazarus, 1993; Sweeney et al. 1999)
Reflection: Quality Instruction

Opportunities for Student Responding
– How frequently does each student have an opportunity to respond?
– How long are students engaged in on task activities?

Productive and Efficient Tasks
– To what extent are the students challenged by the task?
– Does the task meet reasonable criterion for time taken to meet instructional objectives?