

Enhancing Teachers' Classroom Management:

Practical Knowledge and Application
for New Teachers

Kelsey Morris, Elizabeth Thomas, & Alexis Thoenen

2016 MO SW-PBS Summer Training Institute



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Introductions

- Kelsey Morris
 - MU Teaching Fellowship Program Coordinator & Assistant Teaching Professor
- Elizabeth Thomas
 - Thomas Jefferson Middle School (Jefferson City Public Schools)
- Alexis Thoenen
 - Lewis & Clark Elementary School (Jefferson City Public Schools)

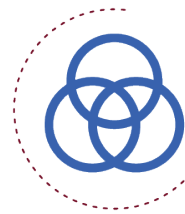


Session Objectives

- As a result of attending this talk, you will be able to:
 - **Describe** a model to support classroom management based on evidence-based practices and implementation science;
 - **Develop** a self-management plan to increase implementation of critical classroom management skills (within a classroom) using provided resources; and
 - **Consider** needed systems to enhance implementation of classroom management practices school-wide (across all classrooms).



Acknowledgments for this Session



PBIS Positive Behavioral Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

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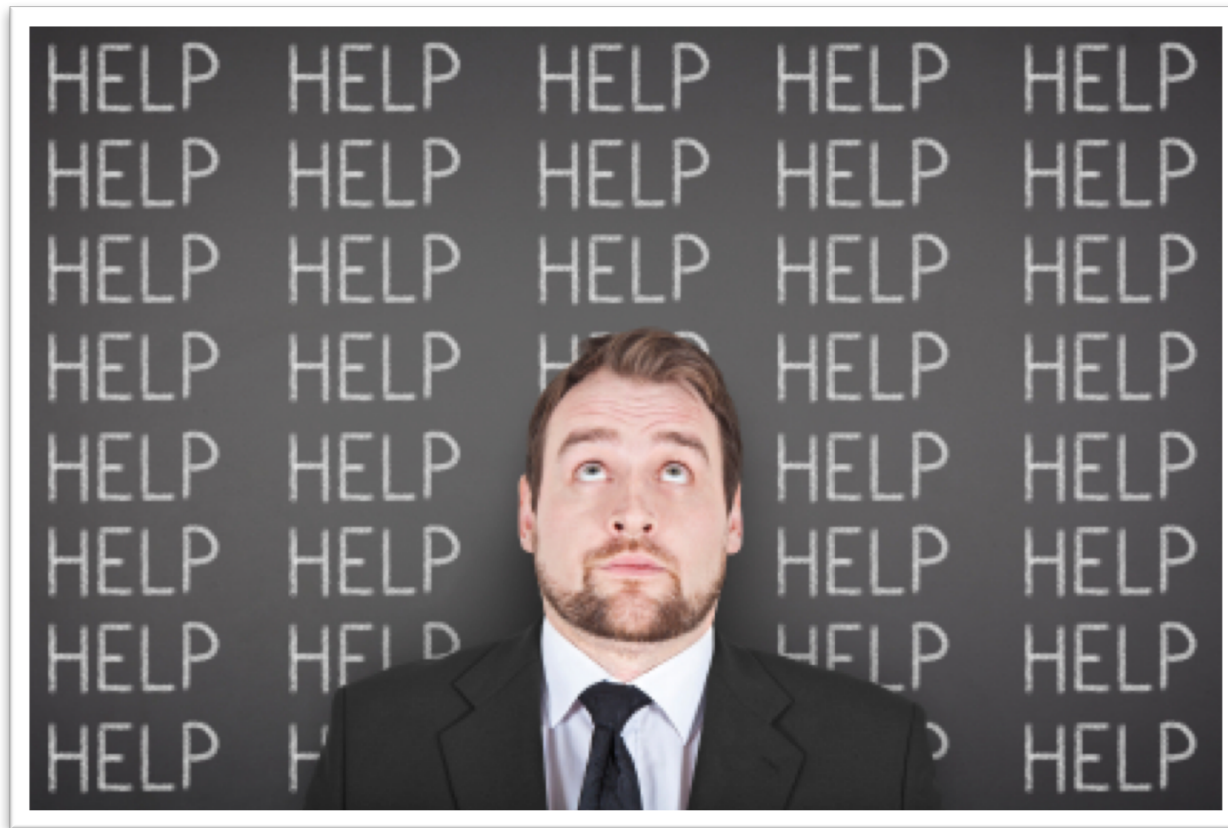
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- Classroom Teacher
- Administrator
- District Leader
- PBIS Coach
- Consultant





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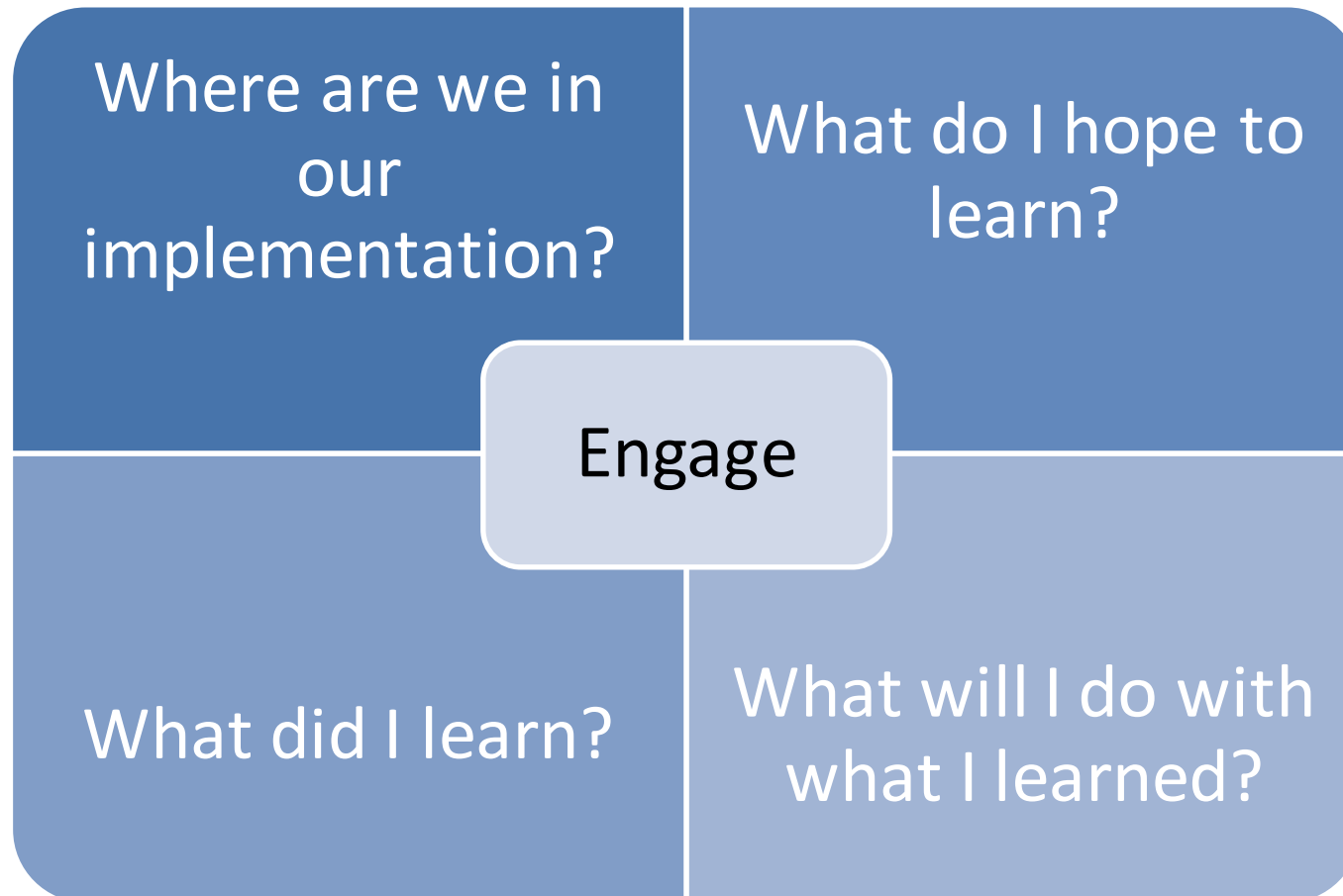
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Maximizing Session Participation



What *is* implementation?

- Implementation is “...specified set of activities designed to put into practice an activity or program of known dimensions” (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 5)
- It’s what we do.
- Implementation outcomes include “changes in...”
 - “...adult professional behavior”
 - “...organizational structures and cultures...to support the changes in adult professional behavior”
 - “...relationships to consumers, stakeholders, ...and systems partners” (Fixsen et al., 2005, p. 12)

Simonsen, Freeman, & Dooley, 2016)



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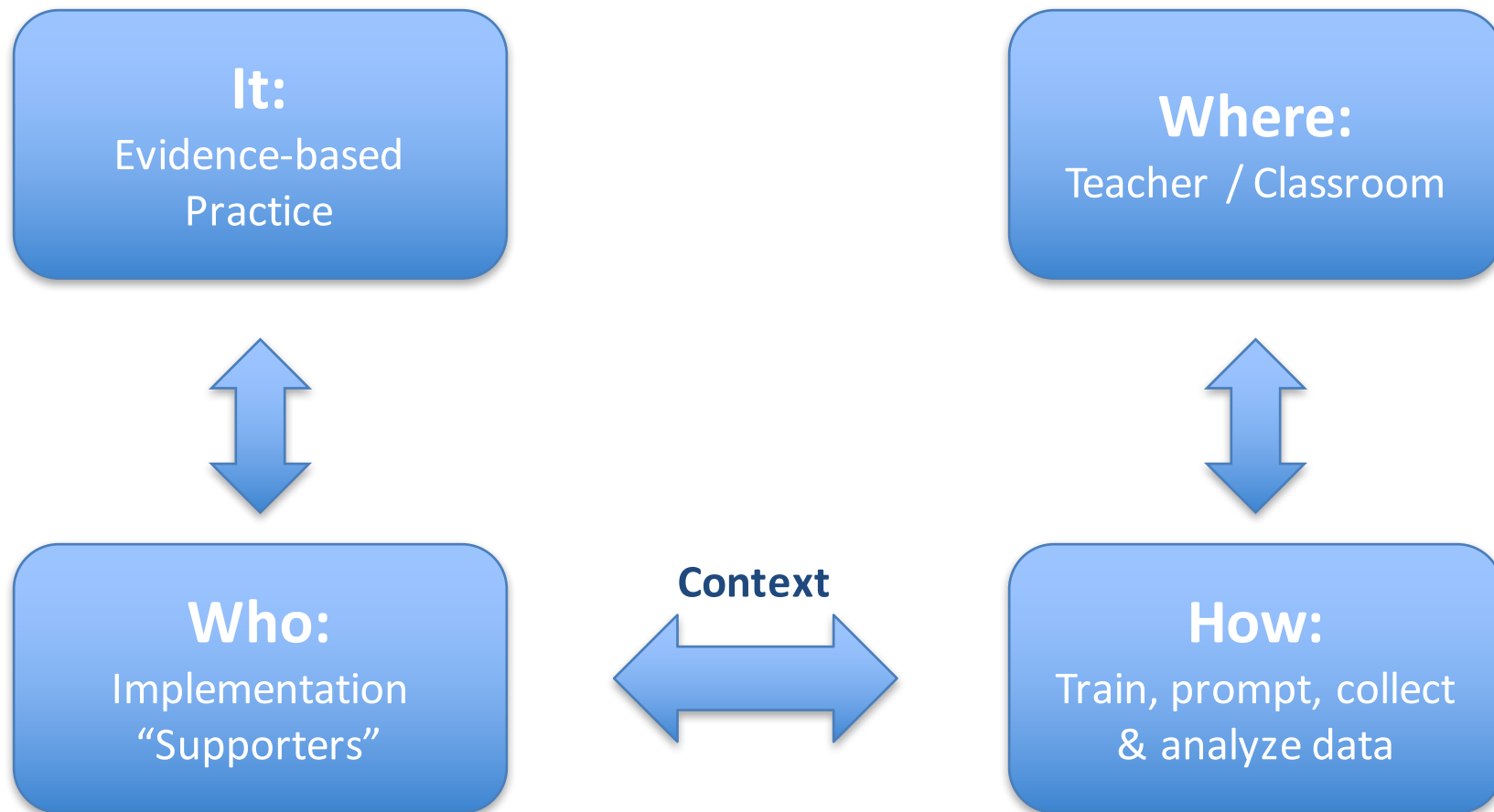
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Conceptualizing Implementation



Simonsen, Freeman, & Dooley, 2016; Adapted from Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005)

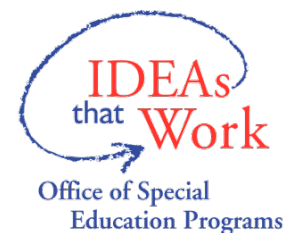
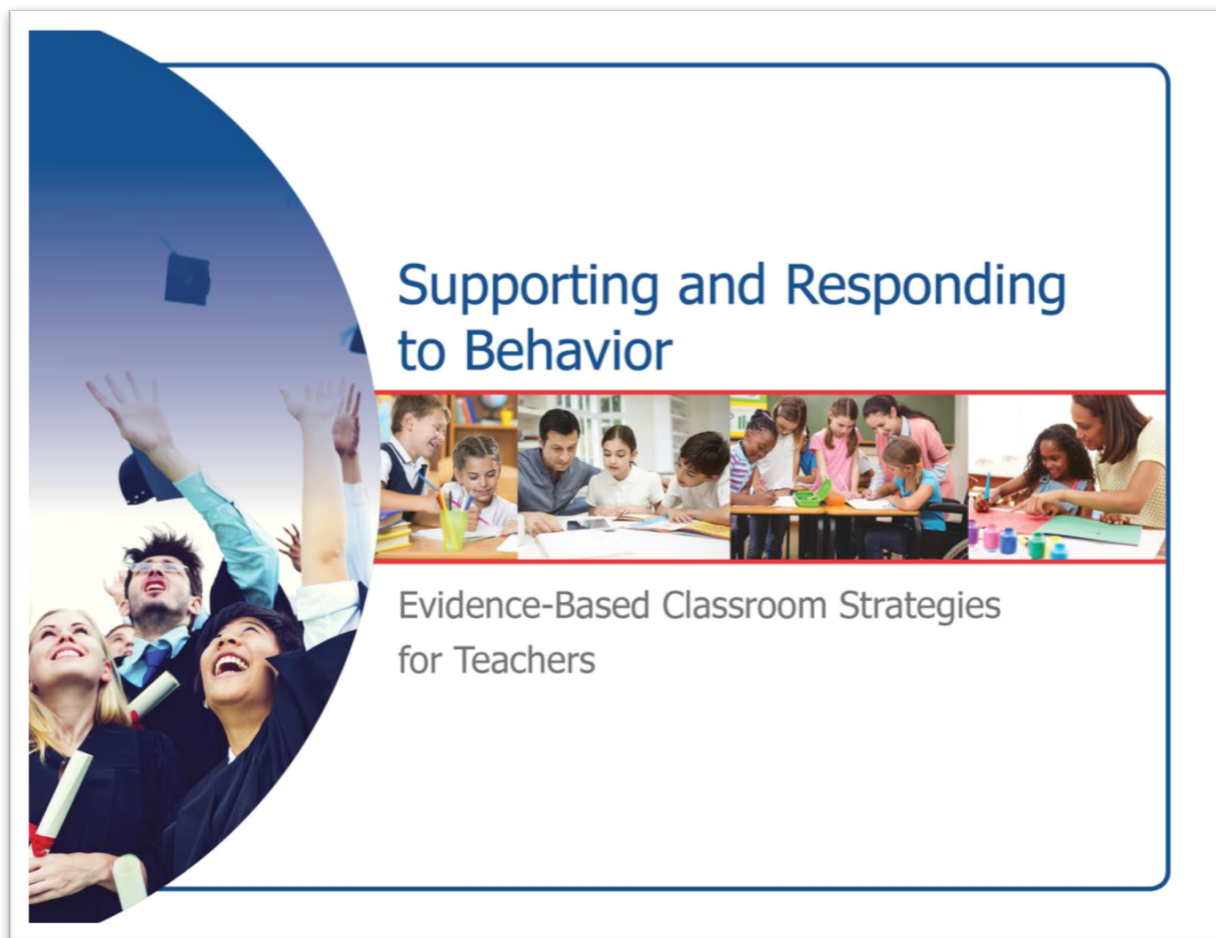


We know what works:

- 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. Establish a continuum of strategies to acknowledge appropriate behavior.
 4. Establish a continuum of strategies to respond to inappropriate behavior.
 5. Actively engage students in observable ways.
-



Useful resource from OSEP & PBIS.org



We don't seem to be doing "it"

	Specific Praise	General Praise	OTR	Corrective/ Reprimand
Reinke et al. (2012) ¹	0.13	0.43	1.43	0.67
Scott et al. (2011) ²	0.06 (overall praise)		0.57	0.07
Hirn & Scott (2014) ³	0.03 (overall praise)		0.47 Group 0.06 Individual	0.08
Pas et al. (2015) ⁴	0.12 (approval)		0.93	0.27

¹ Based on observations of **33 elementary teachers** in schools **implementing PBIS with fidelity**

²Based on > 100 observations of **elementary and high school teachers** in schools not identified as implementing PBIS

³Based on 827 observations of **high school teachers**

⁴Based on observations of **1262 high school teachers** prior to PBIS implementation



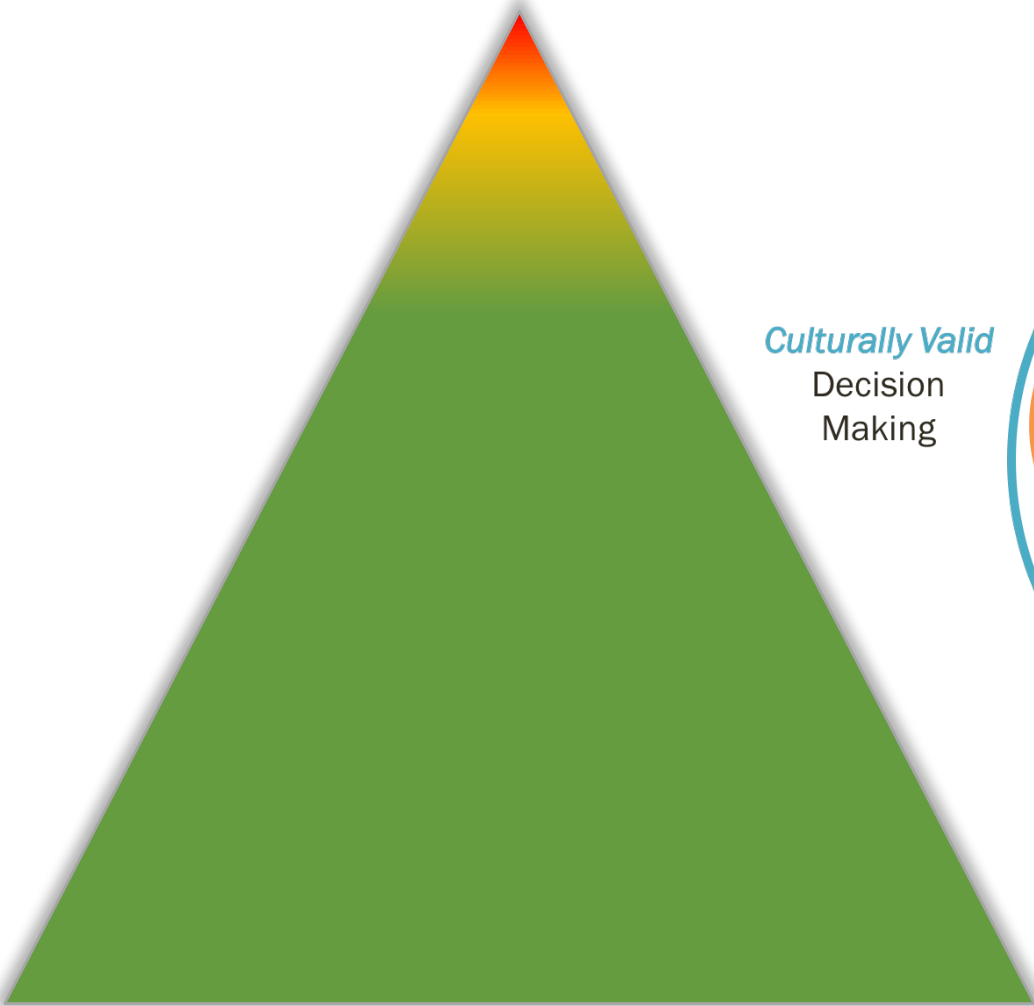
What keeps us from doing “it”?

- What do we know from the literature base?
 - Teachers typically receive little pre- or in-service training in classroom management (Simonsen, Freeman, & Dooley, 2016; Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010).

We need models to proactively and systematically support implementation.

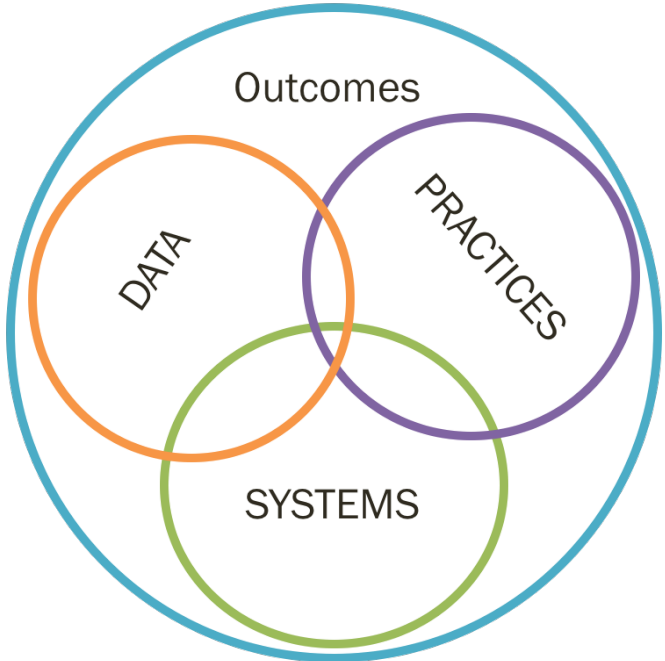


Universal PD



Culturally Equitable Academic & Social Competence

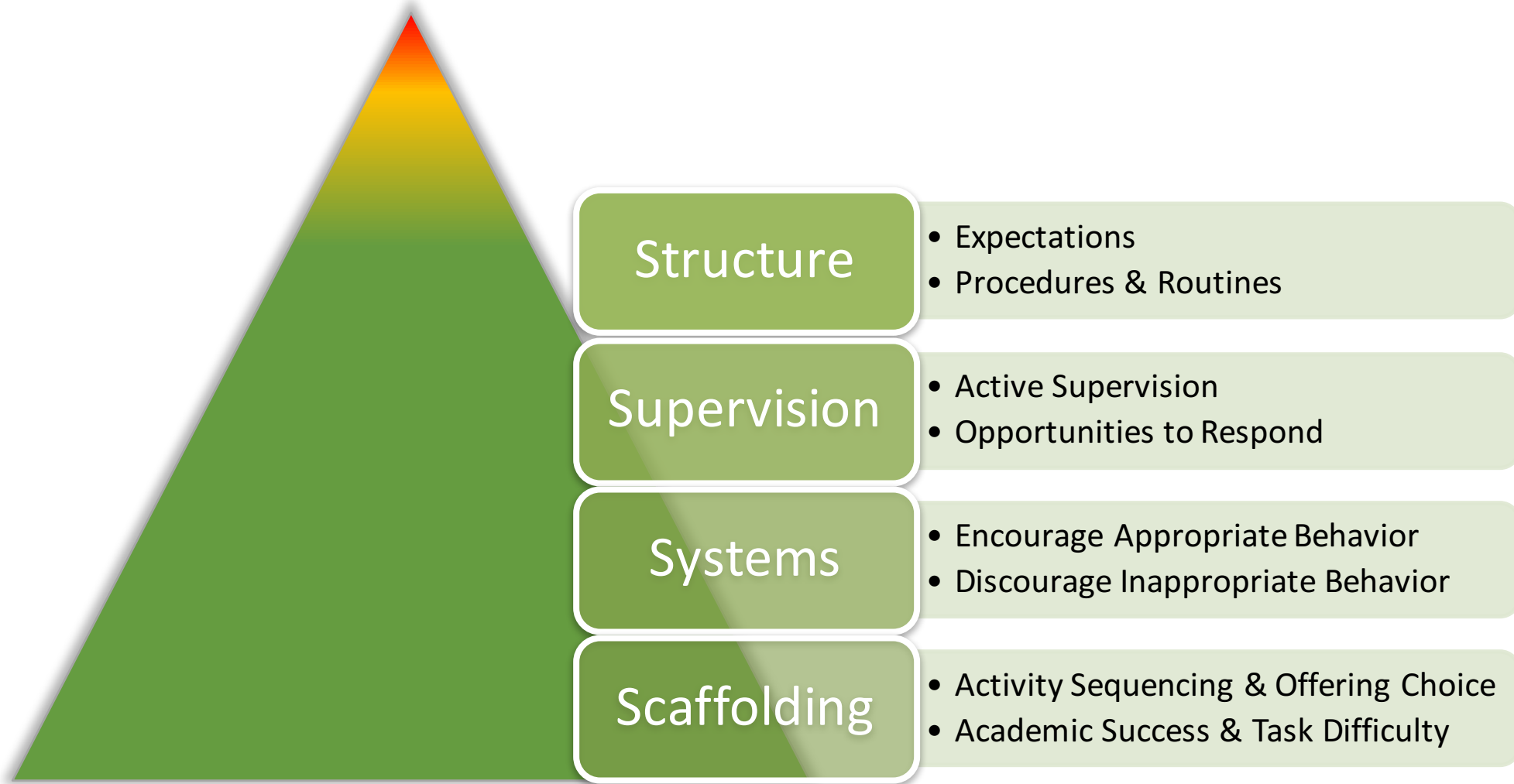
Culturally Valid Decision Making



Culturally Relevant Support for Student Behavior

Culturally Knowledgeable Staff Behavior

Positive Classroom Behavior Supports



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 5. Actively engage students in observable ways.
-



Tell what *to do*, as
opposed to what
not to do.



Establishing Classwide Expectations

Small

- Few in number
- 3-5

Positive

- Creates a positive environment
- Prompts the desired behavior
- Prevents loop holes in the NO/STOP/DON'T NEVER list

General

- Cover the full range of appropriate behavior across all of classroom routines



Rules & Operational Definitions

Observable

See

Measurable

Count

Positive

Highlight

Understandable

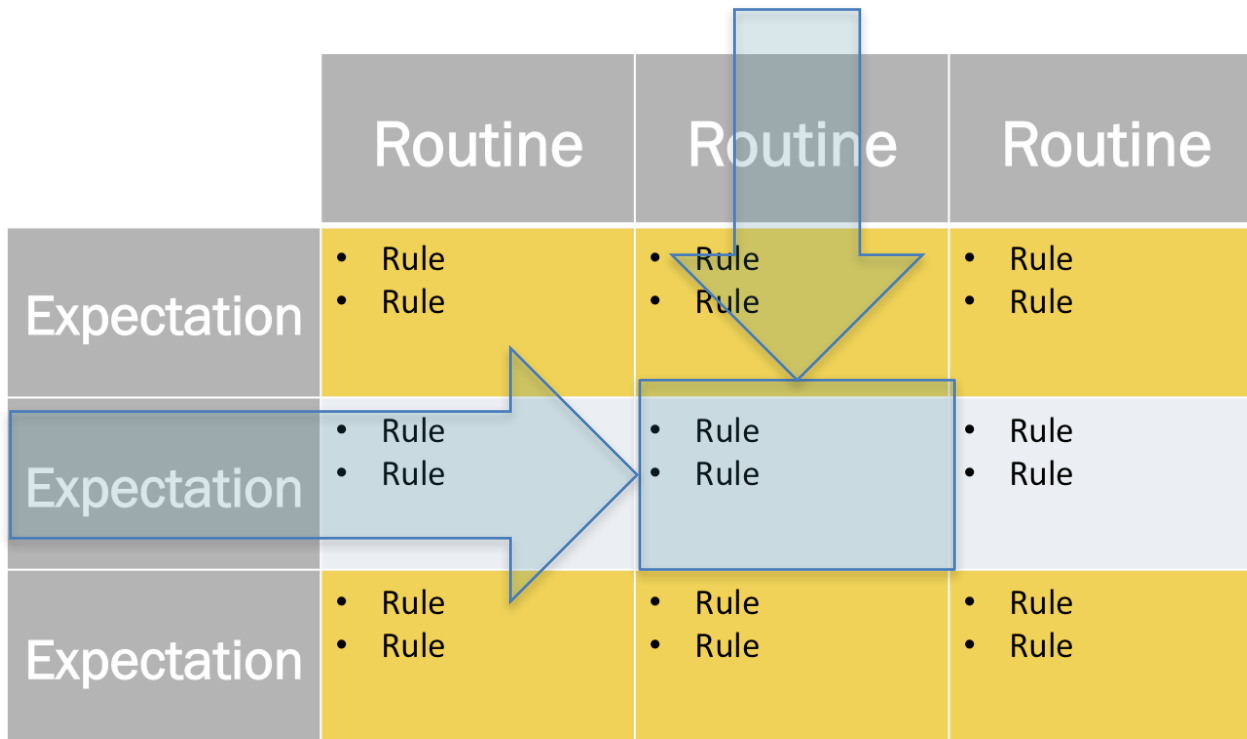
Know

Always applicable

Use



Behavior Curriculum



Procedures
are *how* to
do it.

Rules are *what* to do.



Your Curriculum Guide

	Routine	Routine	Routine
Expectation	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule
Expectation	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule
Expectation	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule	<ul style="list-style-type: none">• Rule• Rule

Post it.

Teach it.

Refer to it.

**Acknowledge
with it.**



Behavior Curriculum

Expectation

Set it.



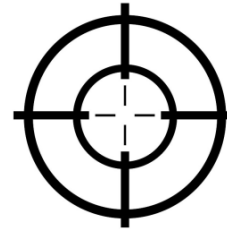
Routine

Plan it.



Rule

Define it.



Procedure

Teach it.



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Classroom Behavior Expectations

	Entering/ Leaving Class	Transitions	Cooperative Group Work	Individual Seat Work	Whole Group	Taking Care of Personal Needs
Be Safe	Walk KAHFOOTY (Keep all hands, feet, and other objects to yourself)	Walk KAHFOOTY Push in chairs behind you.	Use materials appropriately. KAHFOOTY Use calm language when disagreeing.	Notice your neighbor. KAHFOOTY	Stay at seat. KAHFOOTY Notice your neighbor.	Walk. KAHFOOTY Only ONE person out of their seat at a time.
Be Responsible	Have all class materials with you. Start on your "Do Now". Keep your area clean.	Listen and follow directions as stated. Take materials with you if needed.	Offer help to your groupmates. Stay on task. Contribute. Participate.	Be on task. Follow Directions. Stay in your seat. Ask for help if needed.	Follow directions. Stay on task. Participate in class discussions.	Have planner filled out. Take shortest route. Go at an appropriate time.
Be Respectful	Use indoor voices. Have a positive attitude. Greet Ms. Thoenen. Ask permission.	Respect personal space. Use respectful language.	Listen to others ideas without interrupting. Use respectful language. Encourage Others.	Use quiet voice. Raise your hand if you have a question.	Eyes/ Ears on Speaker Raise hand to speak. Stay quiet.	Wait for me to stop talking. Return to your seat quickly and quietly.





Classroom Behavior Expectations

Scope and Sequence:

- Introduce my classroom behavior expectations of being Safe, Respectful, and Responsible day one of school.
- Have students help fill in the boxes of the matrix.
 - For example, Ask students what it looks like to be safe in transitions and whole group instruction.
 - Write down ideas from each class and compile one matrix that incorporates their thoughts.
 - I will have my completed matrix with me so I can guide the students.
- Post the matrix on the wall where everyone can see it.
- Give each student a matrix to post in their Social Studies binder that we can refer back to throughout the year.
- As I setup my expectations for different aspects of the class, I will teach the appropriate behaviors.
 - Example: Day One- Entering the classroom. After we have talked about what it looks like to be safe, respectful, and responsible when entering the classroom, I will model a nonexample of being safe, respectful, and responsible when entering the class.
 - After talking about the correct and incorrect ways of entering class, I will have the students practice the behavior.
- After the initial day of filling in the matrix, I won't teach behaviors until I need to. For example, If my students are not using cooperative group work on day one, I will not teach that behavior until needed.
 - To keep track of my progress of actually teaching behaviors, I will tape a matrix into my planner and highlight each box I have covered. I will make it a goal to get through the entire matrix within the first few weeks of school.
- Throughout the year, refer back to the matrix often when you see a student not Being Safe, Repectful, or Responsible. Use constructive (positive and negative) feedback based on your behavior expectations outlined in the matrix.
 - Once every week our "Do Now" will be dedicated to reviewing a classroom expectation.



Classroom Behavior Expectations	Transitions	Group Work	Individual Seat Work	Whole Group
Be SAFE	Walk KAHFOOTY Take the shortest path Follow instructions Push in chairs	KAHFOOTY Use calm language Use materials appropriately Stay in seat	KAHFOOTY Only 1 person up at any time Keep chair on all fours Stay in seat Push in chairs	KAHFOOTY Stay in seat Notice your neighbor
Be RESPECTFUL	Respect personal space KAHFOOTY Use appropriate language (Excuse me, thank you, etc) Voice level 1 Put away belongings	No put downs Level 2 Volume Take turns talking Use respectful language Listen without interrupting Respect others belongings. encourage others to participate Work together and include everyone	Eyes on your own paper Level 0 Volume Raise your hand Minimize distractions. (no tapping, humming, etc.)	Raise hand to speak Level 0 voice Participate in discussions Eyes/Ears on speaker
Be RESPONSIBLE	Listen and follow instructions Take needed materials with you Go directly to destination	Participate Listen to instructor Come prepared Stay on task Contribute to group	Ask for help if needed Stay in your seat (on all fours) Follow directions Stay on task Read book when finished	Pay attention to whoever is talking Use appropriate language Stay on task Participate Raise your hand



Class wide Social Skill Lesson Plan # 1

Lesson Focus: Demonstrating **being responsible** during **individual seatwork**.

Teaching Objective:

Following instruction, students will demonstrate **being responsible** during **individual seatwork** by being on task, following directions, staying in your seat, and asking for help only when needed.

Positive Examples	Negative Examples
Being in seat, working quietly when asked, working on assignment as directed, and asking for help when needed.	Walking around room, talking to neighbor when instructed to work quietly, reading a book instead of working on assignment, not asking for help when needed.

Lesson Materials:

Student desk.

Lesson Activities:

- Model: Teacher will create a scenario and model nonexamples of being responsible when doing individual seat work.
- Lead: I will ask the class what I could have done differently to be a responsible learning when doing individual seat work.
- Test: Have all students complete individual seatwork.

Follow-Up Activities:

- Prompting/Pre-Correcting Strategies:
 - Today our “Do Now” is an individual assignment. Can someone remind me what it mean to be responsible when doing individual seatwork?
- Reinforcement/Feedback Strategies:
 - John, thank you for being on task and participating in the assignemnt. I appreciate you being responsible.
 - Thank you for staying in your seats during our warm up this morning. That is exactly what it looks like when being responsible during individual seat work.
- Error Correction Strategies:
 - John, can you tell me what it looks like to be responsible durng individual seat work? Do you think you were being responsible?



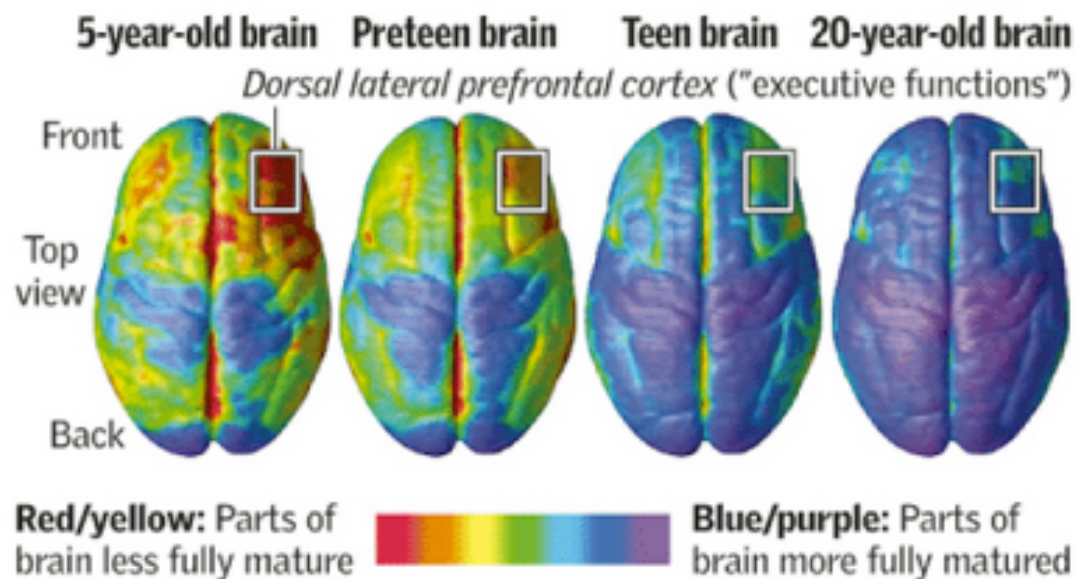
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 5. Actively engage students in observable ways.
-



Acknowledgement & Recognition

- Actions followed by **pleasant** consequences tend to be **repeated** and thus **learned**.



More connections between behavior and positive consequence = **thicker neuron fibers** = more likely to repeat behavior



Feedback Already Exists

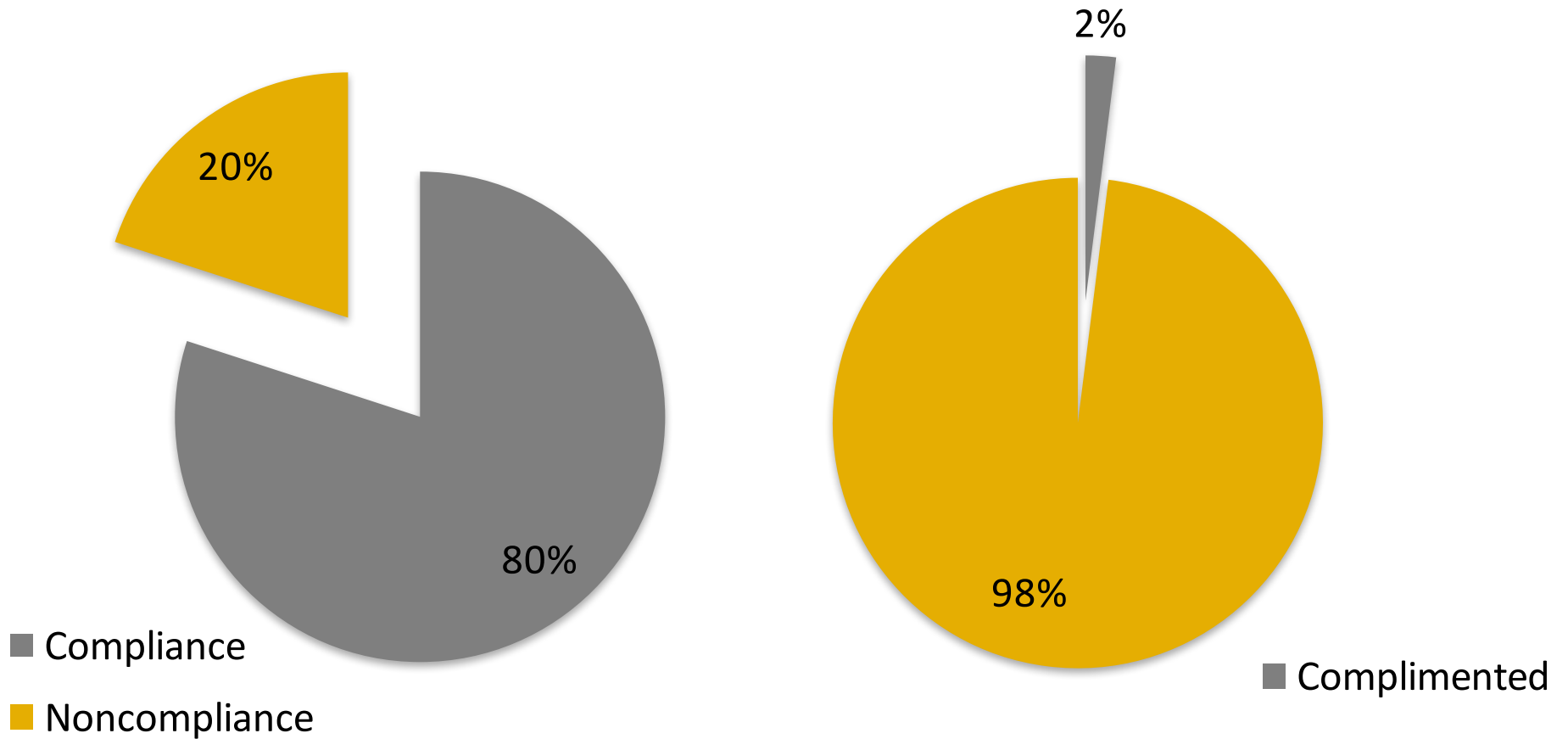
- Humans experience feedback from others, self, and the environment.
 - Planned vs. Unplanned
 - Desirable vs. Undesirable



	Routine	Routine	Routine
Expectation	<ul style="list-style-type: none"> • Rule • Rule 	<ul style="list-style-type: none"> • Rule • Rule 	<ul style="list-style-type: none"> • Rule • Rule
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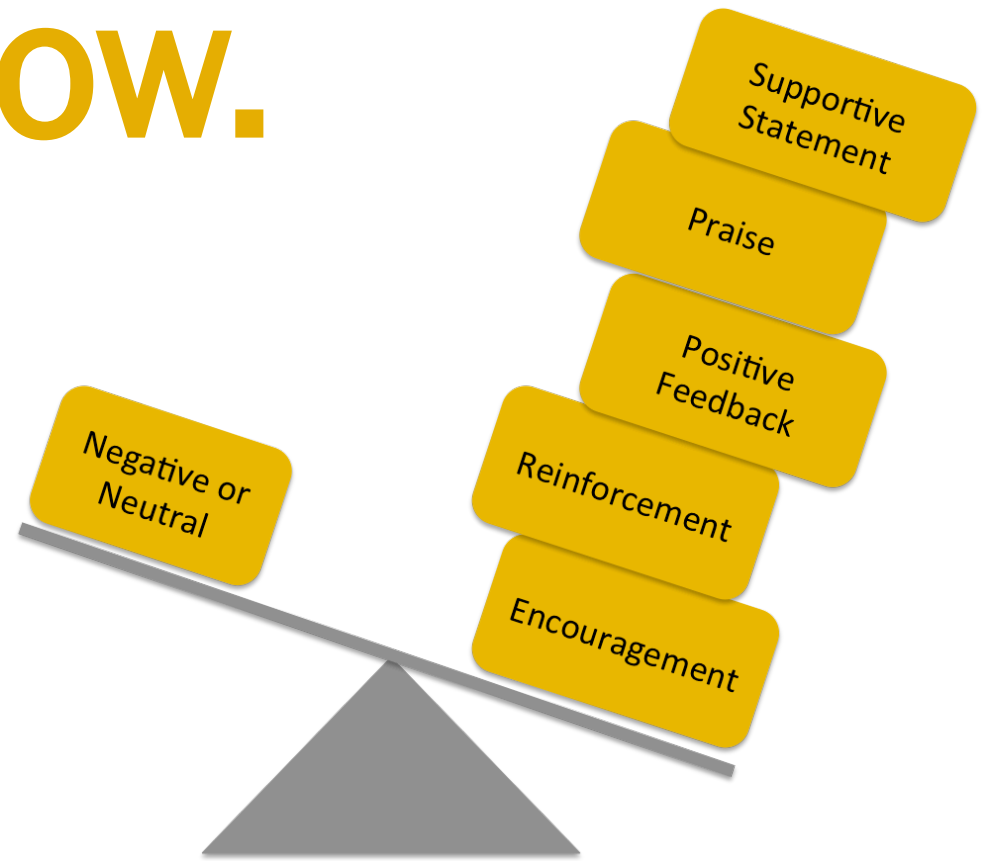


Did you know...



Shores, R.E.; Phillip, G.L; Jack, S. L (1993)

Whatever you feed will grow.



Why develop a system?

- Using an acknowledgment system
 - **Increases** the likelihood that **desired** behaviors will be repeated
 - **Focus** staff and students on **desired** behaviors
 - **Fosters** a **positive** classroom climate
 - **Reduces** the need to engage in time-consuming **management**



Praise Statements

- Specific
 - Behavior is praised and is directed at a student or group of students
- Contingent
 - Delivered immediately after the behavior we want to see occur again



System Guidelines

- Acknowledge frequently in the beginning
- Tie it to the behavior
- Refrain from threatening a loss of acknowledgment as a way to impact change
- Refrain from taking earned acknowledgments away
- Students should be eligible for acknowledgment throughout the day



Positive and Corrective Feedback	Provided Instructions	Cooperative/ Group Work	Independent Work	Visitors & Substitutes	Transitions	Turning in Work
Be Respectful	<p>-I like how you gave your full attention as I provided you with instructions. Thank you!</p> <p>-Please wait till after I have finished providing instructions to ask a question</p>	<p>-Thank you for supporting and encouraging group members, you are displaying respect in group work!</p> <p>-As you work in groups please remember to be respectful use constructive criticism, rather than mean comments.</p>	<p>-I like how you are working independently at a voice level zero!</p> <p>-Please observe that the expectation for independent work is voice level zero, which is no talking. Please adjust your voice level to meet this standard.</p>	<p>-Thank you class for treating the visitor with respect by displaying a good attitude.</p> <p>-Our MATRIX lists the rule of how to respectfully engage with a visitor. Next time please display a compliant and positive attitude.</p>	<p>-I appreciate that you waited until I provided you with the "go" signal to transition.</p> <p>-Please do not talk while transitioning; the rule defines the voice level as zero.</p>	<p>-I can tell you worked really hard on this assignment, thank you for displaying your best efforts!</p> <p>-Make sure to always submit your very best work, do not rush through.</p>
Be Safe	<p>-Thank you for doing exactly what the directions requested!</p> <p>-Make sure you are fulfilling the requests of the instructions.</p>	<p>-I can see that you have created a safe environment where everyone can share his or her ideas! Keep it up!</p> <p>- Work on developing a secure environment to build the confidence of your group.</p>	<p>-You are contributing to a safe environment by staying at your desk during independent work time. Thanks!</p> <p>-Please return to your seat, this is independent work and the expectation is for you to stay in your seat.</p>	<p>-You did a wonderful job following the directions of the substitute!</p> <p>-In order to be safe you must listen to the directions of substitutes. Next time please listen to their directions and comply.</p>	<p>-You avoided running into someone because you were aware of your surroundings during the transition! Way to be safe!</p> <p>-Please be aware of your movements during transitions. Next time watch where you are going please.</p>	<p>-I like how you turned your work into my crate so I could easily find it!</p> <p>-To ensure the safety of your work please turn your work into the crate, not my desk.</p>

Signature of Success- Target the Individual

Each individual student will work their way up to fifteen signatures. When they have received fifteen signatures, they will turn in their chart with one of the listed reinforcers selected. I will review their submission and provide them with the reinforcer.

Reinforcers:

- Sit at the teacher's desk for the hour (Activity)
- Ms. Thomas provides a soda or sports drink for you to enjoy in class (Tangible)
- 5 minutes with device (Activity)
- Lunch with the teacher (Social)
- Play your favorite song (teacher approved) during independent work time (Activity)
- Late Homework pass (Tangible)
- Take shoes off for the hour (Activity)
- Wear a hat for the hour (Activity)



DRAW THAT LETTER!!!- Target Individual & Group and Whole Class

The class will draw letters until they have drawn all of the letters to spell the selected character trait word. The letters can be drawn in any order.

Reinforcers:

- Beginning class with a Youtube video of choice (teacher approved) (Activity)
- Ms. Thomas brings in snacks for everyone (Tangible)
- Ms. Thomas brings sodas for everyone (Tangible)
- 5 Minutes of Free Talk at the End of Class (Social)
- Ms. Thomas will read picture book of choice as a read aloud (teacher approved) (Activity)
- Class Lunch with the Teacher (Social)
- Students select the music for the day (teacher approved playlist) (Activity)
- Class Outside (Weather and Schedule permitting) (Activity)



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-



Discipline

dis • ci • pline n. 1. **teaching** to act in accordance with rules; 2. activity, exercise, *instruction*, or a regimen that develops or improves a skill; training; 3. punishment inflicted by way of correction and training.

Random House Unabridged Dictionary

dis • ci • pline (fr. Latin disciplina; teaching, learning) **Instruction** that corrects, molds or perfects character and develops self-control.

Webster's New Collegiate Dictionary



Correcting Low-level Errors

- Academic
 - Identify error
 - Re-teach correct response
 - Model or demonstrate
 - Provide guided practice & feedback
 - Provide independent practice
 - Monitor
 - Provide feedback
- Behavior
 - Identify the error
 - Re-teach expected behavior
 - Model/Demonstrate
 - Practice
 - Monitor
 - Provide encouragement
 - Correct and re-teach as needed



Rationale

- **Interrupts** the problem behavior and engages the students in the expected behavior to maintain positive learning climate
- **Ensures** the students exhibit the expected behavior in future occurrences of similar situations
- **Avoids** escalation of the problem behavior
- **Decreases** future time out of learning/instruction.

Colvin, 2010



Corrective Statements

- Specific
 - Behavior is acknowledged and is directed at a student or group of students
- Contingent
 - Delivered immediately after the behavior we want to see occur again

Effective Error Correction Strategies

- Planned ignoring
- Physical proximity
- Specific + Contingent praise delivered to students engaging in the expected behavior
- Direct eye contact (a.k.a. the teacher look)
- Re-teaching of expectations/rules (positive practice)
- Re-direction
- Differential reinforcement
- Verbal warning / reminder
- Visual cue (e.g., hand signal)
- Private talk / problem solving with student



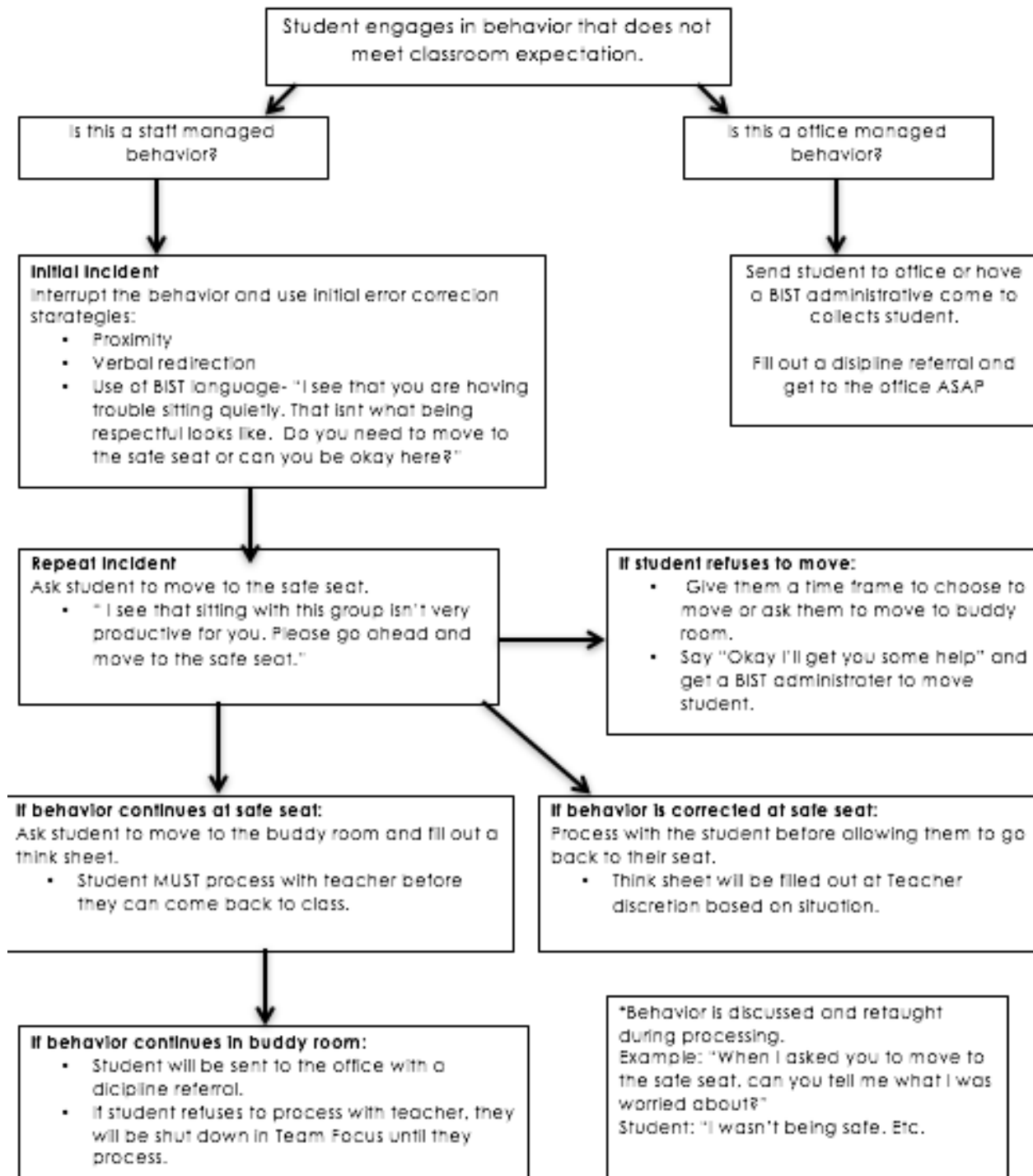
Consequence System

Staff Managed vs. Office Managed Behaviors Via Student Handbook- LCMS

Staff Managed	Office Managed
<ul style="list-style-type: none">• Public Displays of Affection• Failure to pay attention or to participate appropriately in class• Failure to bring necessary materials to class• Interrupting and interfering with the work of others• Failure to do class work, assignments, etc.• Making rude or disrespectful comments to other students• Misusing lockers or locker privileges• Failure to return forms, notes to parents or teachers etc.• Uncooperative behavior to teachers• Spreading hurtful rumors• Engaging in any other disruptive behavior that is minor in nature.	<p>Any other actions that are disruptive, inappropriate in nature, or offensive that are not covered in the handbook.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Continual or frequent disruptive behavior• Harm towards self or others• Excessive cursing• Threats• Carrying a weapon.• Fighting• Sexual misconduct or harassment• Theft• Vandalism• Carrying contraband.• Bullying.



Problem Behavior Flowchart



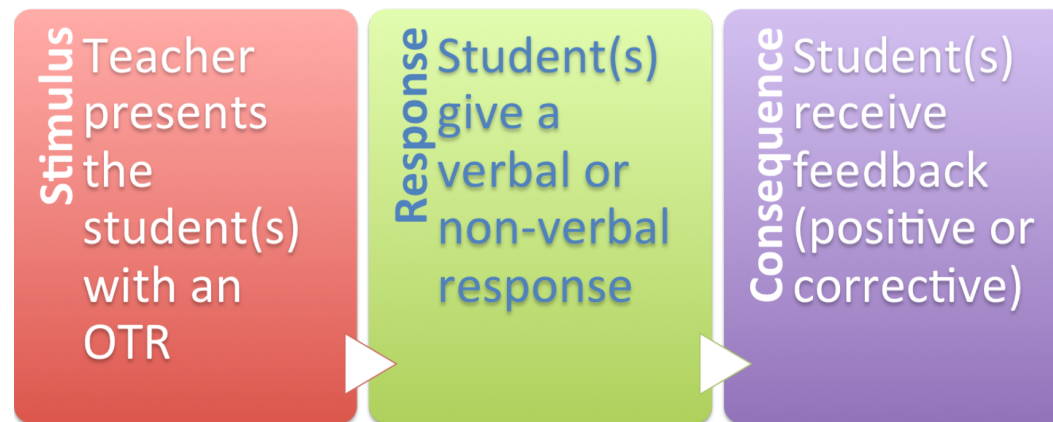
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Opportunities to Respond & Active Supervision

- An opportunity to respond (OTR) is a teacher behavior that prompts or solicits a student response (e.g., asking a question, presenting a demand). (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008, p. 359)



Opportunities to Respond & Active Supervision

- Studies focusing on increased rates of OTRs find positive effects.
 - Increases in:
 - Participation
 - Time on-task
 - Correct responding
 - Learning of academic content
 - Decreases in:
 - Off-task behavior
 - Disruptive behavior
- Carnine, 1976; Sterling et al., 1997; Sutherland et al., 2003; West & Sloane, 1968



Opportunities to Respond & Active Supervision

- Gallery Walk
 - Opportunities to Respond
 - Disengagement, Higher-order Thinking, & OTR Strategies
 - OTRs as Formative Assessment & Building a Classroom Conducive to OTRs
 - Active Supervision



Opportunities to Respond & Active Supervision

Disengagement: to prevent this

#TPT

- active participation
- cognitive engagement
- no passive hiding
- constant back & forth
- Students to teachers
- Students to students
- Connections from classroom content to real life
- Students who don't usually think, do!
- Students come up w/ never expected ideas
- Students thrive on interaction

OTR Strategies

Need: Multiple Opportunities to Respond

We can do this through:

- White Board responses
- Choral Responses
- Plan instructional questioning

↑ cog ↓ participation ↑ partic
↓ cog ↓ part ↑ partic

PLAY THE SIMS

SCAN

INTERACT

MOVE

DON'T JUST SIT @ THE COMPUTER, PLAY THE SIMS!

Misner
Amanda
Karin
Lynne

OTR's as Formative Ass.

Content Driven

Ongoing data

Read Your Students

Ex:

- White boards, quick writes, Who & Particip
- Summary "one-liners", Check lists, notes on Student learning

BUILDING A CLASS THAT IS CONDUCTIVE TO OTR

BUILD CONFIDENCE

TRUST

LESS TEACHER CONTROL

OPPORTUNITY TO RESPOND

VARIETY OF RESPONSES

BETWEEN STUDENT & TEACHER

IN SELVES

BETWEEN STUDENTS

PEER REJECTION & ACCEPTANCE

Class rates

Opportunities to Respond (OTRs) Mini-Action Research Plan				
1. Determine present level of OTRs				
Who will collect the data?	<input type="checkbox"/> I will collect my own data. (And collect some of my own) <input type="checkbox"/> I will ask Jada to help collect data.			
How will the data be collected?	<input type="checkbox"/> <u>Tally marks</u> <input type="checkbox"/> Counter (e.g., smart phone app) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Combination of tools: _____			
What is your current rate of OTRs?	Day 1 22 / 15 = 1.47 # / min. = rate	Day 2 24 / 14 = 1.71 # / min. = rate	Day 3 23 / 15 = 1.53 # / min. = rate	Day 4 26 / 16 = 1.63 # / min. = rate
2. Develop a plan to increase OTRs				
What is your goal rate of OTRs?	Currently, I present an average of 1.585 OTRs per minute across 4 sampled opportunities. My goal is to increase my use of OTRs to an average of 3 OTRs across 5 sampled opportunities.			
What OTR strategies will you use? (identify at least 3 different strategies <i>total</i>)	Individual	Choral/Unison	Student-to-Student	
	-I will pre-plan and increase the number of individual questions I include during a segment of time. I will also allow the students some "think time" before calling on a particular individual. This will expand the amount of students that will raise their hand to be called on.	-I will pre-plan OTRs that all my students can answer or relate to and ask them to describe their answers with their thumbs. EX: "Do you think that accepting refugees into our country is a good or bad idea? Show me what you personally think using your thumb. Thumbs up "yes we should", thumbs side ways "I'm not sure or I have mixed feelings" and thumbs down "no we should not"."	-I will implement group discussion questions where the students will be asked to talk with their table group about a critical thinking question.	
How will you prompt/remind yourself to increase your OTRs?	-I will plan questions in advance and write them out to help guide me thinking and ensure that I include at least a certain amount of OTRs. I will also personally keep track of my OTRs as I go through my lesson as a focus method.			
3. Implement plan and monitor progress				

	Day 1	Day 2	Day 3	Day 4	Day 5
What is your rate of OTRs?	37 / 14 = 2.64 # / min. = rate	45 / 16 = 2.81 # / min. = rate	36 / 14 = 2.57 # / min. = rate	41 / 15 = 2.73 # / min. = rate	43 / 14 = 3.07 # / min. = rate
4. Reflection					
What are your reflections, take-aways, and thoughts on your data and student outcomes?					
<p>Before participating in this mini-action research project I never noticed or evaluated the way I utilized questions or the frequency in which I asked them. Now after implementing my plan I can see a noticeable difference in my students learning and engagement. My students thrive when I use questioning and provide them with opportunities to respond. Students love to express their views, opinions and knowledge on certain subjects. Not only did this project force me to look at the number of questions I asked, but also it required me to observe and re-evaluate the strategies I use when asking questions or prompting students to respond. I enjoyed observing the influence of the growth plan. I increased my number of OTRs, and my students were visibly more involved in their learning. The plan also allowed me to reach students that would not normally respond through student-to-student questioning, and Choral questioning. I never realized the importance of including a variety of questions in my lessons, until I looked at the data. My students were becoming bored with mundane individual question and answer. Utilizing other types of questioning techniques enticed my students.</p> <p>Although I did my average amount of OTRs was not at or over three, I was close to my goal. I am not extremely disappointed because I did show growth between the two sets of data. I also developed and learned how to implement different questioning strategies that will be extremely useful when planning towards future lessons. Implementing these strategies also helped to establish norms and expectations for activities such as table group discussions, and applying the "thumbs" system. This project helped me grow as an educator and I plan to continue to evaluate my use of OTRs in the classroom.</p>					



NEPBIS

NorthEast Positive Behavioral Interventions and Supports



College of Education
University of Missouri

POWER THE KNOWLEDGE



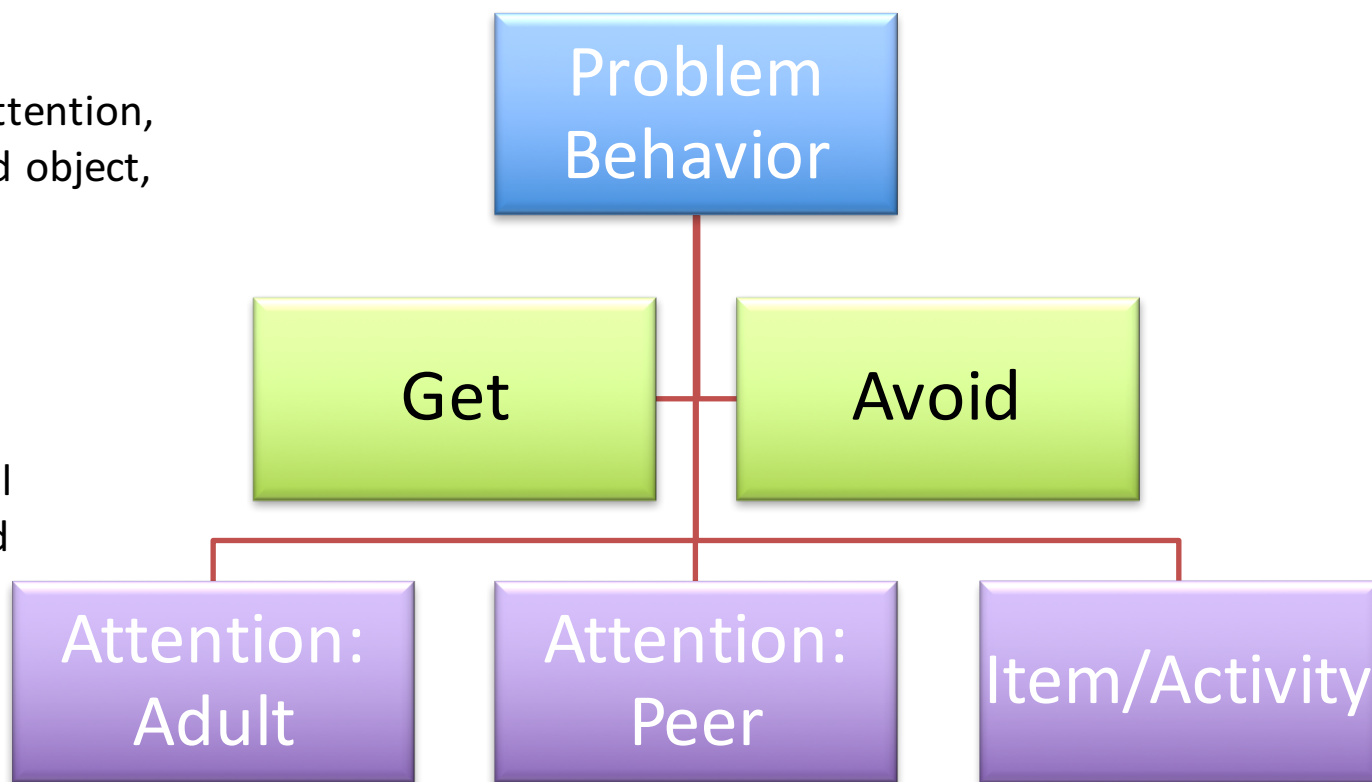
MPER

MU Partnership for Educational Renewal

Function-based Problem Solving

Common Functions:

- Get
 - Peer attention, adult attention, desired activity, desired object, sensory stimulation
- Avoid
 - Difficult task, boring task, easy task, physical demand, non-preferred activity, peer, staff



Function-based Problem Solving

A ntecedent (Trigger/Predictor)	Problem B ehavior (Student Behavior of concern)	Out C ome/Response (Consequence)	Function/Motivation
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: <input type="checkbox"/> Get _____ <input type="checkbox"/> Avoid _____

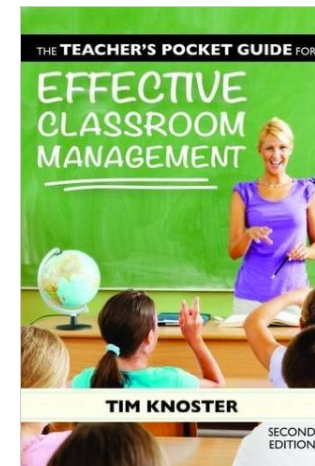
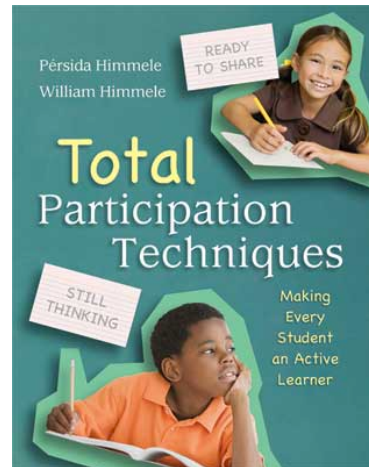
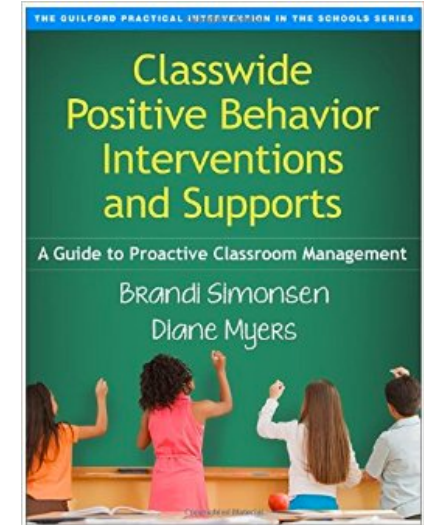
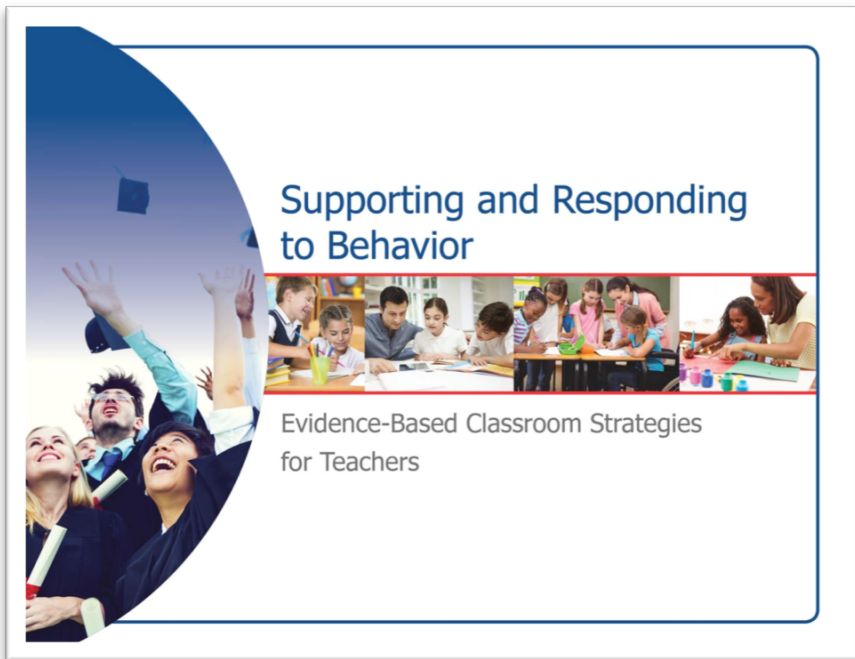


Scaffolding

- Activity Sequencing & Offering Choice
- Academic Success & Task Difficulty



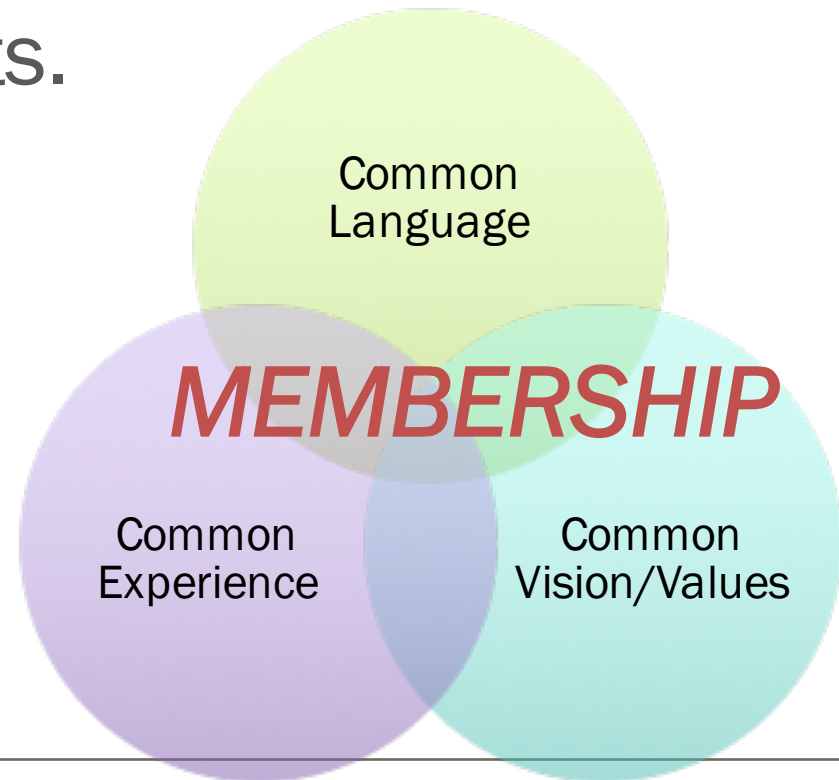
Resources



Social Culture Matters

- The fundamental purpose of classroom management is to create more effective learning environments.

Predictable
Consistent
Positive
Safe



THANK YOU!

- Kelsey Morris
 - MorrisKels@missouri.edu
- Alexis Thoenen
 - Jefferson City Public Schools
- Elizabeth Thomas
 - Jefferson City Public Schools

