

INTENSIFYING THE EFFECTIVE CLASSROOM PRACTICES FOR MIDDLE AND SECONDARY GRADES

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OUTCOMES

- Identify the Effective Classroom Practices and be able to match them to the appropriate function of behavior
- Be able to intensify the Effective Classroom Practices and use them with students who benefit from additional support

FUNCTION OF BEHAVIOR

Obtain

- Adult Attention
- Peer Attention
- Object
- Activity
- Sensory
- Control

Avoid

- Adult Interaction
- Peer Interaction
- Task/Activity
- Overstimulation (sensory)



EFFECTIVE CLASSROOM PRACTICES

- Classroom Expectations (OA)
- Classroom Procedures and Routines (OA)
- Encourage Expected Behavior (OA)
- Discouraging Inappropriate Behavior (OA)
- Active Supervision (OA)
- Opportunities to Respond (OA)
- Activity Sequence (A) and Choice (OA)
- Task Difficulty (A)

CLASSROOM EXPECTATIONS



The Patriot Way
Be Respectful – Be Responsible – Be Safe



	Start of Class	Whole-class instruction	Group Work	Independent Work	Transition time	Taking care of personal needs	End of class	Substitutes
Respectful	<ul style="list-style-type: none"> Greet Mrs. Crane with respectful language Greet classmates with respectful language 	<ul style="list-style-type: none"> Raise your hand and wait for others to finish speaking Provide positive and polite comments 	<ul style="list-style-type: none"> Wait your turn to speak Use polite and positive language 	<ul style="list-style-type: none"> Keep voices off or whisper Allow others to work on their own 	<ul style="list-style-type: none"> Allow others to get where they need to go Follow Mrs. Crane's directions Turn voice off as soon as signal is given 	<ul style="list-style-type: none"> Wait until non-instructional time to ask Ask politely 	<ul style="list-style-type: none"> Keep working until Mrs. Crane asks you to pick up Help others clean up 	<ul style="list-style-type: none"> Listen to what the substitute is saying Follow directions
Responsible	<ul style="list-style-type: none"> Be on time Have a seat and start warm-up Bring materials and homework to class and have ready on desk 	<ul style="list-style-type: none"> Participate in the conversation Stay focused on the task Ask questions if you need clarification or further explanation 	<ul style="list-style-type: none"> Participate actively Have your part finished and ready Work together to accomplish tasks Define member roles and jobs to finish assignment 	<ul style="list-style-type: none"> Use time to accomplish tasks and assignments Stay focused on the task 	<ul style="list-style-type: none"> Be efficient in transitioning Follow directions and perform any necessary tasks to transition 	<ul style="list-style-type: none"> Be prompt – go straight there and come straight back Have pass filled out and ready to be signed 	<ul style="list-style-type: none"> Quickly put away materials and gather your belongings Go straight to next class 	<ul style="list-style-type: none"> Do what is asked of you as soon as asked Complete tasks and assigned work
Safe	<ul style="list-style-type: none"> Keep hands and objects to self Walk to seat 	<ul style="list-style-type: none"> Sit in chair with feet on floor Keep materials on desk 	<ul style="list-style-type: none"> Walk to your group location Stay with your group in assigned location 	<ul style="list-style-type: none"> Sit in chair with feet on floor Use tools properly 	<ul style="list-style-type: none"> Walk to accomplish tasks Push in chairs Put materials and tools in correct spot 	<ul style="list-style-type: none"> Walk Use sign out sheet to leave room 	<ul style="list-style-type: none"> Push in chair Make sure floors and desks are clean Walk Hands to self 	<ul style="list-style-type: none"> Follow school and classroom emergency procedures

CLASSROOM PROCEDURES

<http://www.boystowntraining.org/lesson-plans.html>



**TAKE TWO:
SKILL-BUILDING
SKITS**
You Have Time to Do!

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Tier 2 Intervention
Secondary Students

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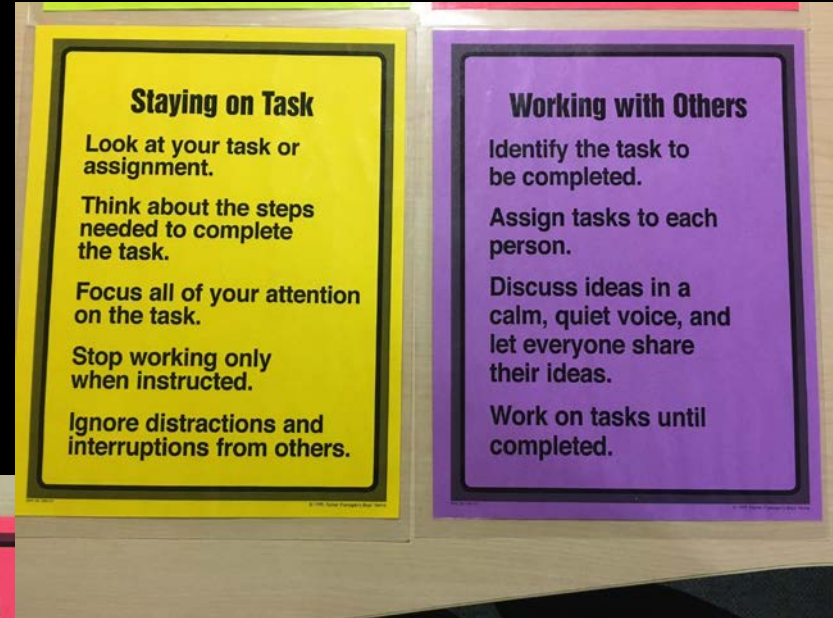
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Quick Overview
By Cindi Dodds, MEd

[Look Inside the Book](#)

Quick skits and activities educators can use to harness students' love of drama while teaching them social skills.

Item Number: 52-001
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Staying on Task

- Look at your task or assignment.
- Think about the steps needed to complete the task.
- Focus all of your attention on the task.
- Stop working only when instructed.
- Ignore distractions and interruptions from others.

Working with Others

- Identify the task to be completed.
- Assign tasks to each person.
- Discuss ideas in a calm, quiet voice, and let everyone share their ideas.
- Work on tasks until completed.



Disagreeing Appropriately

- Look at the person.
- Use a pleasant voice.
- Tell why you feel differently.
- Give a reason.
- Listen to the other person.

Having a Conversation

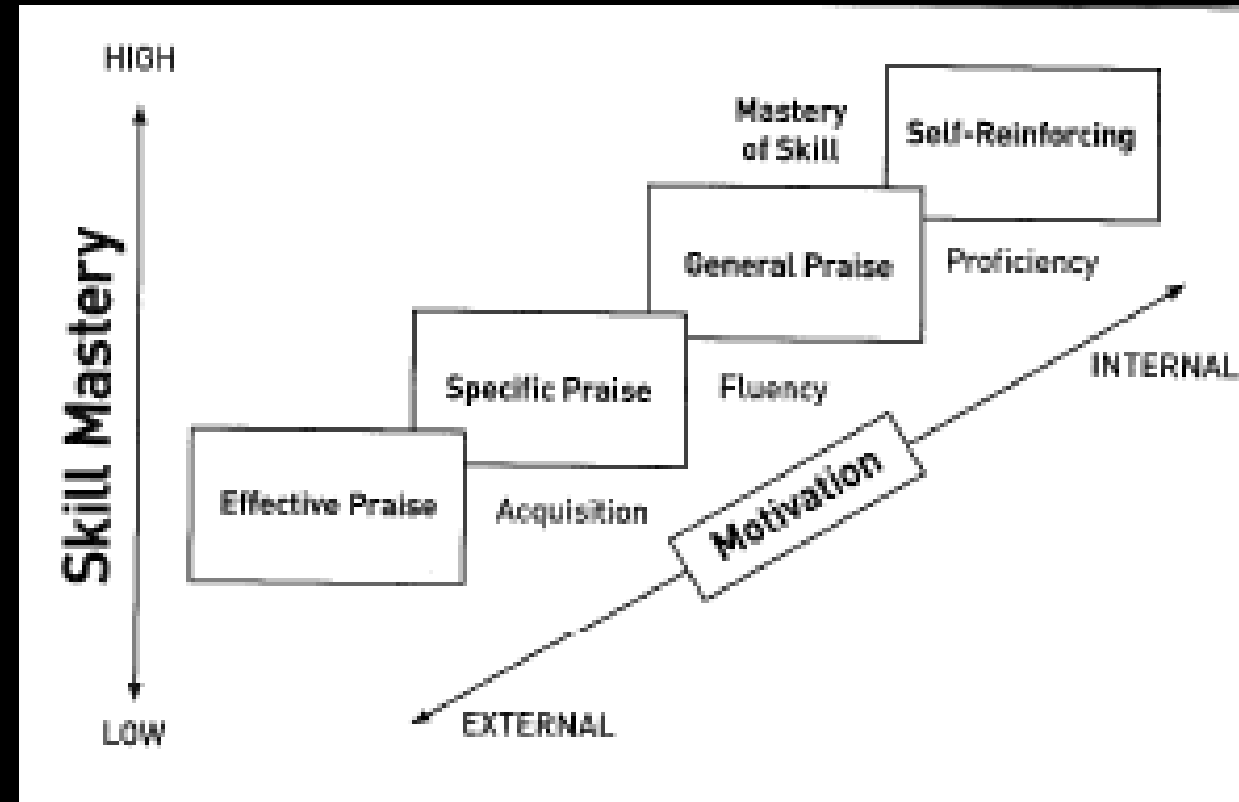
- Look at the person.
- Use a pleasant voice.
- Listen to what the other person says.
- When there is a break in the conversation, ask a question or share your thoughts.



POSITIVE SPECIFIC FEEDBACK

ENCOURAGING EXPECTED BEHAVIOR

- Positive Specific Feedback ratios
 - Tier 1 4:1
 - Tier 2 8:1
 - Tier 3 12:1
- Group Contingency
 - CW-FIT





"I like how Bonnie's not stepping on my last nerve."

REINFORCERS

- Homework Pass
- Skip One Test Question
- Social/Free Time
- Using Phones
- Listen to Music/Watch Videos
- Help in Special Needs Classroom
- Ask students for their input
- <http://behaviordoctor.org/material-download/>
- <http://behaviordoctor.org/wpcontent/uploads/2014/01/2014rewardsv.pdf>

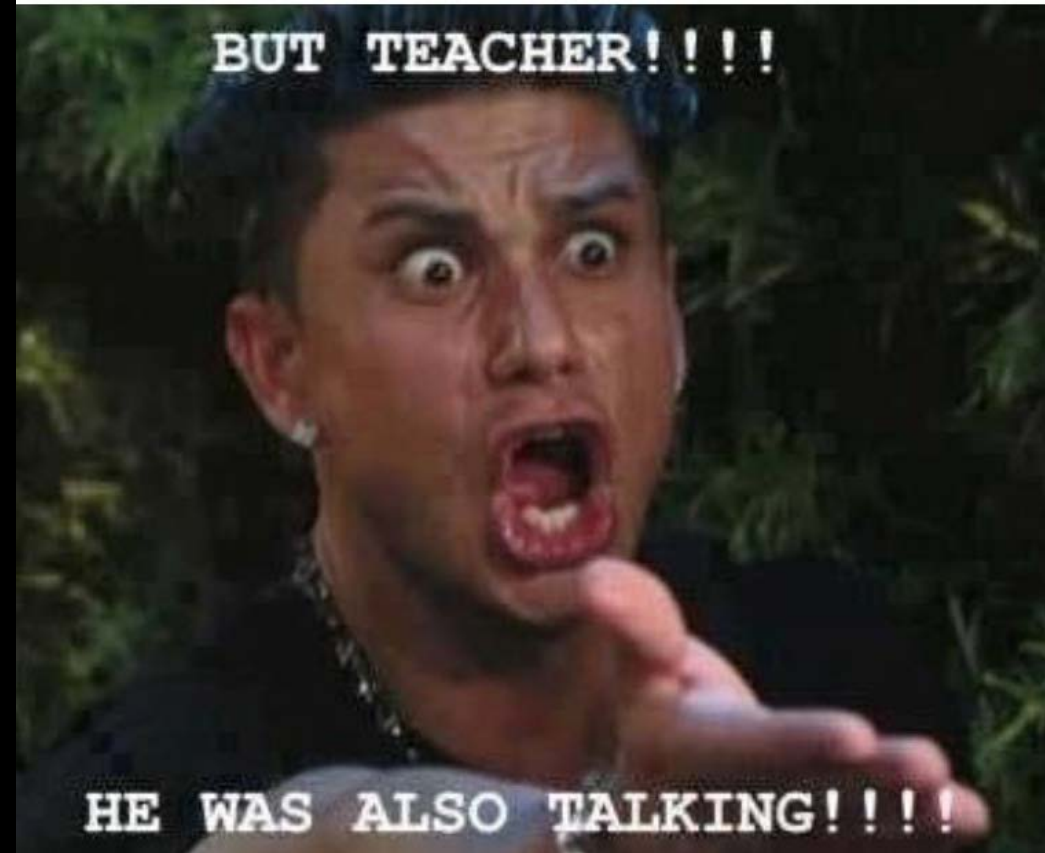


DISCOURAGING INAPPROPRIATE BEHAVIOR

Steps

- Use Initial Praise or Empathy
- Describe Inappropriate Behavior
- Describe Appropriate Behavior
- Give a Reason
- Practice
- Positive Feedback
- General Praise

When giving a redirection, be careful not to get caught in a disagreement match. Just state the redirection and walk away.



DISCOURAGING INAPPROPRIATE BEHAVIOR

Example

- "Susan, thank you for sitting down" or "I understand you want to spend time with Rita."
- "I just asked you to follow an instruction and you rolled your eyes and made a comment, and stomped across the room to your seat."
- "The next time I ask you to follow an instruction, please: look at me, say 'okay', and do as I ask right away"
- When you follow instructions, you might finish your assignment faster and be able to work with Rita again. Understand?"
- "Let's try it. When I give you an instruction to follow, look at me, say 'Okay' and do as I ask. Susan, please take out your book and turn to page 89."
[Susan complies]
- "Susan, nice job! You looked at me, said 'Okay' and did what I asked right away."
- "Thanks for working with me. Let's get math started."

DISCOURAGING INAPPROPRIATE BEHAVIORS

“The child often teaches the adult to behave inappropriately faster than the adult teaches the child to behave appropriately.” Tom Dowd, M.A. Social Psychology

CORRECTIVE STRATEGIES		EXAMPLE	
Specific Praise	"Thanks for taking your seat." "Way to take that deep breath." "Nice job of lowering your voice."		
Empathy	"I understand that you are upset." "I know it's hard to hear criticism." "I know it's frustrating when things don't go your way."		
Reality Statements	"The sooner you calm down, the sooner we can talk about getting you what you need." "The longer you continue to argue, the longer I have to stay with you."		
Coupling Statements	Describe the Inappropriate Behavior	Transition Statement	Describe the Appropriate Replacement Skill
	"Right now you're yelling."	"Please..."	lower your voice"
	"Your back is turned to me."	"Can you..."	turn around and look at me?"
	"Right now you are arguing."	"A better choice would be to..."	just get quiet."
Prompt Self-Control Strategy/ Cool-Down Time	"This would be a great time for you to take your three deep breaths. I am going to go check on the rest of the class. I'll be back in about five minutes and we can finish this." "I am going to give you a few minutes to calm down and think about how we can keep this from getting any bigger. Remember to use your self-control strategy."		

70% of the time an adult intervenes in an inappropriate behavior they make it worse.

DISCOURAGING INAPPROPRIATE BEHAVIOR

SODAS

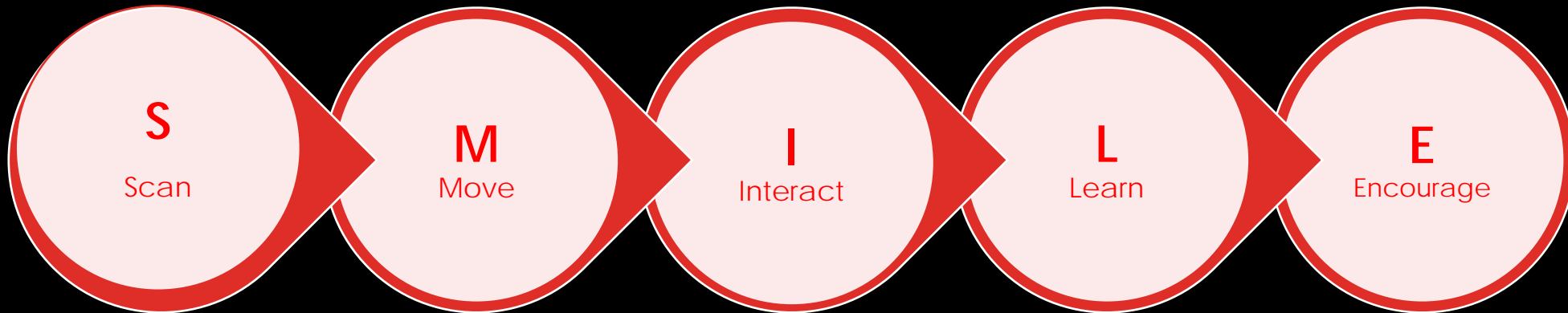
- SITUATION
- OPTIONS
 - Option 1
 - Option 2
 - Option 3
- DISADVANTAGES
 - Option 1
 - Option 2
 - Option 3
- ADVANTAGES
 - Option 1
 - Option 2
 - Option 3
- SOLUTION



MEDIATION WORKSHEET

Social Skill Essay: _____
Steps to the skill:
Where would I use this skill?
Reasons for using this skill:
Good things that could happen:
How can this skill help me outside of school?

ACTIVE SUPERVISION...JUST SMILE!



S
Scan

- Examine environment frequently
- Notice both inappropriate and appropriate behaviors

M
Move

- Move around unpredictably and continuously
- Proximity to noncompliant students

I
Interact

- Elicit conversations with students
- Provide positive reinforcers and reminders

L
Learn

- Learn from students and about students
- Express interest in students' lives

E
Encourage

- Boost spirits!
- Promote positive behaviors
- **Magic Ratio of 4:1**

OPPORTUNITIES TO RESPOND

- Kahoot!
 - <https://getkahoot.com>
- Quizizz
 - <https://quizizz.com/>
- Socrative
 - <https://www.socrative.com/>
- Padlet
 - <https://padlet.com/>
- Google Doc or Classroom



ACTIVITY SEQUENCING

Task Interspersion

- Intermixing easier tasks among more difficult tasks.
- A simple strategy of interspersing tasks that have already been mastered within an assignment of new learning.

Behavior Momentum

- Using simple instructions to precede more difficult instructions.
- Using the momentum of easier tasks or requests to build energy or motion to complete requests or activities of greater difficulty.

ACTIVITY SEQUENCING

Guideline for Using Task Interspersion

- An item must be truly at mastery level before using for interspersing.
- Students prefer assignments when up to 30% of items are new.
- Intersperse in a ratio of 1:3; one mastered to every three new items.
- Slowly fade the mastered items as fluency builds with new content.
- Eventually disperse and eliminate the already mastered items.

ACTIVITY SEQUENCING

Guideline for Behavior Momentum

- Identify behaviors that have a high probability of completion.
- Then precede more difficult requests by giving three or more requests the student can readily do.
- After successful completion, reinforce the student.
- Then present the task that is known to have a lower probability of being completed.
- Again, reinforce the student.
- Gradually reduce the number of easier requests.

CHOICE

What kind of choices?

- Type of activity or mode of the task (e.g., written, oral, project, etc.).
- Materials used to complete an assignment.
- Order or sequence in which tasks are completed.
- How the work will be done or with whom to work (e.g., work in a group, pairs, individually).
- Where to work.
- What to do when task is done.

A WORD OF CAUTION ABOUT CHOICES

Be sure your choice is a **choice** not a **threat or ultimatum** intended as a consequence.

These are NOT Choices to Offer:

- Would you like to do your work here or go to the office?
- Do you want to do your work now or at recess?

STEPS FOR USING CHOICE IN THE CLASSROOM

1. Create a menu of choices you would be willing to provide to students.
2. Look through your choice menu before planning each lesson.
3. Decide what types of choice are appropriate and where they fit best in the lesson.
4. Provide choices as planned while teaching the lesson.
5. Solicit student feedback and input.

ACTIVITY SEQUENCING AND CHOICE

Intensifying for Intervention

- Usual ratio is one mastered skill to every three new items (1:3)– may want 1:2 or even 1:1.
- Give three requests student can already do followed by one more difficult task. Give instructions in writing. Reinforce after completion.
- Use individual student preferences for choice to complete assignments.

TASK DIFFICULTY

Adjust task to meet student ability

- Length of assignment or the time allotted
- Mode the task is to be completed (choice)
- Increase instruction or practice provided
- Additional support (buddy, instructional tips, calculator, written steps)



LENGTH OR TIME STRATEGIES

- Shorten the assignment, allowing the student to demonstrate mastery with fewer items.
- Highlight, in color, those problems the student is to complete.
- Break the assignment up into shorter tasks; put fewer problems on a page.
- Have shorter work periods with other tasks in between.
- Have the student cover all items except the one he is working on at the time.
- Provide physical breaks between difficult tasks.
- Provide alternative times for the work to be completed.



RESPONSE MODE

- The mode that is required to complete a task can contribute to problem behavior.
- Reading or fine motor deficits, etc. often make reading or writing tasks appear overwhelming.
- Providing an alternative mode (e.g., computer or tape recorder, paired student reading, etc.) may reduce behavior problems.
- Question to ask: *“Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in written format, orally, or when reading is involved?”*



RESPONSE MODE STRATEGIES – *READING*

- Include illustrations on worksheets that depict how to complete tasks.
- Highlight or underline important words in instructions and texts.
- Create guided notes that limit reading and draw attention to key points.
- Provide text on recording for the student to listen to as they read.
- Assign a partner to share the reading requirements and assist the student with unfamiliar words.



RESPONSE MODE STRATEGIES – *WRITING*

- Provide a choice between written and oral answers.
- Allow the student to dictate answers to the teacher, an assistant, or peer.
- Create guided notes to minimize writing.
- Allow the student to tape record answers to tests or assignments.
- Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.).



INSTRUCTION & PRACTICE STRATEGIES

- Arrange for additional brief instructional sessions using the modeling-guided practice-independent practice approach (*acquisition stage*).
- Arrange for a peer tutor to assist with guided practice opportunities (*fluency-building stage*).
- Use partner work to increase fluency with flash cards (*fluency-building stage*).
- Use meaningful real life examples for practice and application (*mastery or generalization stage*).



INTERVENTION: TASK DIFFICULTY

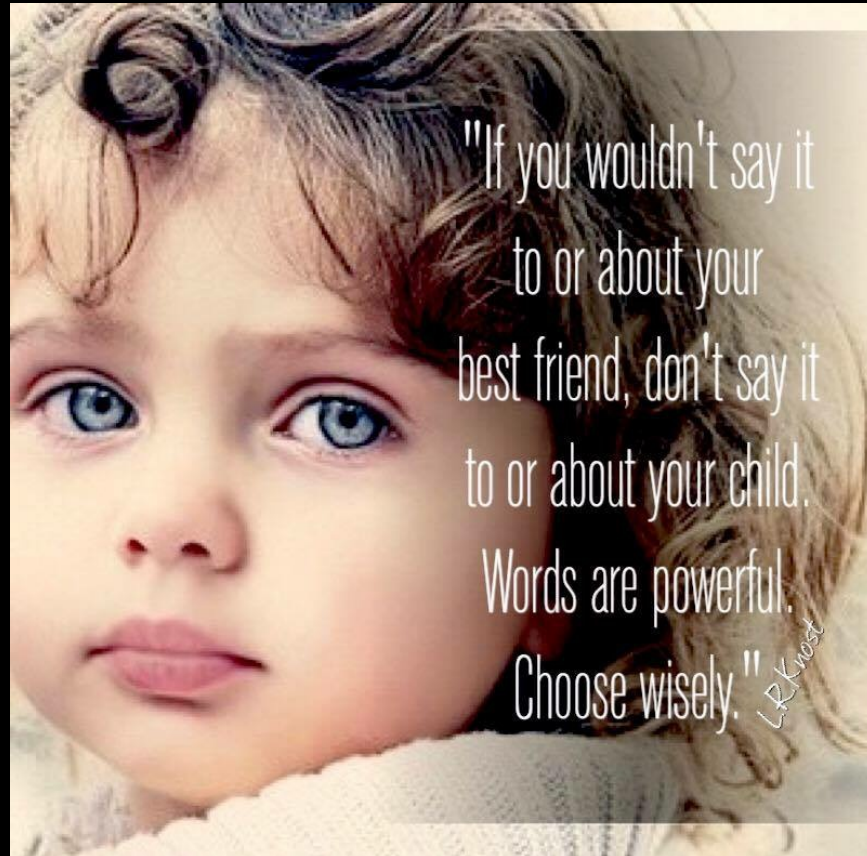
Within Task Difficulty itself are many strategies for student success:

- *Length/time*
- *Response mode-reading*
- *Response mode-writing*
- *Instruction and practice strategies*

All can potentially work for BIP purposes. How could you logistically keep this information fresh and handy for the purposes of BIP usage?



QUESTIONS/COMMENTS?



When most people look at you, they see the "bad" kid, the "naughty" kid, or the kid who makes "poor" choices.

**When I look at you,
I see someone
struggling to
express
themselves, trying
hard to fit in, and
really wanting to
learn despite your
challenges.**

**I refuse to give up
on you.**

Create-abilities



bit.ly/Create-abilities

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