



Intensifying the Effective Classroom Practices for BIP/BSP

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Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group



Attention Signal Practice



Session Outcomes

As a result of this session, the educators will be able to:

- *Connect the benefits of intensifying the Tier 1 Effective Classroom Strategies for students requiring the Behavior Intervention Plan/Behavior Support Plan intervention.*
- *Make BIP/BSPs more effective, manageable and readily actionable by anchoring in the Effective Classroom Practices.*



“When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided.”

Scheuermann & Hall, 2008

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

Sprick, Knight, Reinke & McKale, 2006



Prevention Strategies

When developing prevention strategies for BIP we may apply the classroom 8 to an individual student who needs individualized/intensive support.

Please refer to Tier 1 Workbook Chapter 8

Getting Metacognitive!

- Overall logic
- Best daily practice
- Intensifying intentionally
- Connection to BIP/BSP process
- Narrowing intervention focus
- Help for teachers and team...relief!

Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier Three

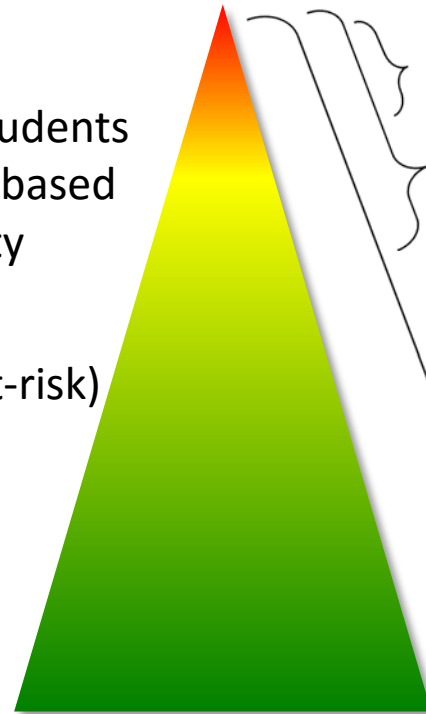
- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive



Behavioral Systems

Tier Three

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

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive

Typical School Day

- 17% Direct Instruction
- 33% Seatwork
- 20% Transitions
- 30% Discipline & Other Non-Instructional Activities



Reinke, Herman & Stormont,
2013; Walberg, 1988



Academic Learning Time

Instructional Time—the amount of the ***allocated time*** that actually results in teaching.

Engaged Time—the amount of *instructional time* students are **actively engaged in learning.**



Academic Learning Time

Instructional Time—diminished by unclear procedures, disruptive student behavior, disciplinary responses, lengthy transitions, etc.

Effective Classroom Practices to Increase Instructional Time:

- Classroom Expectations
- Classroom Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior



Academic Learning Time

Engaged Time—diminished by inactive supervision, limited opportunities for students to respond, poor task selection, etc.

Effective Classroom Practices to Increase Time of Student Engagement:

- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

Amping Up the ELP: Potential Barriers

- Understanding existing feelings and realities
- Considering capacity and existing knowledge-base
- Skill vs. will
- Perception of practices (BTDT)
- High stress seasons of the year

Breaking Through the Barriers

- Connecting to meaningful future tasks
- Developing small chunks of PD time
- Self-reflection moments and goal setting
- Spaced AND massed reminders
- Multiple win opportunities



Antecedent Strategies

Antecedent Strategies are in place to . . .

- Prevent problem behavior

Change predictors that set off the problem behavior to make the problem behavior irrelevant.

- Support Alternate/Desired Behavior

Provide prompts & supports to set up and support alternate/desired behavior.



Antecedent Strategies





Attention Seeking Maintained Behavior

- Increase Positive Recognition 
- Increase Opportunities to Respond 
- Increase Active Supervision 
- Increase opportunities for peer interaction



Antecedent Strategies

Escape-Maintained Problem Behavior

- Teach Procedures 
 - Asking for help
 - Individualize procedure for use of resources (e.g. help bucket, resource folder, peer support)
- Address Task difficulty 
- Offer choices 
- Sequence Tasks 
 - Use behavioral momentum/task dispersion
- Preload the student with experience/info about the task



Effective Classroom Practices

1. Classroom Expectations-benefits all
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior-benefits all
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Menu of Function-Based Options for Behavior Support Planning

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
<ul style="list-style-type: none"> • Check-in <ul style="list-style-type: none"> • Provide adult interaction/attention immediately upon student arrival. • Food, sleep, medications, hygiene, clothing etc. • Organize materials • Practice replacement behaviors • Structured daily schedule for on-task activities. (visual schedule) 	<p>Attention Seeking</p> <ul style="list-style-type: none"> • Increase Positive Recognition <ul style="list-style-type: none"> • Give student leadership responsibility or a class "job" that requires the student to interact with staff. • Increase positive home/school communication • Increase Opportunities to Respond • Increase Active Supervision – Schedule more frequent interactions • Increase opportunities for peer interaction <p>Escape/Avoid Task</p> <ul style="list-style-type: none"> • Teach Procedures <ul style="list-style-type: none"> • Asking for help • Individualize procedure for use of resources (e.g. help bucket; peer support) • Check to see if student has needed materials and if not, provide them before they are needed. • Address Task Difficulty <ul style="list-style-type: none"> • Design assignments to meet student instructional/skill level. • Pre-teach content. • Modify amount or type of activity. • Provide extra help/checks for understanding. • Provide Choice <ul style="list-style-type: none"> • Provide choices such as what to do first or what tools to use. • Provide an opportunity to engage in a preferred activity first. • Sequence Tasks <ul style="list-style-type: none"> • Use behavioral momentum/task dispersion 	<p>Attention Seeking</p> <ul style="list-style-type: none"> • Teach specific ways to ask for attention: <ul style="list-style-type: none"> • Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) • Teach self-management skills: <ul style="list-style-type: none"> • Observing & recording own behavior • Goal setting • Evaluating behavior • Strategy instruction <p>Escape/Avoid Task</p> <ul style="list-style-type: none"> • Teach how to ask for a break. • Teach how to ask for an alternative activity/assignment • Teach student how to ask for assistance • Teach student how to use resources • Teach specific academic skills (e.g.,) <ul style="list-style-type: none"> • Sight words • Reading fluency • Comprehension • Math facts 	<p>Response for Appropriate Behavior</p> <p>Attention Seeking</p> <ul style="list-style-type: none"> • Respond quickly when the student asks for attention appropriately • Give frequent attention for any appropriate behavior • Allow student to earn opportunity to pick activity for group or class • Provide opportunity for peer interaction <p>Escape/Avoid Task</p> <ul style="list-style-type: none"> • Provide opportunity to earn breaks after specified number of completed tasks • Provide opportunity to earn time doing self-selected activity • Reward student for attempting tasks and staying focused on the task <p>Response to Make Problem Behavior Ineffective</p> <ul style="list-style-type: none"> • Provide consistent and calm response • Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity • Prompt peers to ignore problem behavior • Offer brief assistance with task or activity • Offer alternatives to complete the task • Schedule standard times to complete unfinished work

Adapted from Loman, S. & Borgmeier, C. (2010)



Antecedent Strategies

Attention Seeking

- **Increase Positive Recognition**
 - Give student leadership responsibility or a class "job" that requires the student to interact with staff.
 - Increase positive home/school communication
- Increase **Opportunities to Respond**
- Increase **Active Supervision** - Schedule more frequent interactions
- Increase **opportunities for peer interaction**

Escape/Avoid Task

- **Teach Procedures**
 - Asking for help
 - Individualize procedure for use of resources (e.g. help bucket; peer support)
 - Check to see if student has needed materials and if not, provide them before they are needed.

• **Address Task Difficulty**

- Design assignments to meet student instructional/skill level.
- Pre-teach content.
- Modify amount or type of activity.
- Provide extra help/checks for understanding.

• **Provide Choice**

- Provide choices such as what to do first or what tools to use.
- Provide an opportunity to engage in a preferred activity first.

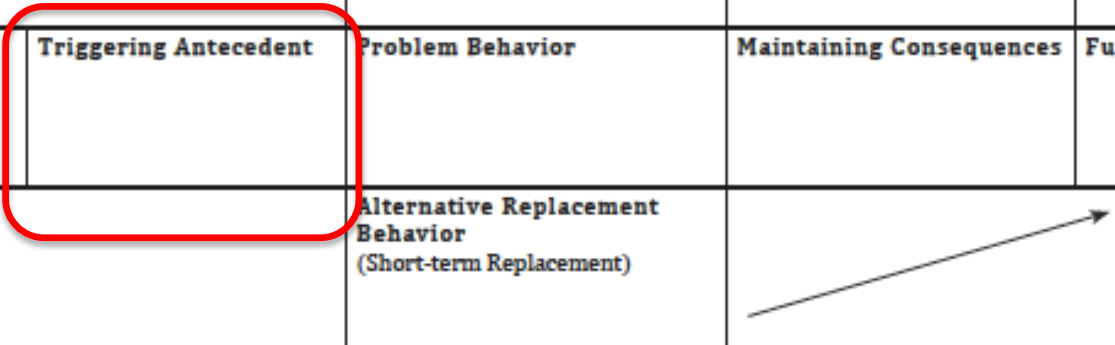
• **Sequence Tasks**

- Use behavioral momentum/task dispersion

Behavior Intervention Plan

Student Name: _____ Action Team Members: _____ Date of Meeting: _____

		Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
		Alternative Replacement Behavior (Short-term Replacement)		



Behavior Intervention Plan

Student Name: Shane

Action Team Members:

Date of Meeting: 2/20/16

		Desired Replacement (Long Term Objective) Participate in class discussions and complete independent assignments	Reinforcing Consequences for Desired Replacement Successful class participation and completion of	
Setting Event homework has not been completed from the previous night	Triggering Antecedent asked to answer in front of class or working on an independent	Problem Behavior refuse to work, argue with the teacher, and leave the room without permission	Maintaining Consequences teachers will ignore him and not require him to work or send	Function Avoid tasks of answering questions and independent assignments
		Alternative Replacement Behavior (Short-term Replacement) Raise hand to be called on Request a short break Privately ask for assistance		

2. INTERVENTION STRATEGIES

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate

2. INTERVENTION STRATEGIES

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate
<p>Check-in each morning for homework check and provide assistance as needed.</p>	<p>Greet Shane with short preview of that day's class discussion and assignments. Remind Shane to raise his hand if he is comfortable being called on for that day's discussion.</p> <p>Provide choice for working on assignments: alone or with partner.</p> <p>Check for Shane's understanding after giving instructions for an assignment.</p> <p>Provide opportunities for</p>	<p>Raise hand during class discussions if want to be called upon.</p> <p>Teach Shane how to request a short break.</p> <p>Teach Shane how to privately ask for assistance.</p>	<p>Call on Shane when he raises his hand.</p> <p>Provide break when it is requested.</p> <p>Respond quickly when Shane asks for assistance.</p> <p>Provide opportunity for Shane to earn homework passes.</p>



Effective Classroom Practices

1. Classroom Expectations- *benefits all*
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior- *benefits all*
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Classroom Expectations, Procedures, and Routines



What are Classroom Expectations and Behaviors/Rules?

- Expectations are valued behaviors and attitudes
- Behaviors/Rules are the specific criteria for meeting expectations
 - ❖ Behaviors or rules identify and define concepts of acceptable behavior
 - *What does it look like to be (respectful) in the classroom*
 - ❖ Align with schoolwide expectations



Why Classroom Expectations?

- A dependable system of rules and procedures provides structure for students and helps them *be engaged with instructional tasks*
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time *increases student academic achievement and task engagement*
- Clearly stating expectations and consistently supporting them *lends credibility to a teacher's authority*



Classroom Procedures and Routines

- Procedures are a method or process for how things are done within the classroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in classroom behaviors.





Intervention: Expectations, Rules, and Routines

- Target student has reminder of rule or routine posted prominently on desk or notebook
- Student is active in practicing the rule/routine
- Student is asked to demonstrate the rule/routine for peers
- Pre-corrects are given to student immediately prior to the use of the rule/routine
- Student is acknowledged for demonstrating rule/routine



Table Talk

- Think about a student with whom you've had experience who displayed avoidance or attention seeking behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying expectations, procedures and routines have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.



Reinforcing Appropriate Behavior

Table Talk

- Think about a student with whom you've had experience who displayed attention seeking behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying encouraging appropriate behaviors helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.



Instructional Approaches for Discouraging Inappropriate Behavior



Discouraging Inappropriate Behaviors

Reasons for Inappropriate behavior:

- Skill deficit – student does not know the skill or understand context in which skill is to be used
- Performance Deficit – a lack of motivation to perform the preferred behavior

Both require more teaching and practice to resolve





The Power of Correcting Social Errors

- Upholds the importance of expectations.
- Restores order to the learning environment.
- Interrupts the inappropriate behavior, preventing practice of that behavior.
- Capitalizes on the teachable moment.
- Gives the child a chance to learn to be successful.



Responding to “Minor” Behavior

- Address misbehavior consistently and quickly, while still minor.
- Use the strategy that is the least intrusive yet still appropriate for the frequency or severity of behavior.
- If efforts to re-teach are not resulting in behavior change, consider including an additional consequence.
- Always pair a consequence with teaching the desired behavior.
- When problem behavior occurs, increase rate of positive feedback; maintain a 4:1 ratio.
- When problem behavior occurs, increase teaching (lessons and pre-corrects).
- Chronic behaviors may require problem-solving with other staff and parents or an office referral.

Corrective Strategies

- Specific Praise
 - “Thanks for lowering your voice.”
- Empathy
 - “I know it’s hard to accept criticism.”
- Reality Statements
 - “It sounds like you have some concerns. We can talk about those once we are done talking about this.”
- Coupling Statements
 - “You are looking away. A better choice would be to look at me.”
- Prompt Self-Control/Cool-Down Time
 - “I’m going to give you five minutes to use your self-control strategy. Take those deep breaths and think about how we can keep this small.”

Coupling Statements

- Brief
- Specific
- 1 behavior at a time
- Most overt behavior first
- Positive; don't describe the absence of behavior

Reality Statements

- Set parameters
- Often a response to an expressed need

Cool-Down Time/ Self-control Strategy

- Time
- Task

INTERVENTION: Discouraging Inappropriate Behavior

- Reteach
- Provide additional practice opportunities
- Proximal praise – praise a student close by who is performing behavior. When the target student performs the behavior, attention and praise are then provided
- Redirect – restate rule or routine
- Provide choice – 2 to 3 viable alternatives
- Student conference



Table Talk

- Think about a student with whom you've had experience who displayed either avoidance or attention seeking behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying the strategies to discourage inappropriate behaviors have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.

Active Supervision

Active Supervision: *Closely Linked to First Four Classroom Practices*

Once you have *clarified* and *taught* expectations, it is crucial to monitor students closely through **active supervision** and *provide feedback*, both positive and corrective, on how their behavior aligns with the expectations.





The Value of Active Supervision

- Allows for the provision of immediate learning assistance to students.
- Increases student engagement.
- Reduces inappropriate behavior; increases appropriate.
- Provides knowledge on whether students are using expectations.
- Allows for frequent use of encouragement.
- Allows for timely correction of behavioral errors.
- Builds positive adult-student relationships.



Also includes...

- *Proximity and touch control, signals and non-verbal cues.*
- *Pre-correction.*
- *Non-contingent attention.*
- *Specific positive feedback.*
- The continuum of responses to address inappropriate behavior.

Table Talk

- Think about a student with whom you've had experience who displayed attention seeking behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying Active Supervision have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.



Opportunities to Respond

Opportunities to Respond

Actively engage students with:

- Verbal strategies – choral response, think-pair-share
- Non-verbal strategies – students use a signal (clickers), response card (white board), writing or movement to respond.



The Value of Providing OTR

- More time students are involved, more learned.
- Increased rates of responding and subsequent improved learning tend to increase the amount that can be covered.
- On-task behavior and correct response increase while disruptions decrease.
- Shown to improve reading and math performance.
- Provides continual feedback for the teacher on student learning and the effectiveness of teaching strategies.



INTERVENTION: OTR

- Provide student with questions ahead of time
- When using previous mentioned strategies, have target student repeat or summarize for the class
- Have target student repeat or summarize what was said by the student who answered
- Allow adequate wait time
- If pulling sticks or names on strips of paper, increase the number of time target student has opportunity to be pulled



Table Talk

- Think about a student with whom you've had experience who displayed attention seeking behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying OTR have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.



Activity Sequencing & Choice



Activity Sequencing & Choice

- The other effective classroom strategies address increasing instructional time and student engagement.
- Motivation can be a barrier to engagement for some students.
- For students who *can do* the work but choose *not to do it*, activity sequencing and choice strategies may be helpful.

- Offering choice and activity sequencing are **preventive** (antecedent interventions) because they are implemented before problem behaviors occur. (Kern & State, 2009)

S E Q U E N C E

Choice



Activity Sequencing and Choice

- Increases student engagement with learning and task completion through motivation
- Decreases disruptive behavior
- Improves student perceptions of assignments previously considered too difficult
- Helps build positive adult-student relationships

S E Q U E N C E

Choice



Activity Sequencing & Offering Choice Defined

- Activity Sequencing: Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.
- Offering Choice: Providing options in activities such as the type, order, materials, who, where and when they occur to engage in or complete activities.

SEQUENCE

Choice



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?

The word "Choice" is written in a light blue, cursive font on a white rectangular background in the bottom-right corner of the slide.

Intervention: Sequencing & Choice

- 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

S E Q U E N C E



Table Talk

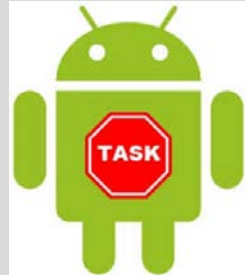
- Think about a student with whom you've had experience who displayed avoidance behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying Sequencing and Choice have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.



Task Difficulty

Why Consider Task Difficulty?

- For students, the school day is full of academic demands.
- When problem behavior occurs primarily in the face of academic demands, it is important to consider what aspect of the task might be contributing to the problem.
- Many behavior problems are a mismatch between the task and the student's skills.





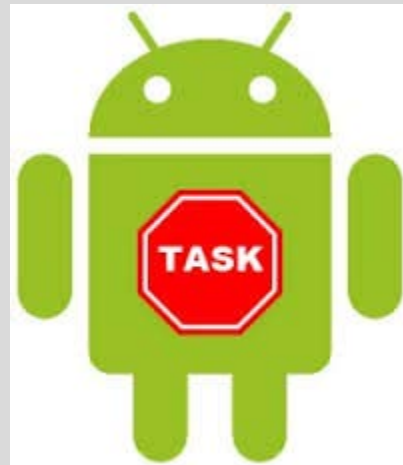
Is It Fair to Adjust Tasks?

- Every student should get what he or she needs to be a successful student.
- For example, if one student were to fall and cut himself, he would be given a bandage. Every student in the class would not get a bandage because not everyone needs one. To be equal, the teacher should give bandages out to everyone, but to be fair, only the student who needs it would be given the bandage.

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)



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*

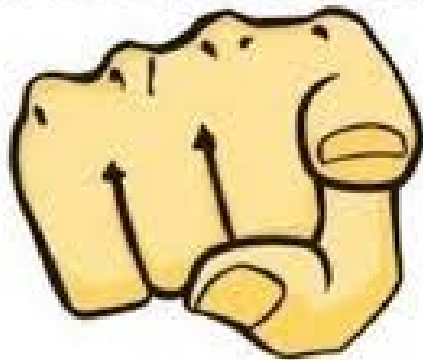
All can potentially work for BIP purposes. How could you logistically keep this information fresh and handy for the purposes of BIP usage?



Table Talk

- Think about a student with whom you've had experience who displayed avoidance behaviors (either on a BIP or who would have benefited from the intervention.)
- What strategies or interventions were attempted for this student? Were they as successful as hoped?
- How might intensifying Task Difficulty have helped him/her? Describe an intensified procedure and determine how it could be articulated in the Antecedent Strategies portion of the BIP/BSP.

**WHO IS THE
MOST AWESOME
PERSON TODAY?**



THANK
You
SO VERY
much

Additional Resources



<http://pbissmissouri.org/>



<http://pbis.org>