MO SW-PBS TEACHER TOOL
CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:
- A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- 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 (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?
- Expectations are valued behaviors and attitude for success.
- Rules are specific criteria for achieving expectations.
- Rules meet these 5 guidelines.

A Menu of Classroom Reinforcers - Example

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/ grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) *Children this age do not have a concept of "personal space."*
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation
- Involve students in developing rules.
- Have students commit to rules.
- Teach classroom rules by demonstrating examples and nonexamples.
- Monitor and give frequent feedback when students follow rules.
- Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measureable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			

Missouri Schoolwide Positive Behavior Support

MO SW-PBS TEACHER TOOL
CLASSROOM PROCEDURES AND ROUTINES

PRACTICE: Classroom procedures are defined, posted, taught, and referred to regularly.

RESEARCH STATES:
▷ When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year (Kern & Clemens, 2007, p. 67).
▷ Student learning is enhanced by teachers' developing basic classroom structure (e.g. procedures) (Soar and Soar, 1979).

What are they?
▷ Procedures are a method or process for how things are done within the classroom.
▷ Procedures are patterns for accomplishing classroom tasks.
▷ They create a vision of a successful student.
▷ When procedures are taught and reinforced over time routines are established that help students meet classroom expectations.

Elementary Example	Secondary Example
Learning Position	Class Discussion
• Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when he or she talks to the class • Keep your materials on top of your desk	• Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect other's opinions and contributions • Use appropriate expressions of disagreement

Implementation
▷ Steps to Creating Procedures:
  ○ Make a list of procedures that would help create predictability and structure in your classroom (Consider problem areas or problem times)
  ○ Determine the desired outcome
  ○ Write the steps students need to do to complete the task
  ○ Write procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
▷ Create posters that are in student friendly language to provide staff and students with a visual reminder.
▷ Teach directly, practice regularly throughout the year and recognize students when they follow the procedures.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Essential classroom procedures have been identified and all meet OMPUA.			
2. My classroom procedures are prominently posted.			
3. Classroom procedures are directly taught.			
4. Classroom procedures are reviewed and practiced regularly throughout the school year.			
5. Students receive high rates of specific positive feedback when they follow classroom procedures.			
6. 80% of my students can tell and demonstrate the classroom procedures.			

MO SW-PBS TEACHER TOOL
ENCOURAGING EXPECTED BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to encourage appropriate behavior has been developed. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

RESEARCH STATES:

▷ Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001).

▷ Contingent attention increases academic performance (Good, Eller, Spangler & Stone, 1981) and on-ask behavior (Sutherland, Wehby, & Copeland, 2000).

▷ When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem (Davis, 2007).

What are they?

▷ Encouraging includes a variety or menu of ways to recognize students for following the classroom rules and procedures.

▷ Non-contingent attention is attention provided regardless of performance (smiles, greetings, conversations)

▷ Contingent attention is given right after the desired behavior takes place (specific positive feedback after following teacher directions)

▷ Tangible reinforcers (typically a ticket or coupon exchanged for individual, group or classwide item or activity)

A Menu of Classroom Reinforcers - Example

Free & Frequent	Intermittent	Strong & Long-Term
• High rates of specific positive verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives	• Positive phone calls home • Extra computer time • Read in a favorite spot • Leave class early • Extra recess time • Post card home • Time to talk with classmates • Choose your partner during work time	• Recognition by the principal • Special parking spot • "No tardy" class party • Student of the week • Class field trip • Gift certificates • Class snack • Eat lunch with teacher

Implementation

▷ Develop a menu of reinforcers that include social attention, activities and tangible items that appeal to all student needs including:

- Free and frequent
- Intermittent
- Strong and long term

▷ Develop an easy system to monitor your rate of response to student behavior:

- Move pennies or paperclips from one pocket to another
- Tear an index card
- Make tally marks on a piece of tape on your arm or post-it on a clipboard
- Move popsicle sticks into cans

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I provide a variety of **free and frequent** social attention, activities and tangible reinforcers.			
2. I give specific positive feedback that specifically describes the behavior and provides a rationale.			
3. I regularly monitor my rate of response to positive student behavior, working toward the goal of 4:1.			
4. I provide a variety of social attention, activities and tangible **intermittent** reinforcers.			
5. I provide a variety of social attention, activities and tangible **long term** reinforcers.			
6. My students can tell why they receive acknowledgement for expected behavior.			
7. All my students state they have received social attention, activities or tangible acknowledgement for following the classroom expectations, rules and procedures.			

MO SW-PBS TEACHER TOOL
DISCOURAGING INAPPROPRIATE BEHAVIOR IN THE CLASSROOM

PRACTICE: A continuum or menu of strategies to discourage inappropriate behavior has been developed.

RESEARCH STATES:
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- Punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Azaroff, 1990; Skiba, Peterson, & Williams, 1997).

What are they?
- A continuum or menu of strategies that use instructional responses to manage minor classroom misbehavior.

Implementation
- Be consistent and respond to misbehaviors each time they occur.
- Increase active supervision
- Increase pre-corrects
- Respond using a calm and professional tone and demeanor
- Respond privately
- Be specific and brief in what you want student to do instead—refer to your posted classroom rules and procedures.
- Refocus the class if needed.

Strategies to Manage Minor Classroom Behavior

Strategy:	Explanation:	Example:
Proximity	The strategic placement/movement by the teacher in order to encourage positive behavior.	Stand next to a struggling student and give her positive specific feedback when she follows rules.
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat
Ignore, Attend, Praise	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise.
Re-direct	Brief, clear, private verbal reminder of the expected behavior from the classroom rules.	"Please follow the directions and put your book away." Then later, praise her for following directions.
Re-teach	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model "on task" behavior (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have students practice.
Provide Choice	Stating two alternatives, the desired behavior and a less preferred choice (away from peers, work later during fun activity, etc.)	"You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?" Later, praise student for working quietly.
Student Conference	An individual re-teaching or problem solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I respond to social errors in a respectful way that reduces the probability of escalating behavior.			
2. I use a menu of strategies that focus on learning appropriate replacement behaviors.			
3. I use appropriate strategies to de-escalate or diffuse intense behavior.			

Missouri Schoolwide Positive Behavior Support

MO SW-PBS TEACHER TOOL
ACTIVE SUPERVISION

PRACTICE: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

RESEARCH STATES:
- ▻ Has a positive impact on student behavior in a variety of settings- including classroom
- ▻ May reduce incidents of minor problem behavior while increasing appropriate behavior
- ▻ May lead to increases in student engagement
- ▻ Allows for encouragement of students using expectations or appropriate behavior

There is a relationship between the number of supervisor - to - student interactions and the instances of problem behavior (*Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008*).

What is it?

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. Moving Effectively
2. Scanning Effectively
3. Interacting Frequently

Active supervision, verbally and non-verbally, communicates to students the certainty that you do inspect what you expect.

Active Supervision monitoring practices

Practice	What it looks like
Moving Effectively	When supervising work or activities, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students
Interacting Frequently	While moving and scanning you should also frequently interact with students

Implementation

- ▻ Continuous movement.
- ▻ Proximity with students.
- ▻ Random or unpredictable.
- ▻ Include moving close to noncompliant students and possible targeted areas.
- ▻ Demonstrate interest in students, assist with learning tasks, provide feedback.

SCANNING

- ▻ Visually sweep all areas of the room to observe all on a regular basis.
- ▻ Make brief eye contact with students in more distant locations of the room.
- ▻ Look and listen for signs of a problem.

INTERACTING

- ▻ Positive contact: Friendly, helpful, proactive, non-contingent, frequent delivery rate.
- ▻ Positive reinforcement: Immediate and contingent on behavior, frequent delivery rate.
- ▻ Corrective response: non-critical, specific to behavior.
- ▻ Deliver consequences: Neutral demeanor, consistent across students displaying inappropriate behavior.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I have designed the classroom floor plan to allow for ease of movement for Active Supervision.			
2. I continually monitor all areas of the room by moving and interacting frequently and strategically.			
3. I continually monitor all areas of the room by scanning and interacting frequently and strategically.			
4. When designing a lesson, I consider student groupings, location and activity level.			
5. I provide positive contact, positive and corrective feedback while moving around the room.			
6. 80% of my students can tell the classroom expectations and rules.			

MO SW-PBS TEACHER TOOL
MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:
The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)

- Improved Reading Performance:
    - Increased percentage of reading responses,
    - Mastery of reading words,
    - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).

- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time

- Improved Math Performance:
    - Percentage of problems calculated correctly per minutes,
    - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?
- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?
- Teacher talk should be no more than 40-50% of instructional time.
- New material–minimum of 4-6 responses per minute with 80% accuracy.
- Review of learned material–8-12 responses per minute with 90% accuracy.
- Wait time equals 5 seconds.

Practice
- Identify opportunities within your lesson plans to increase opportunitis for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

Antecedent	Behavior	Consequence
Teacher provides: Verbal Questions, Prompts, Cues	*Student Responses:* Written, Choral Verbal, Motor	*Teacher Provides:* Specific, Positive Feedback
Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Strategy: Providing Multiple Opportunities to Respond			
2. I use a variety of strategies to increase student opportunities to respond.			
3. I have a strategy to track students being called on.			
4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measureable goal to increase opportunities to respond:			

MO SW-PBS TEACHER TOOL
ACTIVITY SEQUENCING AND CHOICE

PRACTICE: Activity sequencing is 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 is providing options to engage in or complete activities (e.g. type of activity, order, materials, location, etc.)

RESEARCH STATES:
- Varying the sequence of tasks....can be very important for students who are at-risk for learning or behavior concerns (Darch & Kameenui, 2004).
- "Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement." (Kern and Clemens, 2007, p. 70)
- Offering choice and activity sequencing are preventive (antecedent interventions) because they are implemented before problem behaviors occur (Kern & State, 2009).

What is it?
- Sequencing through task interspersal (mixing easy/brief problems with more complex/ longer ones).
- Sequencing through behavior momentum (begin with simpler and move to more difficult).
- Including choice through options the instructor and/or students select ahead of implementation.
- Selecting choices that are matched to what is appropriate for the specific lesson(s).

Implementation:
Activity Sequencing
- Precede more difficult tasks with easier ones
- Intersperse at 1:3 ratio of one mastered to 3 new items
- Slowly fade the mastered items as fluency builds with new ones
- After successful completion, reinforce the student

Implementation:
Providing Choice
- Create a menu of choices that are practical and doable
- Solicit student feedback and input
- Teach choices
- Decide which choices are appropriate to include in what types of lessons or activities
- Provide choices as planned

Activity Sequencing	Examples	Choice (Students choose)	Examples
Task Interspersal	Plan 1 easy/ previously learned task, then new tasks, then easy/ previously learned task within the same assignment	Type of Activity/ Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/ paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/ most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group or individually
		Location	Complete a task at student desk or study center

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I plan lessons incorporating student choices in a variety of way (order, materials, partners, location, type of task).			
2. When I plan lessons I consider the pace and sequencing that are appropriate, practical and doable to promote each student's success.			
3. I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.			

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MO SW-PBS TEACHER TOOL
TASK DIFFICULTY

PRACTICE: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase opportunities for academic success.

RESEARCH STATES:
▷ Work assignments that are too difficult for students or require them to use skills sets that are challenging for them, commonly result in problem behavior (Scott, Anderson, & Alter, 2012).

▷ Providing tasks at the correct level of difficulty increases & promotes on-task behavior, task completion, task comprehension and appropriate class-wide behavior (Kern & Clemens, 2007).

▷ Decreasing the overall task length and offering periodic breaks to do something else can aide in decreasing problem behavior. (Dunlap, Kern-Dunlap, Clarke & Robbins, 1991).

What is it?
▷ Identifying specific parts of a task or assignment where the breakdown in learning occurs.
▷ Asking specific questions to select supportive teaching strategies.
▷ Determining if inappropriate behavior is or is not associated with task difficulty.
▷ Selecting strategies that are matched to what is appropriate for the specific lesson(s).

Practice: Addressing task difficulty
☐ Identify core subjects/skills for which strategies are needed.
☐ Create a menu of strategies that are practical and doable for each.
☐ Identify students who could benefit from implementation of strategies.
☐ Select specific strategies and implement.
☐ Choose the amount of time the strategies will be used.
☐ Take data to see if the strategies are effective.
☐ Gradually decrease use of the strategies as students are able to make sufficient progress without them.

Strategy	Examples
Time adjustments	• Have shorter work periods with other assignments in between • Provide physical breaks between difficult tasks • Provide alternative times for students to complete their work
Length adjustments	• Highlight, in a color, the problems for the student to complete • Have the student cover all tasks except the one she is working on at the time • Break up the assignments into chunks
Adjust Input Mode	• Include illustrations on worksheets describing how to complete tasks • Highlight and/or underline important words in instructions and texts • Create Guided Notes that highlight key points
Response Mode	• Provide choice of written or oral answers • Permit students to use outlining software to facilitate planning • Allow students to video or take pictures to produce journals or compose essays
Increased Instruction or Practice	• Different instructional strategies than were presented during initial instruction – incorporate multiple representations • Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage. • If students understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice. • Use flash cards to increase fluency to 90%. • To assist with mastery or generalization, use meaningful real life examples for practice and application.

Is the student's inappropriate behavior associated with a task or skill? If so, under what specific circumstances?

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I plan lessons to include strategies to address task difficulty and align with student(s) ability and needs: • Time expectations or assignment length • Mode of responding • Increased instruction, guided practice, independent practice			
2. I implement task difficulty strategies as appropriate for lesson(s) content and student(s) ability and needs.			