





Session Materials

Thank you for your interest in this session! This PDF has been formatted to include presentation slides and associated handouts. The handouts are provided following the slide content.

For more information, please feel free to contact the presenters at any time.

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EFFECTIVE CLASSROOM PRACTICES


FUNCTION-BASED CLASSROOM MANAGEMENT

bit.ly/classroom-function


* PRESENTERS



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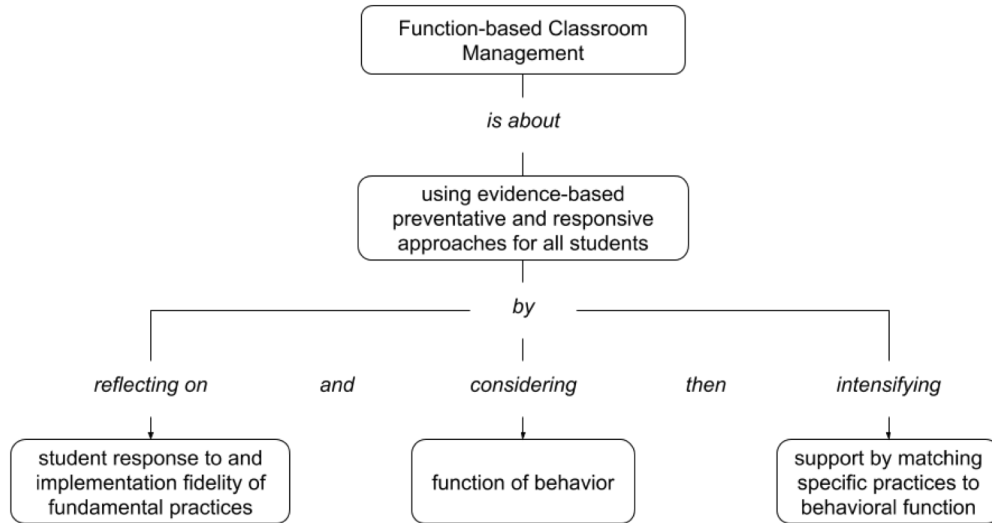
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@DEANNA TV

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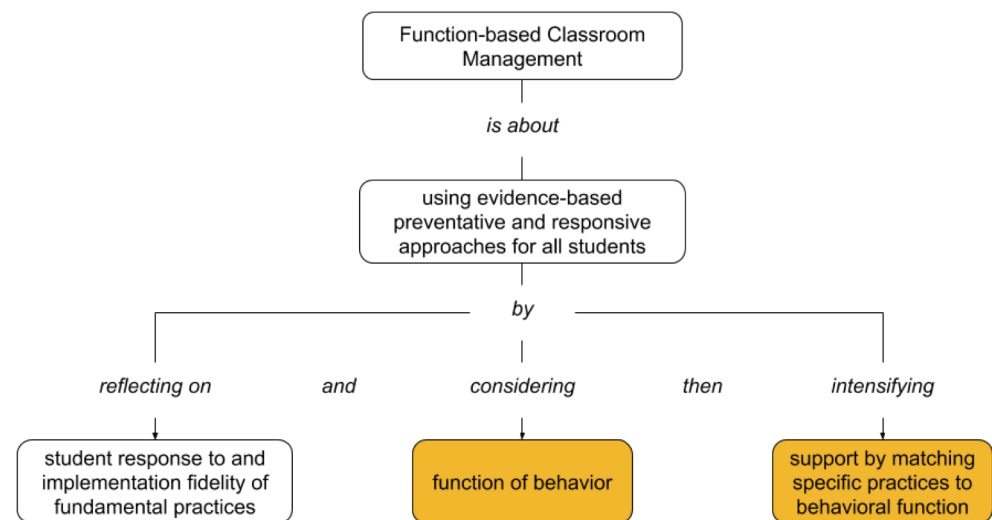
GRAPHIC ORGANIZER



MIZZOU PBIS



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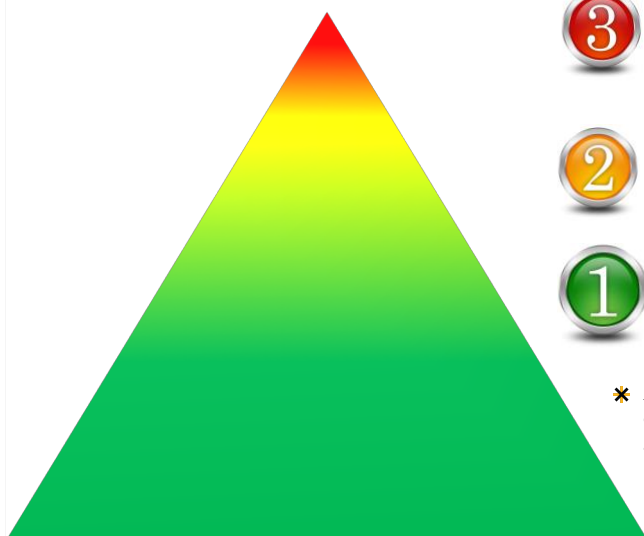
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* GUIDING QUESTIONS

1. How would you define classroom management?
2. How would you define function-based support?
3. What data would you use to evaluate your classroom management?
4. What information would you use to prioritize supports to intensify?
5. What criteria would you use to assess implementation fidelity and outcomes?

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* CLASSROOM CONTINUUM



3 intensive, individualized
5% of student population

2 targeted, small group
15% of student population

1 primary prevention provided to all students,
effective for approximately 80%

* All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.



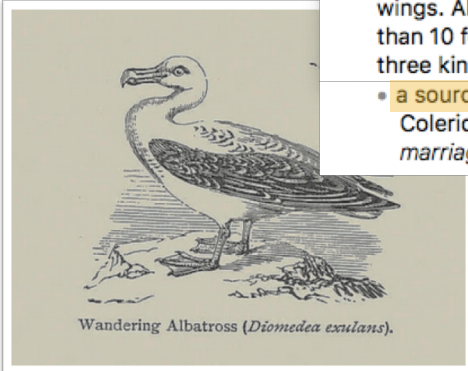
CLASSROOM MANAGEMENT

albatross | 'albə, trɒs |

noun (plural **albatrosses**)

1 a **very large** oceanic bird related to the shearwaters, with long narrow wings. Albatrosses, some species of which have wingspans greater than 10 feet (3.3 m), are found mainly in the southern oceans, with three kinds in the North Pacific.

- a **source of frustration or guilt; an encumbrance** (in allusion to Coleridge's *The Rime of the Ancient Mariner*): *an albatross of a marriage.*



Wandering Albatross (*Diomedea exulans*).

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unicorn | 'yūnə, kɔrn |

noun

1 a **mythical** animal typically represented as a horse with a single straight horn projecting from its forehead.

- a heraldic representation of a unicorn, with a twisted horn, a deer's feet, a goat's beard, and a lion's tail.

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* CLASSROOM MANAGEMENT



phoenix | 'fēniks |

noun

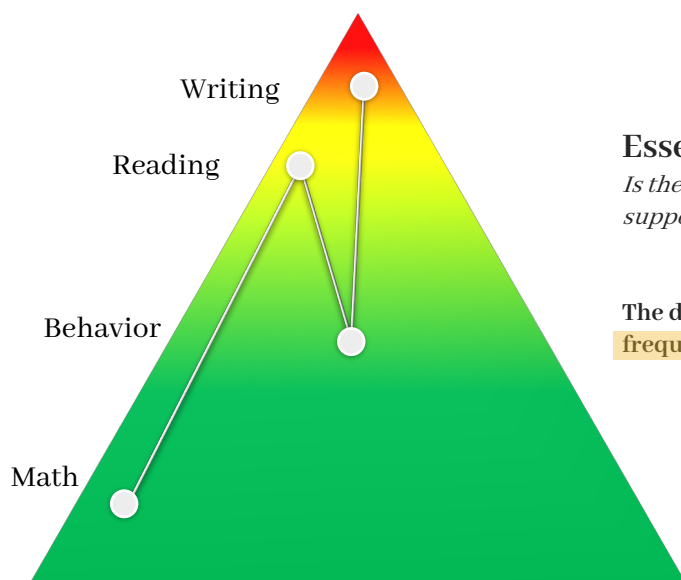
(in classical mythology) a unique bird that lived for five or six centuries in the Arabian desert, after this time burning itself on a funeral pyre and rising from the ashes with renewed youth to live through another cycle.

• a person or thing regarded as uniquely remarkable in some respect.



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* STUDENT CENTERED



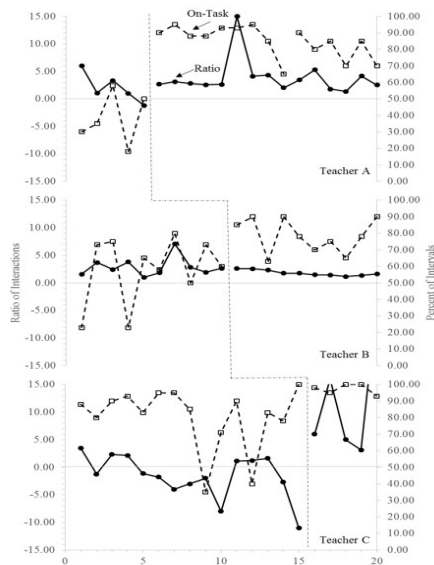
Essential Question:

Is the student successful at this level of support?

The difference is the **intensity** and **frequency** of supports.



INTENSITY + FREQUENCY



- ✿ General education classroom
 - ✿ Several students not meeting behavior expectations
- ✿ Teacher focused on intensity and frequency use of effective classroom practices
- ✿ Positive student outcomes
 - ✿ Decrease instances of unexpected behavior

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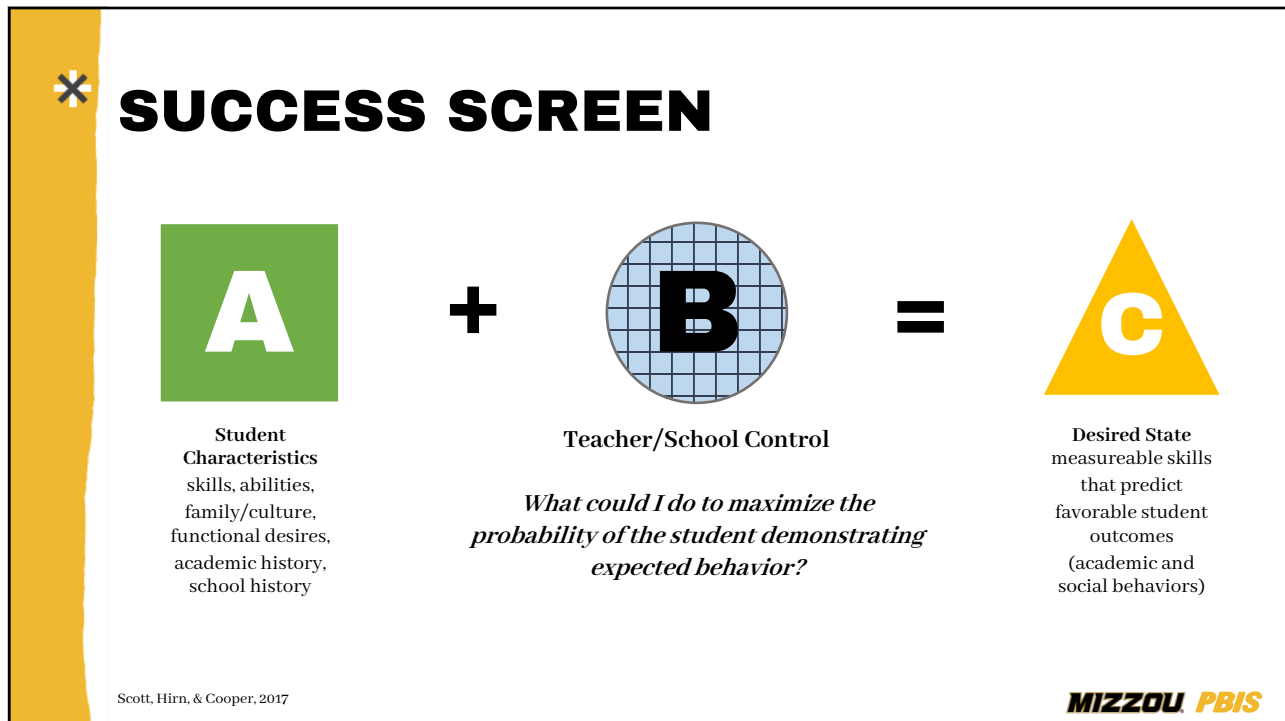
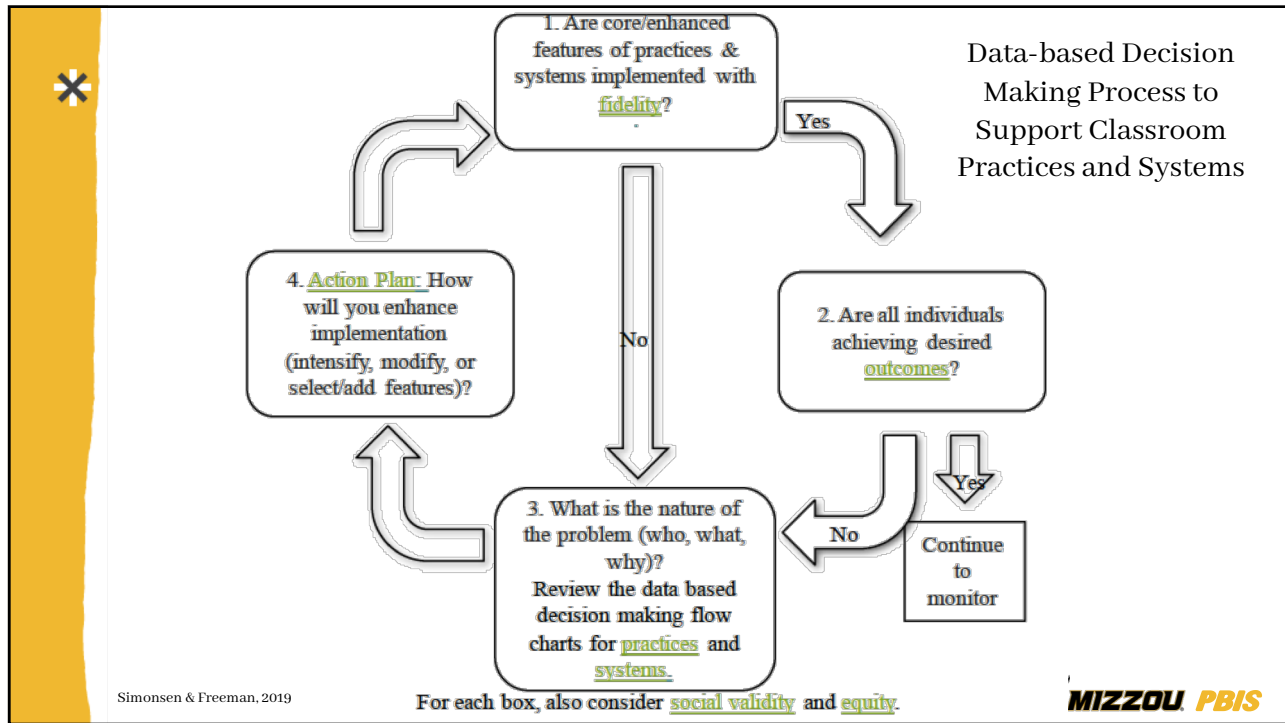
EVIDENCE-BASED PRACTICES

- ✿ Maximize Structure
 1. Classroom Expectations
 2. Classroom Procedures and Routines
 3. Active Supervision
- ✿ Continuum of Strategies to Acknowledge & Reinforce Expected Behavior
 4. Encouraging Expected Behavior
- ✿ Continuum of Strategies to Respond to Unexpected Behavior
 5. Discouraging Unexpected Behavior
- ✿ Actively Engage Students in Observable Ways
 6. Opportunities to Respond
 7. Activity Sequencing & Offering Choice
 8. Academic Success & Task Difficulty

GREAT8

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education And Treatment of Children, 31(3)*, 351-380.

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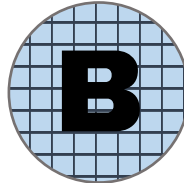


* SUCCESS SCREEN



Student Characteristics
 skills, abilities,
 family/culture,
 functional desires,
 academic history,
 school history

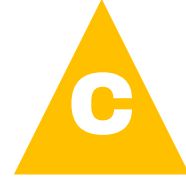
+



Teacher/School Control

curriculum (modeling, explicit, etc.),
 engagement, expectations, environment
 (routines, consistency, physical
 arrangement, etc.), time, feedback

=



Desired State
 measureable skills
 that predict
 favorable student
 outcomes
 (academic and
 social behaviors)

Scott, Hirn, & Cooper, 2017

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* STRATEGY OR SCAM?

I was expecting someone to tell me how to make the kids behave, but the presenter acted like I'm the one who needs to do things differently. What a scam.

WHAT_A_SCAM

We can't make kids learn and we can't make kids behave. **We can create environments that increase the likelihood students will learn and behave.** - Dr. Tim Lewis

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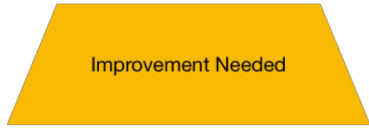


CLASSROOM CONTINUUM

Classroom Capacity	
Total # of Students (N)	30 students
5% of Total <small>N x 0.05</small>	1-2 students
15% of Total <small>N x 0.15</small>	4-5 students
80% of Total <small>N x 0.80</small>	24 students

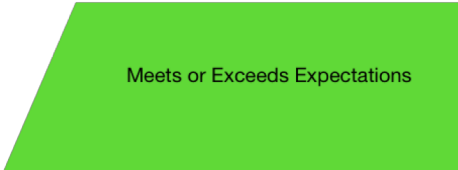


List your students whose behavior performance is unsatisfactory. The number should be less than or equal to 5% of your classroom population.



List your students whose behavior needs improvement. The number should be less than or equal to 15% of your classroom population.

Proficient with Support



List your students who (a) meet or exceed expectations and (b) are proficient with support. The number should be greater than or equal to 80% of the classroom population.

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August

S	M	T	W	T	F	S
31	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9						

September

S	M	T	W	T	F	S
35	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	40	1	2	3	4	5
6	7					

October

S	M	T	W	T	F	S
40	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
	45	5	6	7	8	9
10	11					



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* PHASES OF LEARNING

Acquisition

Fluency

Maintenance

Generalization

Simonsen & Myers, 2014

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* CLASSROOM CONTINUUM

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Total # of Students (N)	30 students
5% of Total (N x 0.05)	1-2 students
15% of Total (N x 0.15)	4-5 students
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Unsatisfactory Performance

Improvement Needed

Proficient with Support

Meets or Exceeds Expectations

List your students whose behavior performance is unsatisfactory. The number should be less than or equal to 5% of your classroom population.

List your students who need improvement. The number should be less than or equal to 15% of your classroom population.

List your students who are proficient with support and (b) are performing at or greater than the expected level.

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ALLISON

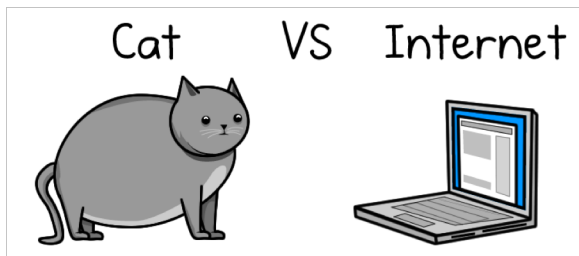


During:	When:	Student will:	Outcome:
			Function:

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FUNCTION OF BEHAVIOR



Myers, 2017

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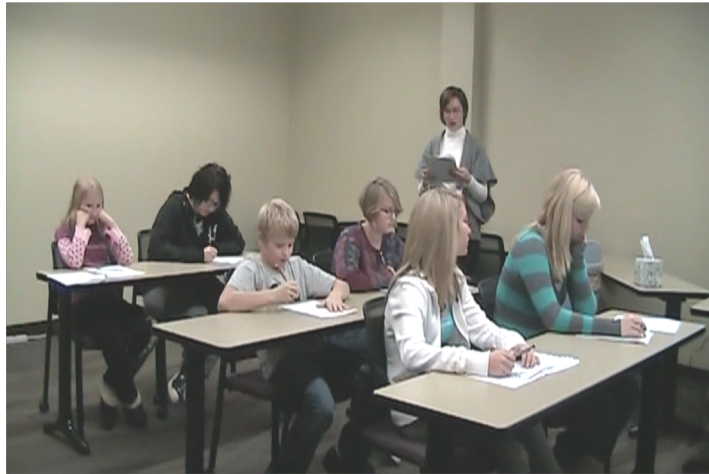
* FUNCTION OF BEHAVIOR



Myers, 2017

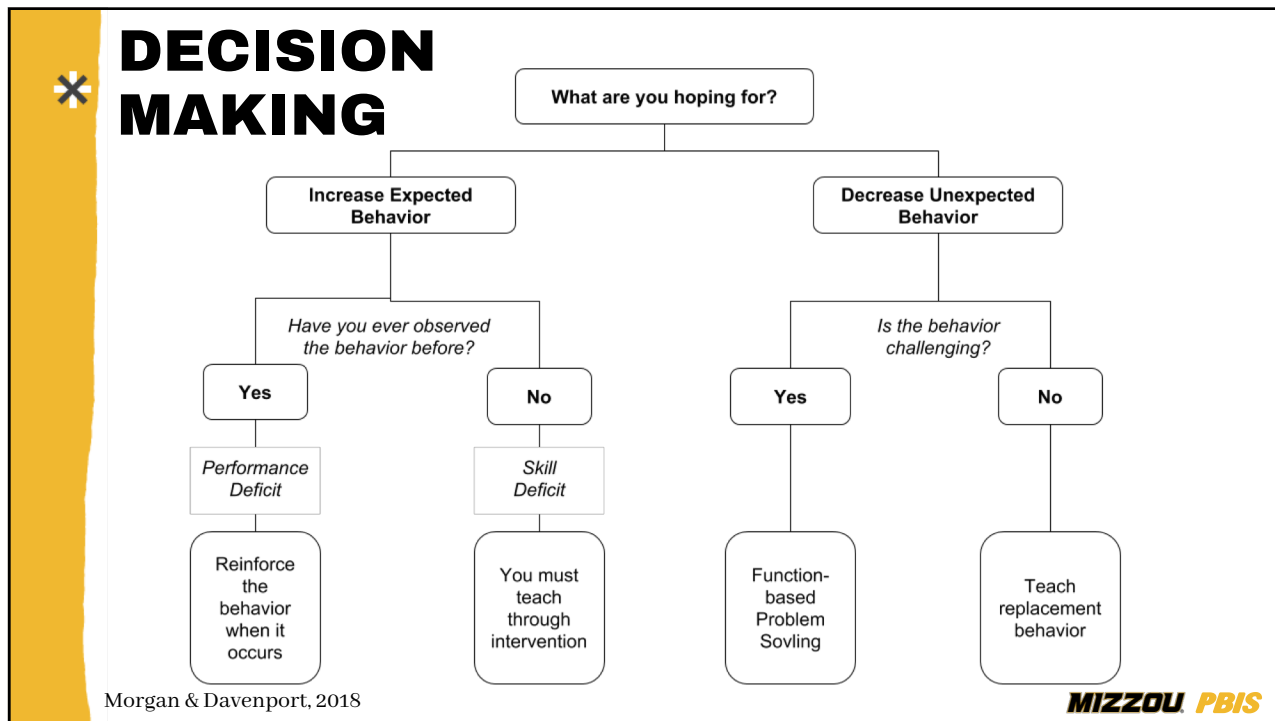
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* ALLISON



During: Work time	When: Teacher circulates near	Student will: Drop pencil, get tissues, go to the trashcan	Outcome:
			Function:

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* ALLISON

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    graph TD
      Root[What are you hoping for?] --> Left[Increase On-task Behavior]
      Root --> Right[Decrease Off-task Behavior/Leaving Seat]
      Left --> Q1[Have you ever observed the behavior before?]
      Q1 -- Yes --> PD[Performance Deficit]
      Q1 -- No --> R1[Reinforce the behavior when it occurs]
      Right --> Q2[Is the behavior challenging?]
      Q2 -- No --> R2[Teach replacement behaviors]
  
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During: Work time	When: Teacher circulates near	Student will: Drop pencil, get tissues, go to the trashcan	Outcome: Teacher moves on Function: Avoid attention
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Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
<p>1. Classroom Expectations</p> <ul style="list-style-type: none"> ⊕ Clarify expected behavior and provide specific precorrects ⊕ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ⊕ Consider student participation in social skills instructional group ⊕ Teach academic skills <p>2. Classroom Procedures & Routines</p> <ul style="list-style-type: none"> ⊕ Teach Procedures ⊕ Teach how to ask for help ⊕ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers) ⊕ Check to see if student has needed materials and if not, provide them before they are needed <p>3. Active Supervision</p> <ul style="list-style-type: none"> ⊕ Increase Active Supervision <ul style="list-style-type: none"> ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...) 	<p>4. Encourage Expected Behavior</p> <ul style="list-style-type: none"> ⊕ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ High rates of verbal and non-verbal feedback ○ Increase positive communication between home and school ⊕ Provide increased opportunities for interaction with adults and/or peers ⊕ Provide opportunity to earn time for self-selected activities ⊕ Reward student for attempting tasks, staying focused on tasks <p>5. Discourage Unexpected Behavior</p> <ul style="list-style-type: none"> ⊕ Provide consistent and calm response ⊕ Limit verbal interaction for problem behavior ⊕ Teacher ignore problem ⊕ Prompt peers to ignore problem behavior ⊕ Non-verbal signal ⊕ Offer brief assistance ⊕ Offer alternative methods or materials for task ⊕ Schedule standard times to make up work 	<p>6. Opportunities to Respond</p> <ul style="list-style-type: none"> ⊕ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ⊕ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards <p>7. Task Difficulty & Academic Success</p> <ul style="list-style-type: none"> ⊕ Design assignments to meet student skill level ⊕ Pre-teach content ⊕ Modify amount or type of activity ⊕ Provide extra help/check for understanding <p>8. Activity Sequencing & Offering Choice</p> <ul style="list-style-type: none"> ⊕ Provide opportunity to help other students ⊕ Provide option to work independently ⊕ Provide task list and allow student to choose order of completion ⊕ Provide opportunity to engage in a preferred activity first ⊕ Allow student to choose location, materials, etc

Using the **Grege!** to Increase Student Success

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Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task

Purple: Gain Attention

Blue: Avoid Attention

Green: Avoid Task

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ALLISON

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During:

Work time

When:

Teacher circulates near

Student will:

Drop pencil, get tissues, go to the trashcan

Outcome:

Teacher moves on

Function:

Avoid attention

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KEVIN

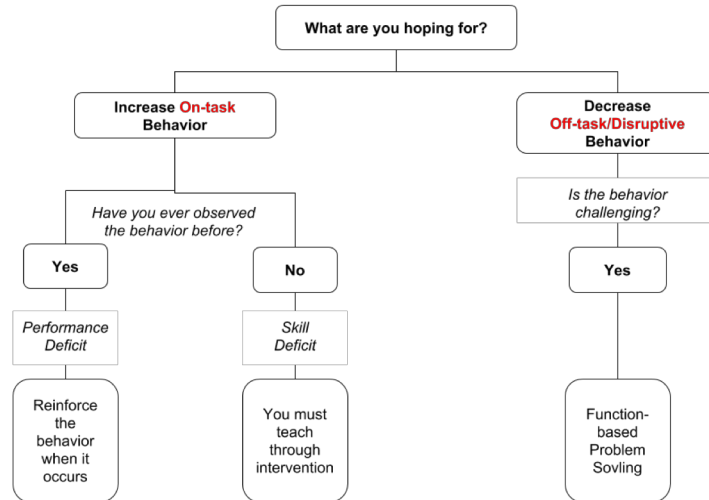


During:	When:	Student will:	Outcome:
			Function:

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KEVIN




During: Class instruction and work time	When: The teacher is working at the board	Student will: Make loud noises, tap others, make faces, dance	Outcome: Students laugh
			Function: Gain attention

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KEVIN




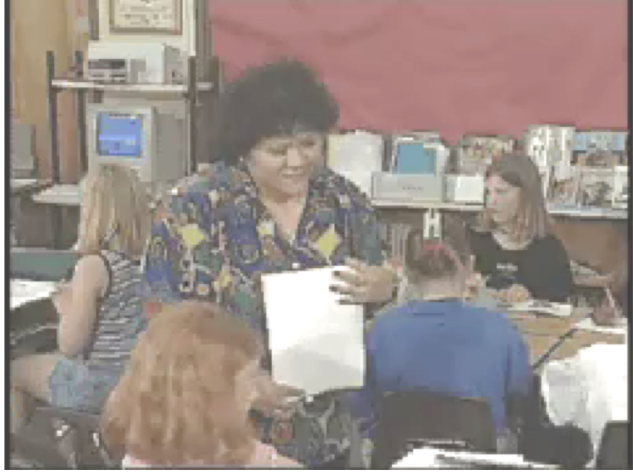
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During: Class instruction and work time	When: The teacher is working at the board	Student will: Make loud noises, tap others, make faces, dance	Outcome: Students laugh
			Function: Gain attention

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RAYANNE

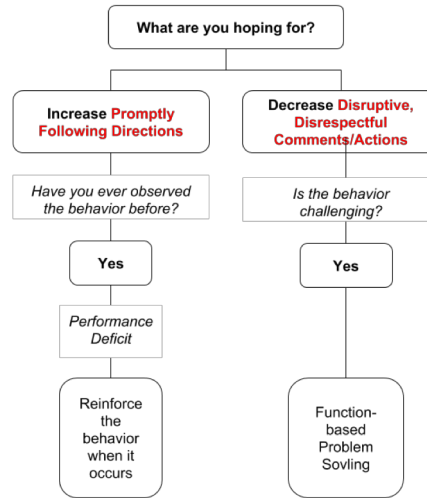



During:	When:	Student will:	Outcome:
			Function:

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RAYANNE



During: Class work time	When: The teacher gives a direction	Student will: Refuse, shout rude and disrespectful comments, sigh dramatically	Outcome: Other students laugh
			Function: Gain attention

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RAYANNE



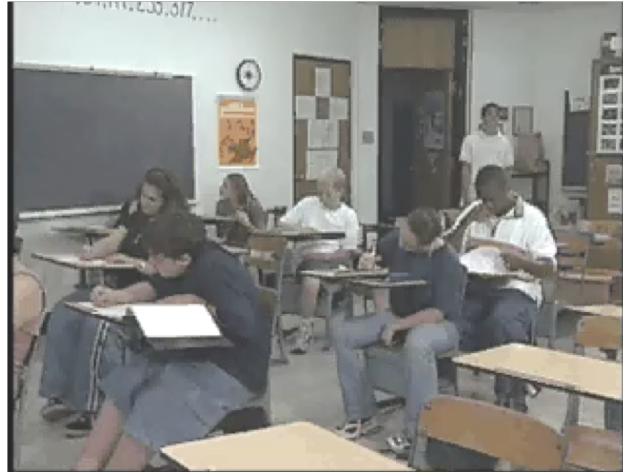
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EDDIE

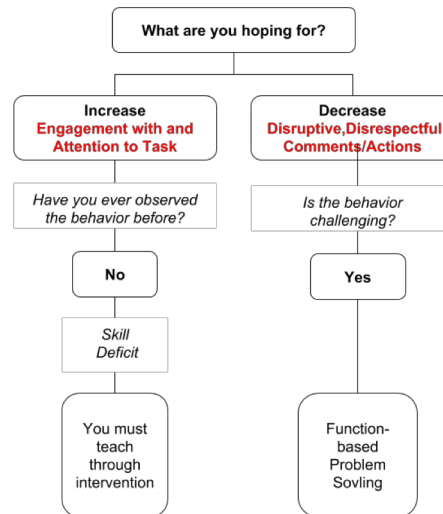


During:	When:	Student will:	Outcome:
			Function:

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EDDIE




During: Class instructional times	When: Prompted for work	Student will: Shout disrespectful and rude comments to teacher and others	Outcome: Students avoid Eddie, teacher avoids prompting Eddie for work
			Function: Avoid task

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*

EDDIE





Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations <ul style="list-style-type: none"> ⊗ Clarify expected behavior and provide specific precorrections ⊗ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ⊗ Consider student participation in social skills instructional group ⊗ Teach academic skills 	4. Encourage Expected Behavior <ul style="list-style-type: none"> ⊗ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ High rates of verbal and non-verbal feedback ○ Increase positive communication between home and school ⊗ Provide increased opportunities for interaction with adults and/or peers ⊗ Provide opportunity to earn time for self-selected activities ⊗ Reward student for attempting tasks, staying focused on tasks 	6. Opportunities to Respond <ul style="list-style-type: none"> ⊗ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ⊗ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards
2. Classroom Procedures & Routines <ul style="list-style-type: none"> ⊗ Teach Procedures ⊗ Teach how to ask for help ⊗ Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers) ⊗ Check to see if student has needed materials and if not, provide them before they are needed 	5. Discourage Unexpected Behavior <ul style="list-style-type: none"> ⊗ Provide consistent and calm response ⊗ Limit verbal interaction for problem behavior ⊗ Teacher ignore problem ⊗ Prompt peers to ignore problem behavior ⊗ Non-verbal signal ⊗ Offer brief assistance ⊗ Offer alternative methods or materials for task ⊗ Schedule standard times to make up work 	7. Task Difficulty & Academic Success <ul style="list-style-type: none"> ⊗ Design assignments to meet student skill level ⊗ Pre-teach content ⊗ Modify amount or type of activity ⊗ Provide extra help/check for understanding
3. Active Supervision <ul style="list-style-type: none"> ⊗ Increase Active Supervision <ul style="list-style-type: none"> ○ Schedule more frequent interactions ○ Proximity Control ○ Provide task check-in (eg, 3 more minutes...) 	8. Activity Sequencing & Offering Choice <ul style="list-style-type: none"> ⊗ Provide opportunity to help other students ⊗ Provide option to work independently ⊗ Provide task list and allow student to choose order of completion ⊗ Provide opportunity to engage in a preferred activity first ⊗ Allow student to choose location, materials, etc 	

During: Class instructional times	When: Prompted for work	Student will: Shout disrespectful and rude comments to teacher and others	Outcome: Students avoid Eddie, teacher avoids prompting Eddie for work
Function: Avoid task			MIZZOU PBIS

*

ASHLEY

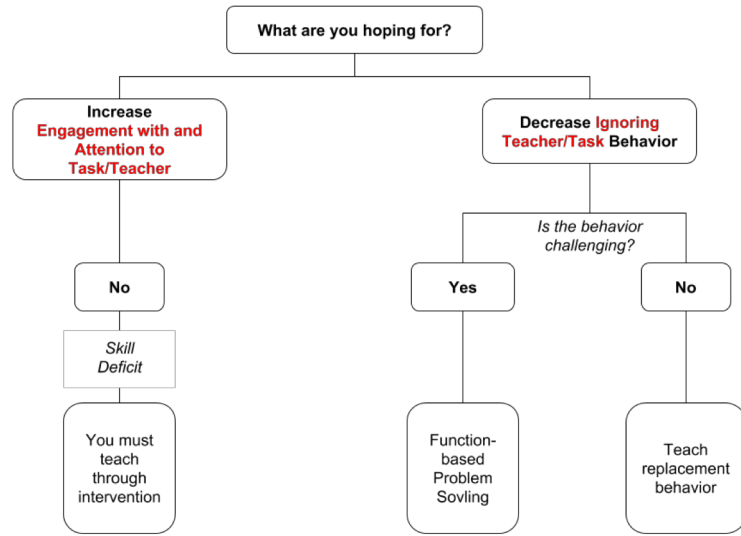




During:	When:	Student will:	Outcome:
Function:			MIZZOU PBIS



ASHLEY



During: Class	When: Asked/Prompted to work on a task	Student will: Stare ahead silently, put her head on her desk, ignore teacher.	Outcome: Teacher sends her out of room.
			Function: Avoid task



ASHLEY

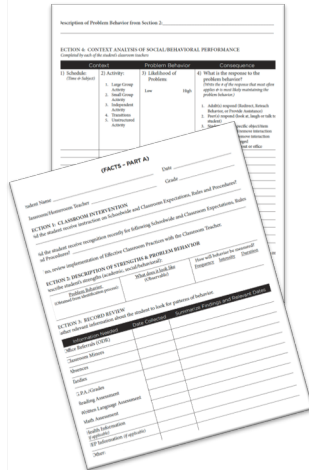


Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations <ul style="list-style-type: none"> Clarify expected behavior and provide specific precorrections Teach student how to: <ul style="list-style-type: none"> Ask for attention Self-Monitor Ask for a break Consider student participation in social skills instructional group Teach academic skills 	4. Encourage Expected Behavior <ul style="list-style-type: none"> Increase reinforcement of expected behavior <ul style="list-style-type: none"> High rates of verbal and non-verbal feedback Increase positive communication between home and school Provide increased opportunities for interaction with adults and/or peers Provide opportunity to earn time for self-selected activities Reward student for attempting tasks, staying focused on tasks 	6. Opportunities to Respond <ul style="list-style-type: none"> Increase OTR <ul style="list-style-type: none"> Partner/Group Verbal and Non-verbal options Pre-conference with student(s) to build a variety of engaging response strategies Use technology <ul style="list-style-type: none"> Interactive Games Discussion Boards
2. Classroom Procedures & Routines <ul style="list-style-type: none"> Teach Procedures Teach how to ask for help Individualize procedure for use of resources (e.g. assistive technology, 100's chart, multiplication table, graphic organizers) Check to see if student has needed materials and if not, provide them before they are needed 	5. Discourage Unexpected Behavior <ul style="list-style-type: none"> Provide consistent and calm response Limit verbal interaction for problem behavior Teacher ignore problem Prompt peers to ignore problem behavior Non-verbal signal Offer brief assistance Offer alternative methods or materials for task Schedule standard times to make up work 	7. Task Difficulty & Academic Success ? <ul style="list-style-type: none"> Design assignments to meet student skill level Pre-teach content Modify amount or type of activity Provide extra help/check for understanding
3. Active Supervision <ul style="list-style-type: none"> Increase Active Supervision <ul style="list-style-type: none"> Schedule more frequent interactions Proximity Control Provide task check-in (eg, 3 more minutes...) 		8. Activity Sequencing & Offering Choice <ul style="list-style-type: none"> Provide opportunity to help other students Provide option to work independently Provide task list and allow student to choose order of completion Provide opportunity to engage in a preferred activity first Allow student to choose location, materials, etc

During: Class	When: Asked/Prompted to work on a task	Student will: Stare ahead silently, put her head on her desk, ignore teacher.	Outcome: Teacher sends her out of room.
			Function: Avoid task



* ADAPTED FACTS



SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE
 * Completed by each of the student's classroom teachers

Context	Problem Behavior	Consequence
1) Schedule: (Time and Subject)	3) Likelihood of Problem: Low High	4) What is the response to the problem behavior? (Write the # of the response that most often applies and is most likely maintaining the problem behavior.) 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. Unstructured Activity	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6	

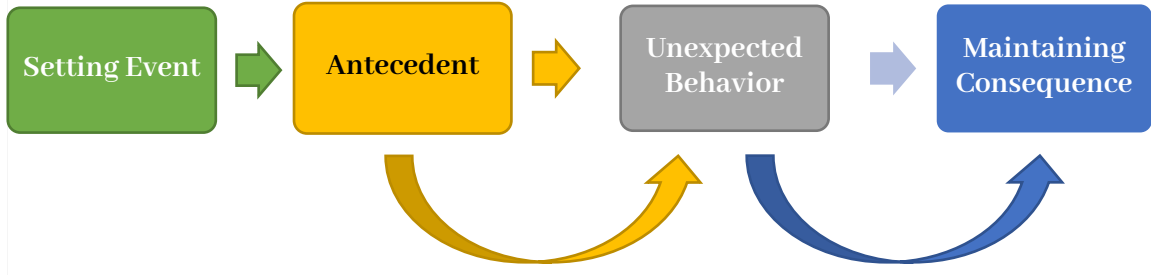
Adapted FACTS
Functional Assessment Checklist for Teachers and Staff

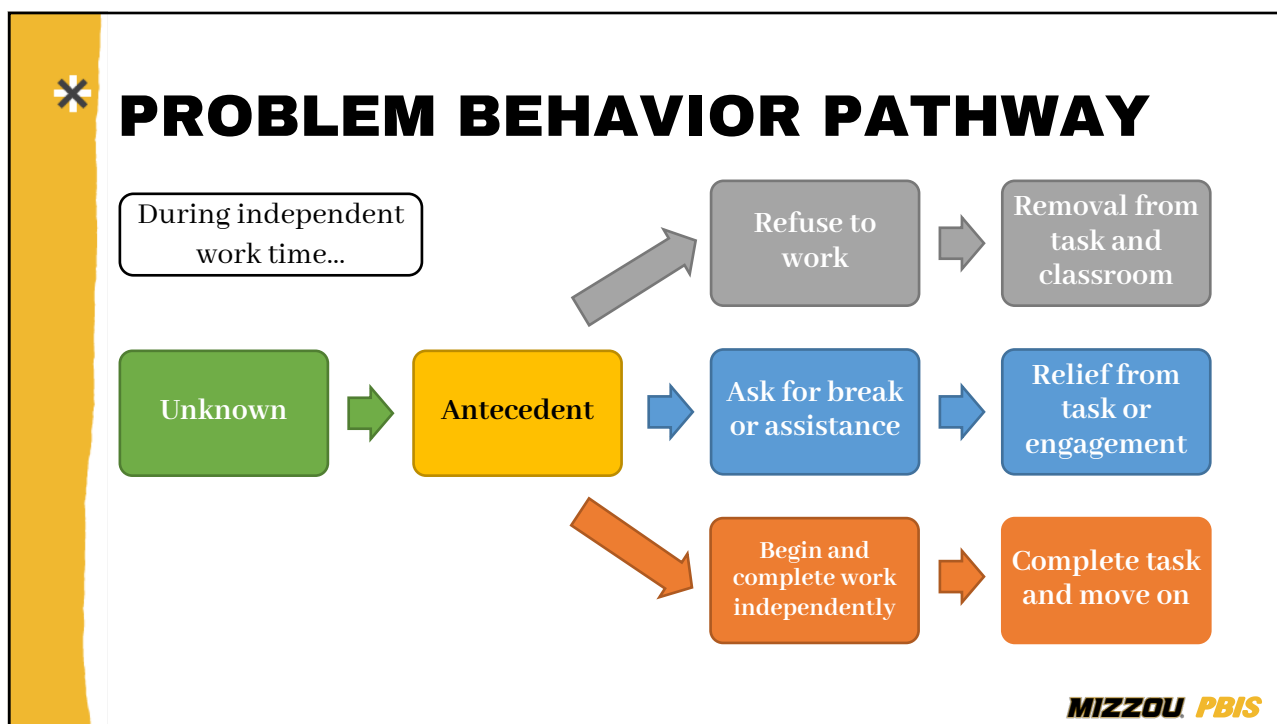
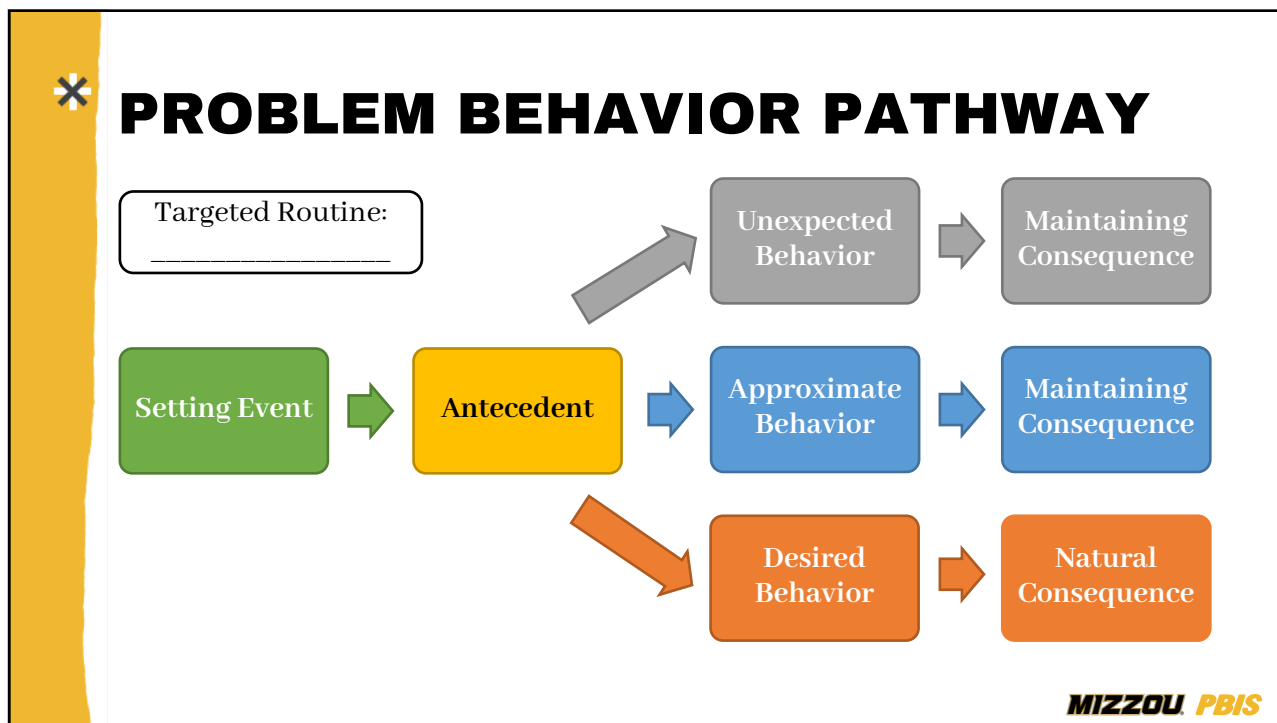
MO SW-PBS, 2019
Adapted from March et al., 2000

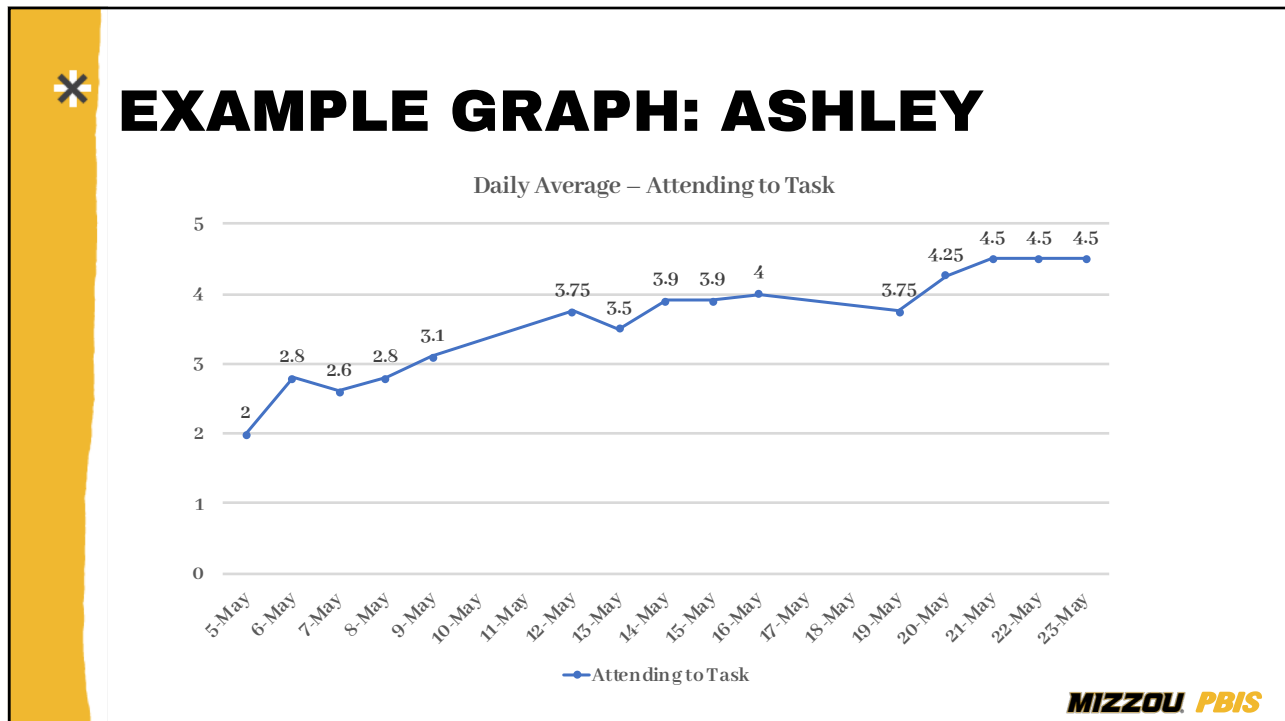
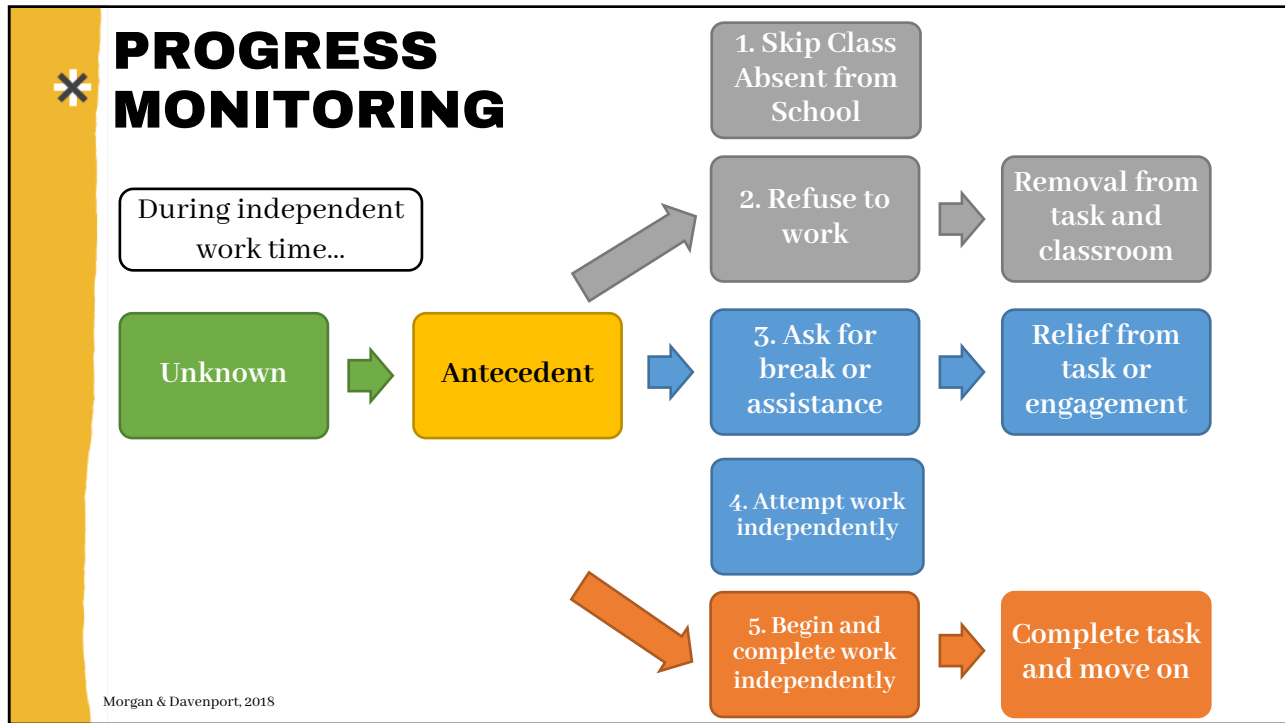


* PROBLEM BEHAVIOR PATHWAY

Targeted Routine:

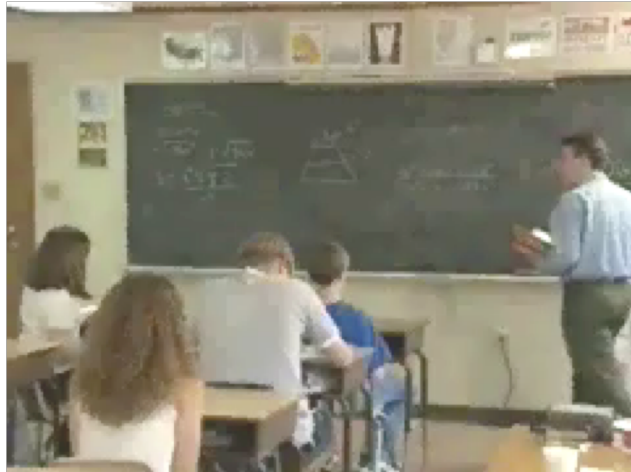








SHANE



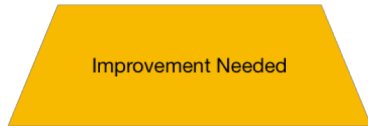
During:	When:	Student will:	Outcome:
			Function:

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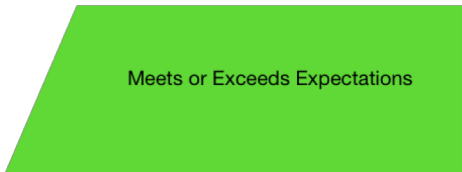


CLASSROOM CONTINUUM

Classroom Capacity	
Total # of Students (N)	30 students
5% of Total (N x 0.05)	1-2 students
15% of Total (N x 0.15)	4-5 students
80% of Total (N x 0.80)	24 students



Proficient with Support



List your students whose behavior performance is unsatisfactory. The number should be less than or equal to 5% of your classroom population.



List your students whose behavior performance needs improvement. The number should be less than or equal to 15% of your classroom population.

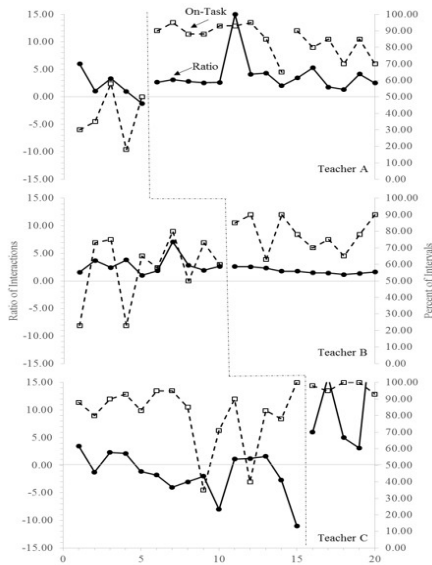


List your students whose behavior performance meets or exceeds expectations. The number should be greater than 80% of your classroom population.

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INTENSITY + FREQUENCY



- ✿ General education classroom
 - ✿ Several students not meeting behavior expectations
- ✿ Teacher focused on intensity and frequency use of effective classroom practices
- ✿ Positive student outcomes
 - ✿ Decrease instances of unexpected behavior

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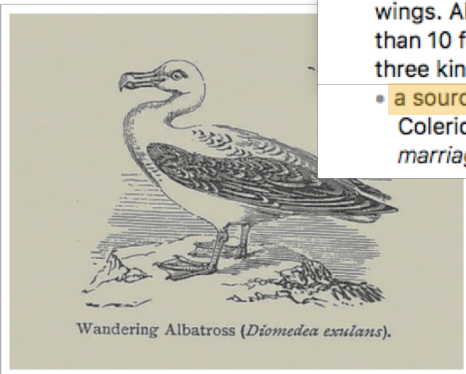
CLASSROOM MANAGEMENT

albatross | 'albə, trɒs |

noun (plural **albatrosses**)

1 a **very large** oceanic bird related to the shearwaters, with long narrow wings. Albatrosses, some species of which have wingspans greater than 10 feet (3.3 m), are found mainly in the southern oceans, with three kinds in the North Pacific.

- a **source of frustration or guilt; an encumbrance** (in allusion to Coleridge's *The Rime of the Ancient Mariner*): *an albatross of a marriage.*



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A GROUP OF UNICORNS



A BLESSING

Using the **Great8** to Increase Student Success

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations <ul style="list-style-type: none"> Clarify expected behavior and provide specific procedures Teach student how to: <ul style="list-style-type: none"> Ask for attention Ask for a break Quit activity Consider student participation in social skills instructional group Teach academic skills 	4. Discourage Expected Behavior <ul style="list-style-type: none"> Increase reinforcement of expected behavior <ul style="list-style-type: none"> High rates of verbal and non-verbal feedback Increase positive communication between home and school Provide increased opportunities for interaction with adults and/or peers Provide opportunity to work independently 	6. Opportunities to Respond <ul style="list-style-type: none"> Increase OTR <ul style="list-style-type: none"> Response Group Verbal and Non-verbal options Pre-conference with students to build a variety of engaging response strategies Use technology <ul style="list-style-type: none"> Interactive Games Discussion Boards
2. Classroom Procedures & Routines <ul style="list-style-type: none"> Teach Procedures Teach how to ask for help Individualize procedure for use of resources (e.g. assistive technology, 100% chart, multi-function table, graphic organizers) Check to see if student has needed materials and if not, provide them before they are needed 	5. Discourage Unexpected Behavior <ul style="list-style-type: none"> Provide consistent and calm response Limit verbal interaction for problem behavior Teacher ignore problem Prompt peers to ignore problem behavior Non-verbal signal Offer oral assistance or materials for task Schedule structured times to make up work 	7. Task Differentiation <ul style="list-style-type: none"> Provide student response of understanding
3. Active Supervision <ul style="list-style-type: none"> Increase Active Supervision <ul style="list-style-type: none"> Schedule more frequent interactions Proximity Control Provide task check-in (e.g. 3 more minutes...) 	8. Activity Structuring & Offering Choice <ul style="list-style-type: none"> Provide opportunity to help other students Provide option to work independently Provide task list and allow student to choose order of completion Provide opportunity to engage in a preferred activity first Allow student to choose location, materials, etc 	

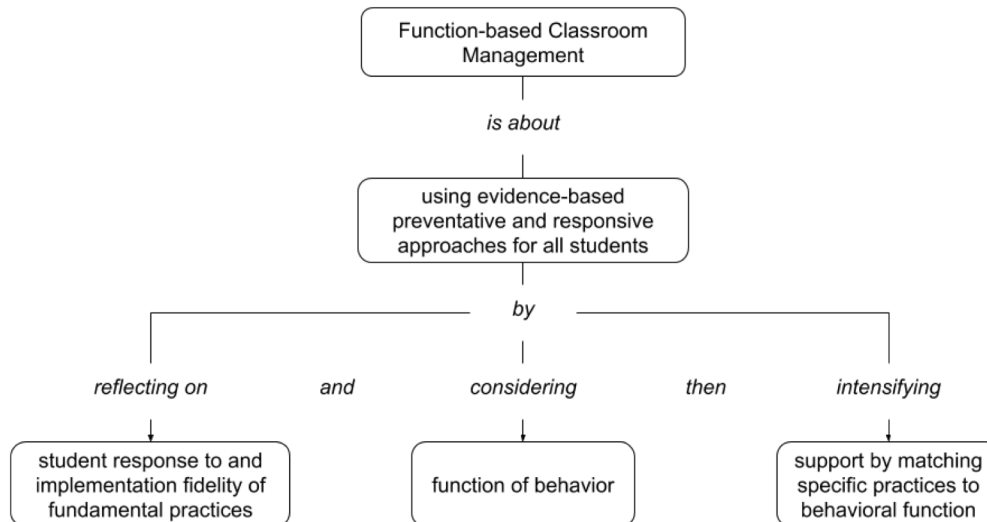
Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task

GREAT8

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GRAPHIC ORGANIZER



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GUIDING QUESTIONS

1. How would you define classroom management?
2. How would you define function-based support?
3. What data would you use to evaluate your classroom management?
4. What information would you use to prioritize supports to intensify?
5. What criteria would you use to assess implementation fidelity and outcomes?

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* MO SW-PBS SUMMER INSTITUTE

MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT SUMMER INSTITUTE

CLASSROOMS ARE WHERE IT'S AT

FOR:

- Fidelity
- Consistency
- Equity

JUNE 11-13, 2019 • TAN-TAR-A RESORT • OSAGE BEACH, MISSOURI

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2019 PBIS Leadership Forum

SAVE THE DATE

OCTOBER 3-4, 2019

OSEP Technical Assistance Center on PBIS 2019 PBIS Leadership Forum

PBIS: Supporting Our Most Vulnerable Children & Youth

October 3 - 4, 2019 | Hilton Chicago, Chicago, IL

www.pbisforum.org **MIZZOU PBIS**

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EFFECTIVE CLASSROOM PRACTICES

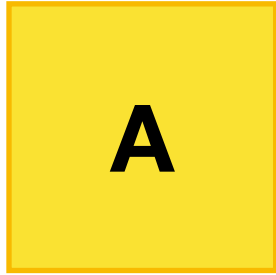
FUNCTION-BASED CLASSROOM MANAGEMENT



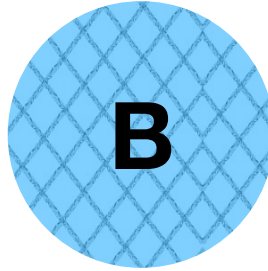
Handouts

1. Building a success screen aligned with the “Great 8”
2. Classroom triangle tool for reflecting on Tier 1 effectiveness
3. Effective teaching and learning practices aligned with function of behavior

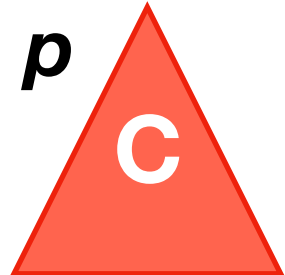
Building a Success Screen



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Student Characteristics

Teacher/School Control

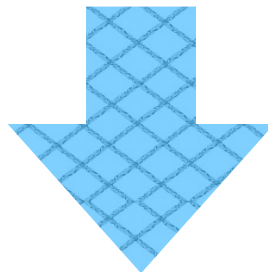
Desired State

skills, abilities,
family/culture,
functional desires,
academic history,
school history

What could I do to
maximize the
probability of me
legitimately being
able to say to that
kid "Good for you!
You did that right!"

measurable skills
that predict
favorable student
outcomes
(academic and
social behaviors)

Scott, Hirn, & Cooper, 2017



Great

Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
1. Classroom Expectations	4. Encourage Expected Behavior	6. Opportunities to Respond
2. Classroom Procedures & Routines	5. Discourage Unexpected Behavior	7. Task Difficulty & Academic Success
3. Active Supervision		8. Activity Sequencing & Offering Choice

Classroom Capacity	
Total # of Students (N)	_____ students
5% of Total $N \times 0.05$	_____ students
15% of Total $N \times 0.15$	_____ students
80% of Total $N \times 0.80$	_____ students

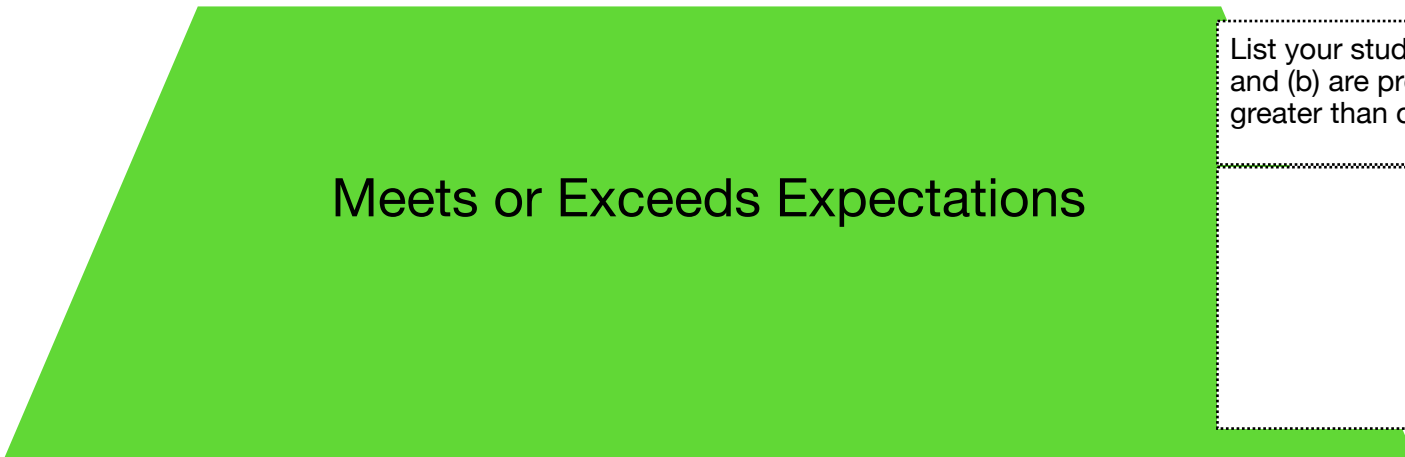


List your students whose behavior performance is unsatisfactory. The number should be less than or equal to 5% of your classroom population.



List your students whose behavior needs improvement. The number should be less than or equal to 15% of your classroom population.

Proficient with Support



List your students who (a) meet or exceed expectations and (b) are proficient with support. The number should be greater than or equal to 80% of the classroom population.

Using the **Gre^g** to Increase Student Success



Maximize Structure	Respond to Behavior	Actively Engage Students in Observable Ways
<p>1. Classroom Expectations</p> <ul style="list-style-type: none"> ⊕ Clarify expected behavior and provide specific precorrects ⊕ Teach student how to: <ul style="list-style-type: none"> ○ Ask for attention ○ Self-Monitor ○ Ask for a break ⊕ Consider student participation in social skills instructional group ⊕ Teach academic skills 	<p>4. Encourage Expected Behavior</p> <ul style="list-style-type: none"> ⊕ Increase reinforcement of expected behavior <ul style="list-style-type: none"> ○ High rates of verbal and non-verbal feedback ○ Increase positive communication between home and school ⊕ Provide increased opportunities for interaction with adults and/or peers ⊕ Provide opportunity to earn time for self-selected activities ⊕ Reward student for attempting tasks, staying focused on tasks 	<p>6. Opportunities to Respond</p> <ul style="list-style-type: none"> ⊕ Increase OTR <ul style="list-style-type: none"> ○ Partner/Group ○ Verbal and Non-verbal options ○ Pre-conference with student(s) to build a variety of engaging response strategies ⊕ Use technology <ul style="list-style-type: none"> ○ Interactive Games ○ Discussion Boards
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Function-based actions: Purple = Gain Attention Blue = Avoid Attention Green = Avoid Task