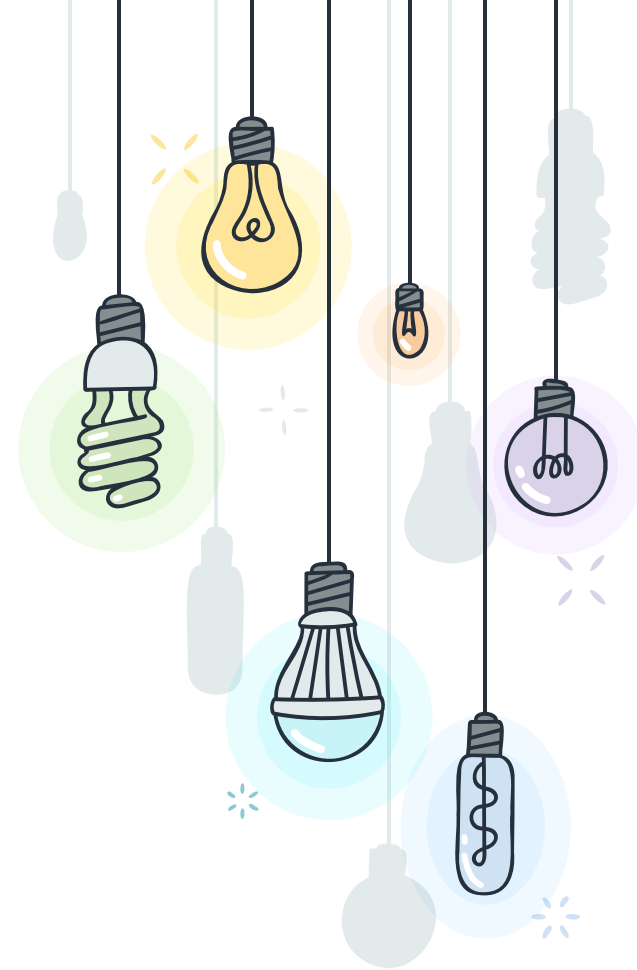




CLASSROOM PRACTICES REFRESHERS
REFRESHERS FOR EDUCATORS

* ATTENDEES WILL

- + Refresh on the 8 classroom practices
- + Experience a sample PD session
- + Brainstorm additional ideas for implementation





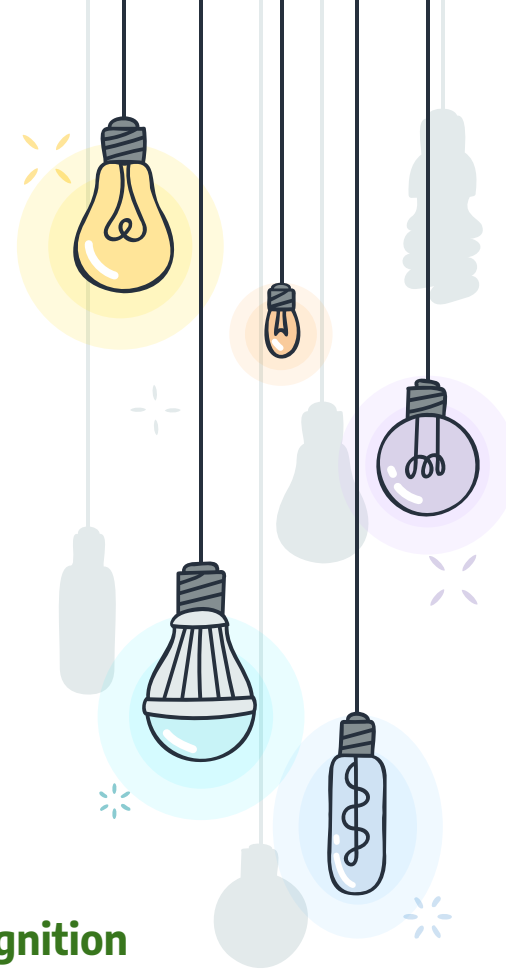
WILLIAM CHRISMAN HS

- + 9th-12th Grades
- + 1350 Students
- + 70% Free and Reduced Lunch*
- + Gold Status - 3 Years
- + Tier 3 Implementation



* WHO IS HERE WITH US?

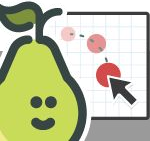
Early Ed or Elementary	Middle or High	District or Other



Red = Just Beginning

Blue = Implementing

Green = Recognition



Students, drag the icons!



* SUMMER INSTITUTE EXPECTATIONS

Be Responsible

- Share your ideas and thinking with others

Be Respectful

- Be an active listener.
- Treat materials with care.

Show Self-Control

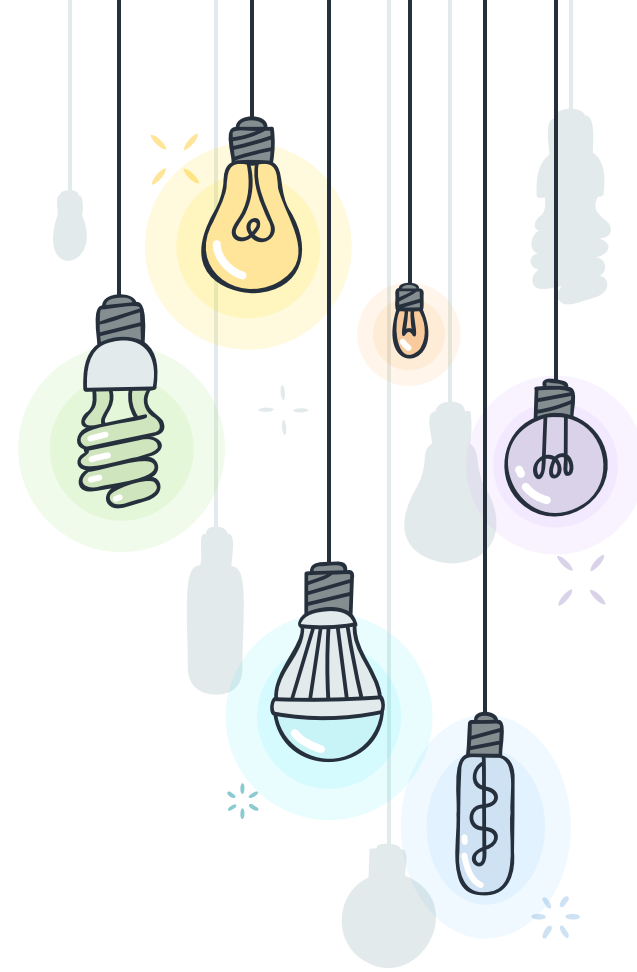
- Be focused and on task.



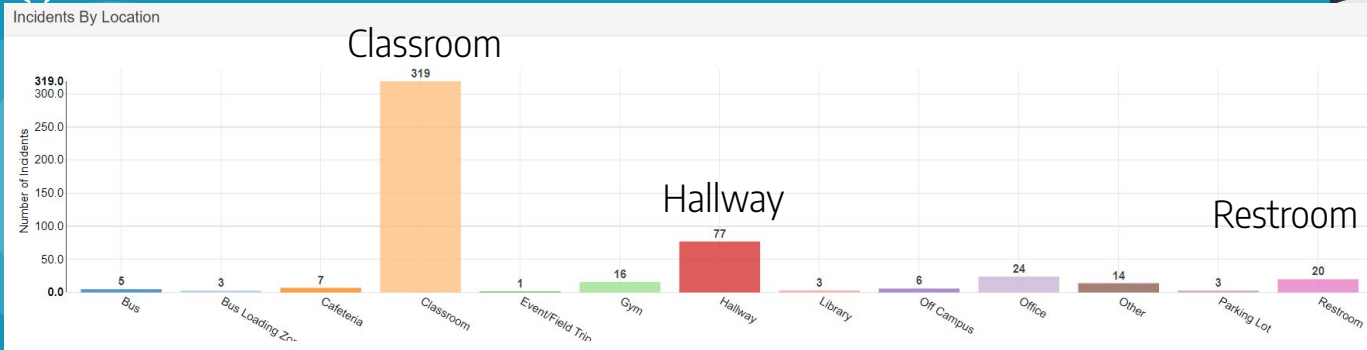
* BIG 5 DATA -- OR BIG 5 + 1

Always look at the data -- typically would include the Big 5 Data, but could be other information. This can be done by:

- + PBS Team
- + Administration or Student Services
- + Staff as a Whole



Here's an example:



Which area would you propose that we start with first? No wrong

Answers, just provide a justification.

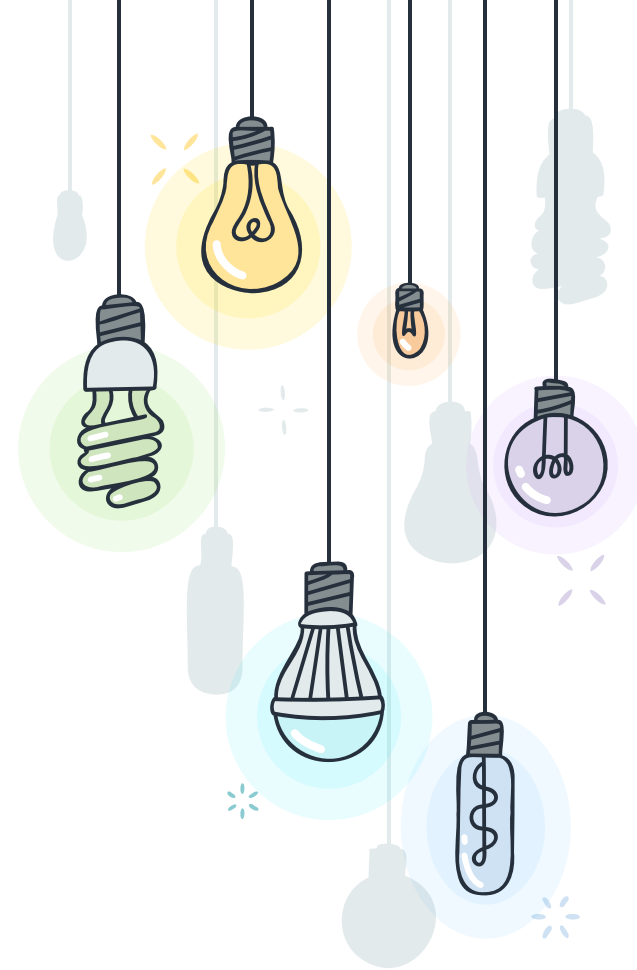
Students, write your response!



HS/MS - DRAW A TYPICAL PASSING TIME.

✨ ELEMENTARY - DRAW A TYPICAL RECESS.

USE "X" FOR ADULTS AND "O" FOR STUDENTS.



Students, draw anywhere on this slide!

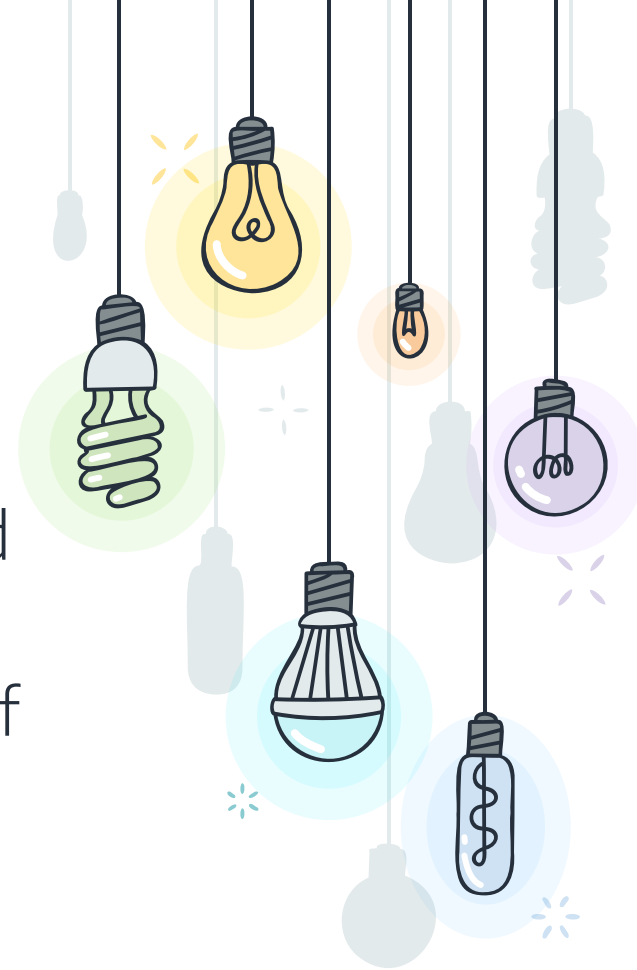
* 5. ACTIVE SUPERVISION

Classroom Setting

- + Teacher directed
- + Instructionally focused
- + Small number of predictable students

Non-Classroom Setting

- + Student focused
- + Socially focused
- + Large number of unpredictable students



ACTIVE SUPERVISION -- SAMPLE PD. . .

✧ READER'S DIGEST VERSION

Think in general terms, when supervising hallways/recess:

- Do I have at least **4 positive to 1 negative interaction**
- Am I **obvious, positive, interactive, and unpredictable?**
- Do I have my **head up, make eye contact, and an overt body position?**
- Do I interact with a **variety of students and have quick/noticeable interactions?**

YES	NO

ACTIVE SUPERVISION -- SAMPLE PD. . .

* READER'S DIGEST VERSION

Think in general terms, when supervising hallways/recess:

- Do I handle minor infractions **quickly, privately, neutrally** and follow up with positive interactions?
- Do I handle major infractions **by the book, business like, disengage, and pre-correct**?
- Do I refer to **SW expectations**?
- Do I **positively acknowledge 5** or more students for displays of SW expectations? Am I **sincere and informative**?

YES	NO

ACTIVE SUPERVISION - SCORING GUIDE

* AND BUILDING A PLAN

7-8 “Yes”

Super Supervisor

5-6 “Yes”

So-so Supervisor

<5 “Yes”

Improvement Needed

- + Analyze your self-assessment
- + Work together (hallway neighbors) to create a plan
 - × Is there one or two strategies that your group can commit to using?
 - ◆ Once goal is fully implemented, then revise or work on a new goal



* EVERYONE IS NEEDED

Staff is Outnumbered

We are needed during each of these times -- many more of our students that there are of us

Adult Presence

We help to prompt desired behavior and discourage problem behavior.

Provides a comfort

Good Citizen


Shows our colleagues and students that we are all in this together



HOW DOES ACTIVE SUPERVISION PROVIDE A COMFORT TO STUDENTS?

Students, write your response!

1. CLEAR EXPECTATIONS -- BASED ON SW EXPECTATIONS



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	Vocab is appropriate for age/grade level	Hands and feet to self	Maintain personal space
Always Applicable	I am able to consistently enforce	Stay in assigned area.	<i>What could a non-example be?</i>



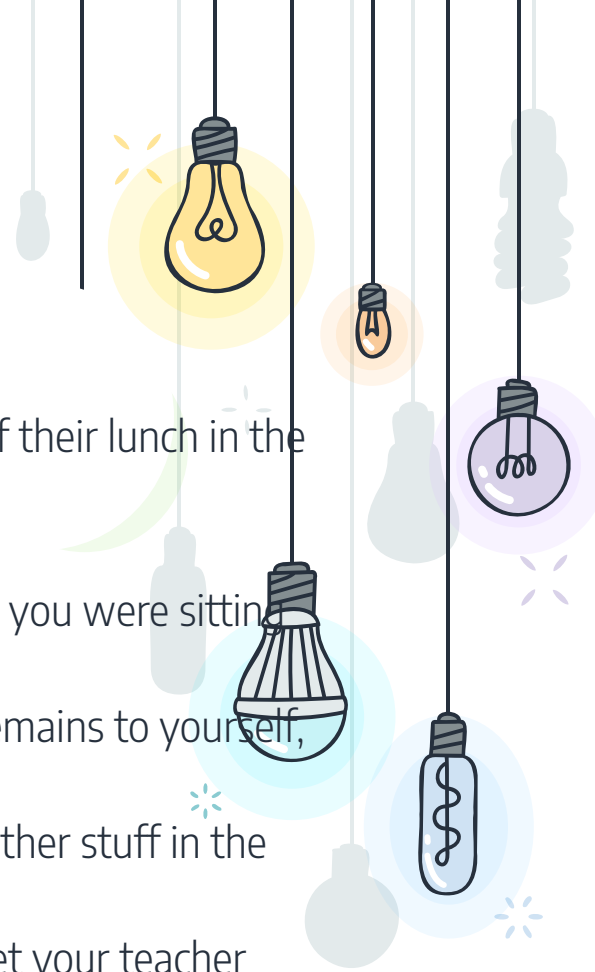
Students, write your response!

2. PROCEDURES, ROUTINES, AND RULES --

* DEVIL'S IN THE LACK OF DETAILS

Expectation: Be Responsible

- Procedure: Clean up after lunch
 - Definition: When students dispose of all of the remains of their lunch in the correct bins once they are done
 - Steps:
 - When teacher signals, stand up, look at where you were sitting and gather up the remains of lunch
 - Move quietly, keeping hands, feet and lunch remains to yourself, to the recycling and trash bins
 - Put recyclables into the recycling bin and the other stuff in the trash
 - Proceed quietly and quickly to your line to meet your teacher



LIST THE STEPS FOR A PROCEDURE OF YOUR CHOICE.

Ideas: Getting materials for class,
walking in the hallway during class
time, transitioning stations or from
rug to desks



Students, write your response!

* POSSIBLE PD OPPORTUNITIES FOR PRACTICE 1 AND 2

Beginning of Year

- Sharing building SW expectations
- Guidelines for developing rules
 - Must follow the 5 guidelines

Refresher

- Teacher Self-Assessment
- Identify 1-2 areas for improvement (if necessary) -- develop a plan

Individual

- Struggling teacher works with mentor or administrator to enhance classroom expectations and implementation



3. ENCOURAGING EXPECTED BEHAVIOR

“YOU CATCH MORE FLIES WITH HONEY THAN WITH VINEGAR”

Non-contingent: This does not depend on specific things the student does, but it does reinforce student feelings of trust and confidence in the adult

- Greeting, smiling, making conversation, sharing a task

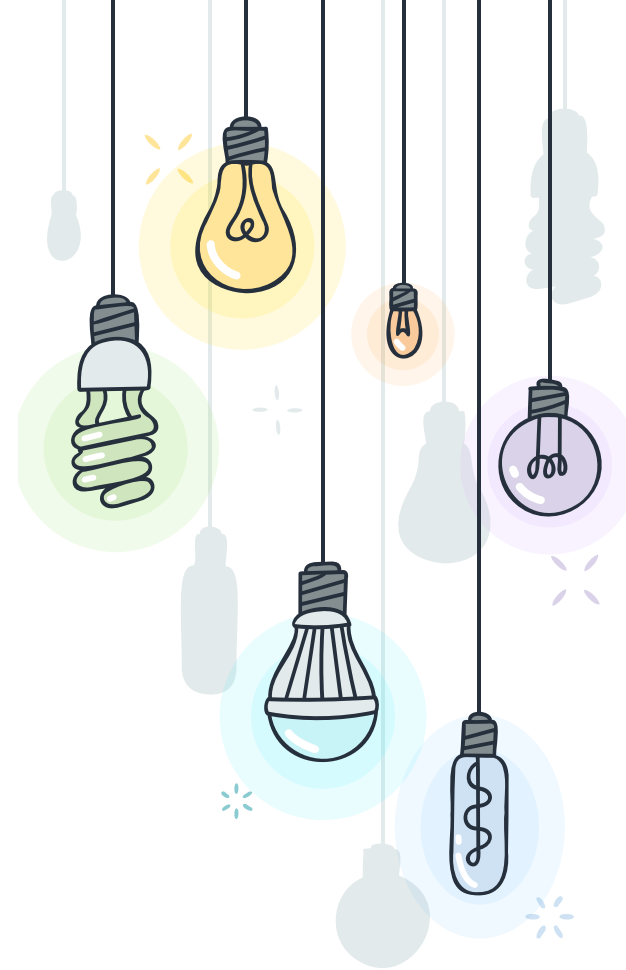
Contingent: After students have met expectations -- social and academic

- Menus of reinforcers
 - Specific feedback, stickers, notes home, positive phone calls, choose your partner, extra recess, principal recognition, no tardy party



JUNK DRAWER

✦ ENCOURAGING EXPECTED BEHAVIOR IS LIKE
_____ BECAUSE:



Students, write your response!

4. DISCOURAGING INAPPROPRIATE BEHAVIOR

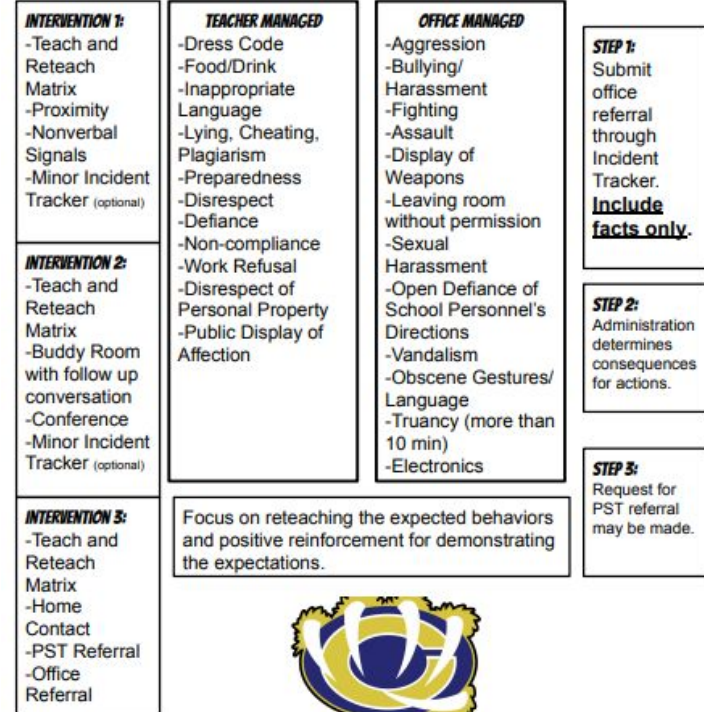
Goals of Specific and Contingent Error Correction:

- Interrupt the problem behavior and engage the students in the expected behavior
- Ensure the students exhibit the expected behavior in the future
- Avoid escalation of the problem behavior

WILLIAM CHRISMAN DISCIPLINE FLOW CHART



Observe Problem Behavior



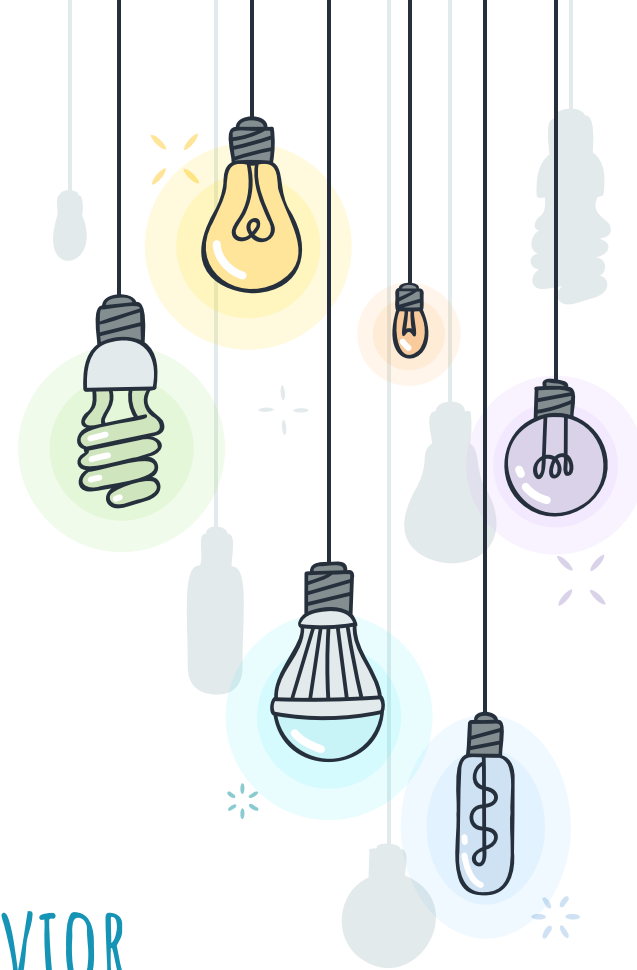
4. DISCOURAGING INAPPROPRIATE * BEHAVIOR -- POTENTIAL PD ACTIVITY

Strategy	Explanation	Example
Proximity		Stand next to a struggling student
Signal, Nonverbal Cue	Signals the teacher is aware of the behavior and prepared to intervene if it continues.	
Ignore, Attend, Praise		
Re-direct		"Please follow the directions and put your book away."
Re-teach		
Provide choice	Stating two alternatives, the desired behavior and a less preferred choice	
Student Conference		

7. CHANGING SEQUENCE AND OFFERING * CHOICE

- Increase student engagement
- Decrease disruptive behaviors
- Improves student perceptions of assignments previously considered too difficult
- Helps build positive adult-student relationships

THESE CAN APPLY TO ACADEMICS AND BEHAVIOR



SEQUENCING PD POSSIBILITY -- BRING * DETAILED LESSON PLAN, OUTLINE, OR VIDEO

Task Interspersal

- Categorize the task difficulty of all required tasks
- What is the ratio of mastered tasks to new tasks

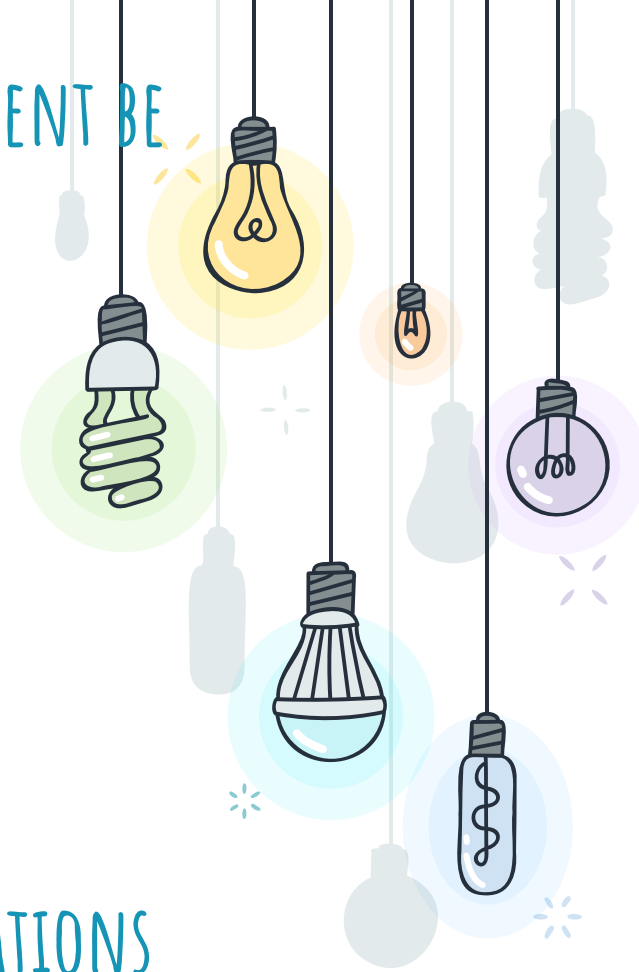
Behavior Momentum - start with easy and gradually increase

- Easier tasks do not need to be connected to the more difficult tasks



8. REDUCING TASK DIFFICULTY - WOULD A STUDENT BE * ABLE TO COMPLETE THE ASSIGNMENT IF...

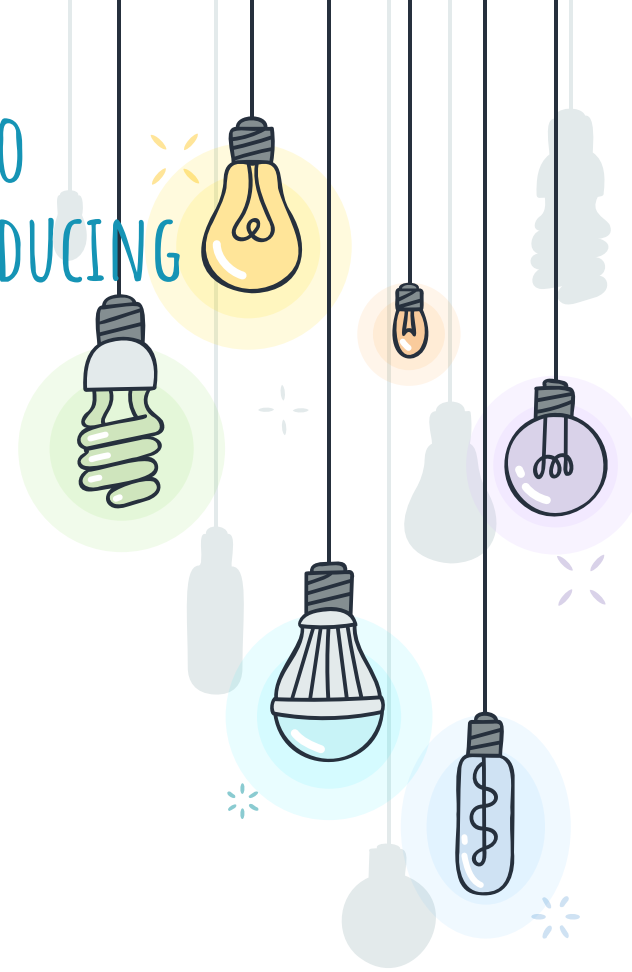
- **Length or time**
 - Time or length adjustments are made
- **Response mode**
 - Mode of responding was altered
- **Increased instruction or practice**
 - There was additional time for practice



NOT JUST FOR THOSE WITH OFFICIAL ACCOMMODATIONS

* GIVE AN EXAMPLE WHERE A STUDENT WAS ABLE TO SUCCESSFULLY COMPLETE AN ASSIGNMENT BY REDUCING TASK DIFFICULTY

Identify if length or time, response mode, or additional instruction was modified. Also include how it was modified and the effectiveness of the modification.



Students, write your response!

* 6. INCREASED OPPORTUNITIES TO RESPOND

- Support student on-task behavior (thinking and learning)
- Decrease off-task, disruptive behaviors
- Continue the feedback loop for increased teacher effectiveness

IF WORKING WITHIN A NEE DISTRICT, THIS COULD IMPROVE INDICATORS 1.2, 2.5, 4.1, 7.4 AND MORE



WHAT STRATEGIES HAVE BEEN USED IN THIS SESSION?



IDENTIFY A TERM STARTING WITH ONE OF THE ABOVE LETTERS
THAT RELATES TO TODAY'S TOPIC _____

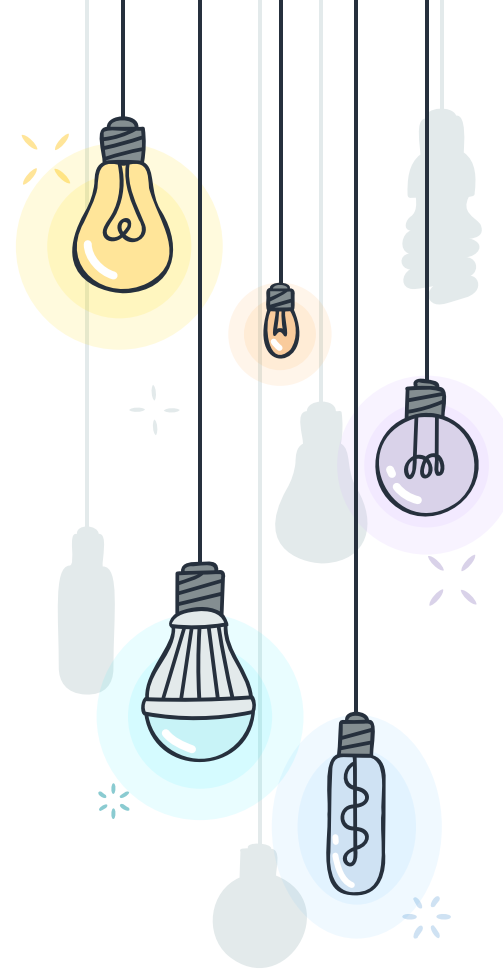
EXPLAIN HOW THIS TERM RELATES TO TODAY CONTENT:



Students, write your response!

* RESOURCES

- MO SW PBS Tier 1 Workbook -- Chapter 8
Effective Classroom Practices
- MO SW PBS Teacher Tool
- Teach Beyond the Desk
- 8 Practices Self-Assessment



* CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- + Presentation template by SlidesCarnival
- + Photographs by Unsplash

