

Classroom Management Techniques to Improve Behavior

Presented by:
Randy Sprick, Ph.D.

Kansas MTSS Symposium
Wichita, KS
September 5, 2013



For more information contact Safe & Civil Schools
800-323-8819 or info@safeandcivilschools

Introduction

Basic Beliefs

- A. Behavior can be changed!
- B. Many teachers depend too much on punitive consequences.
- C. A more comprehensive approach is summarized by the acronym STOIC:
 - S**tructure for success.
 - T**each expectations (like a great basketball coach).
 - O**bserve—circulate and scan.
 - I**nteract positively with students.
 - C**orrect misbehavior fluently.
- D. STOIC can be defined as “someone respected and admired for patience and endurance in the face of adversity.”

Getting Started

Start a list of all the misbehaviors that occur in your class. Secondary teachers might wish to focus on one particular class.

Review your list and identify the top two or three concerns. Developing a plan to address these concerns is the objective of this session.

Five strategies will be presented that may be useful in your plan to address the problems you identified a moment ago.

- Clarify and re-teach expectations (like a great basketball coach).
- Effectively use your classroom rules and expectations for success.
- Implement corrective consequences calmly and consistently.
- Use positive feedback and your attention strategically (ratios of interactions).
- Design a comprehensive behavior syllabus.

STRATEGY 1 —

Clarify and re-teach expectations (like a great basketball coach).

A. Identify regularly scheduled classroom activities and major transitions.
Examples include:

- Entering the classroom and opening routines
- Teacher-directed instruction
- Independent seat work
- Transition into groups
- Cooperative groups
- Tests
- End of class wrap-up and exit
- Other: _____

B. Be sure to clarify (for each major activity and transition):

Conversation

Help

Activity

Movement

Participation

CHAMPS

- C. Use the worksheet on the following page to prepare a lesson for teaching and reviewing expectations for a major instructional activity.

- D. Plan to **teach** expectations for at least the first week of school, immediately before and after vacations, and any time quite a few students are chronically exhibiting irresponsible behavior.

ACTION: Re-teach any set of expectations each day until that activity or transition goes perfectly for at least three consecutive days.

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity? Voice Level:
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Help

How do students get questions answered? How do students get your attention?
If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?
If yes, acceptable reasons include: pencil sharpener restroom
drink hand in/pick up materials
other:

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

CHAMPS TRANSITION WORKSHEET

Transition _____

Conversation

Can students engage in conversations with each other during this transition?
If yes, clarify how (so that they keep their attention on completing the transition).

Voice Level:

Help

How do students get questions answered? How do students get your attention?

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.).
Include time criteria (how long it should take).

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation


What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

Success!

STRATEGY 2 —

Effectively use your classroom rules and positive expectations for success.

Posted Classroom Rules	Posted Guidelines for Success
<p>Three to five specific expectations you will enforce</p> <ul style="list-style-type: none">✓ Specific enough that you will correct infractions consistently✓ Like speed limits and stop signs✓ Can be unique to your classroom or your teaching team✓ Teach the rules and how you will enforce the rules using corrective consequences <div data-bbox="256 890 701 1528" style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Classroom Rules</h3><ol style="list-style-type: none">1. Come to class every day that you are not seriously ill.2. Keep hands, feet, and objects to yourself.3. Follow directions the first time they are given.4. Stay on task during all work times.</div>	<p>Three to five goals or values you will inspire students to achieve</p> <ul style="list-style-type: none">✓ Broad goals that take a lifetime to learn✓ Like “drive safely” and “drive defensively”✓ Can be schoolwide✓ Use the Guidelines as the basis for positive feedback, corrective feedback, class discussions, integrate with lessons, and so on✓ Refer to these over and over—PREACH! <div data-bbox="894 999 1409 1726" style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Guidelines for Success</h3><ul style="list-style-type: none">✗ Be responsible.✗ Always try.✗ Do your best.✗ Cooperate with others.✗ Treat everyone with respect (including yourself).</div>

ACTION: Analyze how each of the major misbehaviors will be corrected. If it is a rule violation, enforce consistent corrective consequences (the next topic). If it is not a rule violation, correct it using one of your Guidelines for Success—inspire.

STRATEGY 3 —

Implement corrective consequences for rule violations calmly and consistently.

- Establish consequences that fit the nature of the problem but are as mild as possible.
- Discuss consequences in advance with students.
- Implement the consequence calmly and consistently.

Sample Menu of Classroom Corrections

- Give a gentle verbal reprimand.
- Use a proximity correction.
- Keep a record of the behavior.
- Use planned ignoring.
- Reduce points (if using a point system).
- Implement a response cost lottery.
- Assign time owed from recess or after class.
- Assign time owed after school.
- Assign a timeout at the student's desk.
- Assign a timeout at another location in the classroom.
- Assign an interclass timeout.
- Issue a demerit (3 demerits = after-school detention).
- Have student fill out a Behavior Improvement Form.
- Require restitution by the student.
- Referral.

ACTION: Evaluate whether you have a plan for responding consistently to all misbehavior that is on your list from page 1.

Behavior Counting Form

Student _____ Grade/Class _____ Teacher _____ Week of _____

Monday																								
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
Tuesday																								
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
Wednesday																								
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
Thursday																								
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
Friday																								
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

Monday																								
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
Tuesday																								
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
Wednesday																								
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
Thursday																								
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
Friday																								
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

Monday																								
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
Tuesday																								
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
Wednesday																								
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
Thursday																								
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
Friday																								
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

Copyright © 2008 Pacific Northwest Publishing

STRATEGY 4 —

Use positive feedback and your attention strategically to improve student behavior (Ratios of Interactions).

- Recognize that some students *are starved for attention*.
- Be aware of Ratios of Interactions. Strive for at least a 3-to-1 ratio of attention to positive behavior versus attention to negative behavior.
- Four types of attention to positive behavior:
 - Noncontingent attention (e.g., greetings)
 - Positive feedback—verbal and written
 - Intermittent rewards
 - Systems-level rewards (Strategy 5)
- Positive feedback should be specific, descriptive, contingent, and nonembarrassing.

no. 6.2

sample
RATIO OF INTERACTIONS MONITORING FORM
(DURING A PARTICULAR TIME OF DAY)

Teacher Ms. Ng Date 10/12
Time of Day 8:45 to 9:30

Coding System Used (if any):
M = Male C = Class (as a whole)
F = Female N = Nick

Attention to Positive	Attention to Negative
M, M, M, F, M, F F, C, F, N, F, M C, M, M, N, F, M	N, N, M, M, F, F, N N, C, M, M, N

Analysis and Plan of Action:
My overall ratio is 1.5: 1, so I need to decrease negatives and increase positives to get to a 3:1 ratio. If Nick's data is pulled out, I am almost at 3:1!
My interactions with Nick are 1:3 (negative), so I should work on this and monitor my interactions with Nick a week from now.
I think my feedback was fine in terms of clarity and style.

© 2009 Pacific Northwest Publishing | Reproducible Form

Reproducible 6.2 *Ratio of Interactions Monitoring Form (During a Particular Time of Day)*

ACTION:

- a. For each misbehavior on page 1, identify a behavior or attitude that is the “positive opposite” of that misbehavior.
- b. Make a recording of your interactions during the thirty minutes of your school day when you are the most negative.
- c. Count and analyze your interactions and make a plan to be consistently more positive during that time period.

RATIO OF INTERACTIONS MONITORING FORM
(DURING A PARTICULAR TIME OF DAY)

Teacher _____

Date _____

Time of Day _____

Coding System Used (if any):

Attention to Positive	Attention to Negative

Analysis and Plan of Action:

Strategy 5 —
Design a comprehensive behavior syllabus.

Exhibit 7.1
Syllabus Template

Teacher: _____

Classroom Goals

Guidelines for Success

Classroom Rules

Activities

Grades

Grading scale:

Relative value:

Classroom Procedures
Entering the classroom

Tardy to class

Paper or pencil

How to find out what the daily assignments are

Turning in assignments

Returning assignments to students

Finding out grade status

Student responsibilities after an absence

Syllabus Template (*continued*)

Late, missing, or incomplete assignments

Communication procedures with parents and families

Ending class

Consequences for Classroom Rule Violations

Consequences for Code of Conduct Violations

References and Resources



Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

Books

- Sprick, R. S. (2012). *Teacher's encyclopedia of behavior management: 100+ problems/500+ plans* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Wise, B. J., Marcum, K., Haykin, M., Sprick, R. S., & Sprick, M. (2011). *Meaningful work: Changing student behavior with school jobs*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., Skyles, T., & Barnes, L. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2009). *CHAMPS: A proactive and positive approach to classroom management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2009). *Stepping in: A substitute's guide to managing classroom behavior*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2009). *Structuring success for substitutes*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Booher, M., & Garrison, M. (2009). *Behavioral response to intervention (B-RTI): Creating a continuum of problem-solving and support*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavior strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2000). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

Multimedia

- Sprick, R. S. (2010). *CHAMPS DVD inservice series* (2nd ed., DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *Discipline in the secondary classroom DVD inservice series* (DVD program). Eugene, OR: Pacific Northwest Publishing.

- Sprick, R. S. (2008). *Interventions audio: Evidence-based behavior strategies for individual students* (2nd ed., audio CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2008). *When every second counts: Mini-inservices for handling common classroom behavior problems* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Swartz, L., & Schroeder, S. (2006). *In the driver's seat: A roadmap to managing student behavior on the bus* (CD and DVD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S., Swartz, L., & Glang, A. (2005). *On the playground: A guide to playground management* (CD program). Eugene, OR: Pacific Northwest Publishing and Oregon Center for Applied Sciences.
- Sprick, R. S. (2003). *START on time! Safe transitions and reduced tardiness in secondary schools* (CD program). Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Garrison, M., & Howard, L. (2002). *Foundations: Establishing positive discipline and school-wide behavior support* (CD program). Eugene, OR: Pacific Northwest Publishing.

Articles

- Sprick, R. (2010). Shaping student behavior. *SEEN Magazine*, 12(2), 90–91.
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership*, September, 18–21.
- Sprick, R. (2009). Doing discipline differently. *Principal Leadership*, 9(5), 19–22.
- Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.
- Sprick, R. (2009). Schoolwide discipline: Can you make it work? *SEEN Magazine*, 11(2), 102.
- Sprick, R., & Daniels, K. (2007). Taming the tardies—Every minute counts. *Middle Ground*, 11(2), 21–23.
- Sprick, R. S. & Booher, M. (2006). Behavior support and response to intervention: a systematic approach to meeting the social/emotional needs of students. *Communique*, 35(4), 34–36.
- Sprick, R.S. (2004). Civil schools are safe schools: But are they attainable? *Instructional Leader*, 17(6), 3–5.



The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- *Foundations*
- *CHAMPS*
- *Interventions*

For more information, visit: www.casecec.org