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### PBIS in the Classroom

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# **PBIS in the Classroom**

December 30, 2016

Mark Fynewever & Tony Feldmann



# Outcomes

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- Participants will understand the link between school wide PBIS and classroom PBIS.
- Participants will gain a general understanding of the core elements of a classroom management plan.



# Human Pyramid Activity

Building Faculty  
Commitment to PBIS





**Are these practices alone  
giving us the intended  
results?**



# There are no simple solutions!

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**Punitive consequences are not enough.**

**Role-bound power is not enough.**

**Wishing and hoping is not enough.**

**Take away my recess**

No problem I haven't had recess for 3 years

**Call my mom about my bad language**

Wait until you hear my mom

**Keep me after school**

WOW it beats going home to an empty house

**ISS**

Yes please, put me in a small classroom all day with 8 of my best friends

**OSS**

Perfect, I'll get to sleep in then spend all day playing videogames and watching movies on my comfy couch



# What do you know about PBIS?





## PBIS is NOT...

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- A quick fix to complex problems
- A packaged program
- A reinforcement system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New
- Unique to Georgia

**PBIS is an essential  
shift in thinking...**

 *Shift*

▲  
“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we.....*  
*.....teach? or .....punish?”*

“Why can’t we finish the last sentence as  
automatically as we do the others?”

*Tom Herner (NASDE President ), 2006*

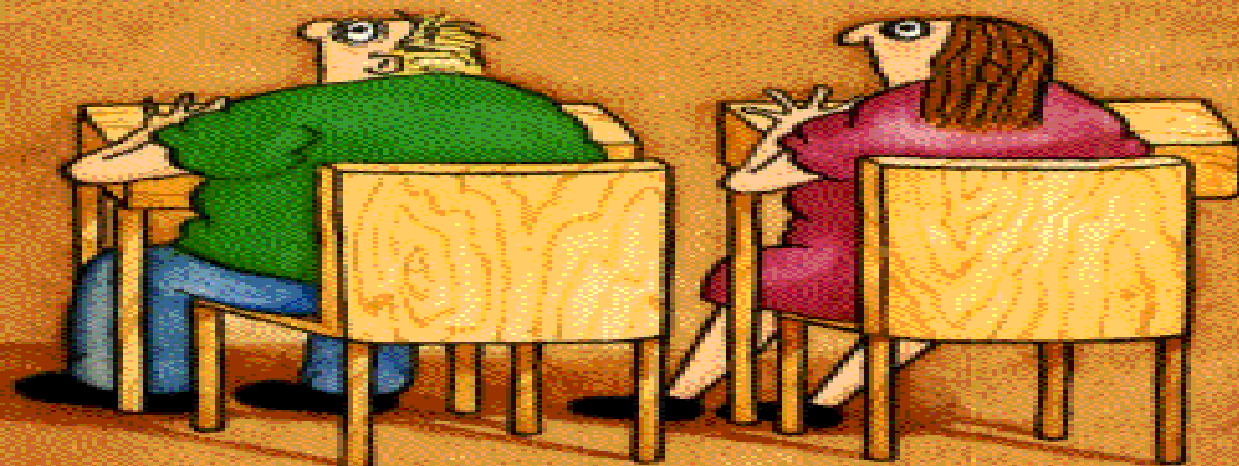
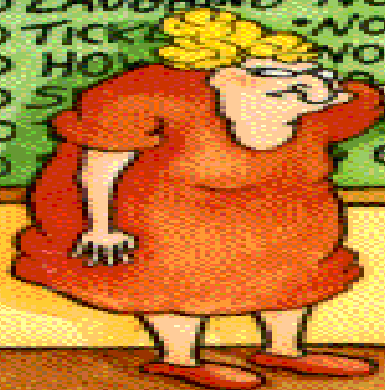


# ACTIVITY- Favorite Teacher

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-NO TALKING -NO EATING -NO DUMB QUESTIONS  
-NO RUNNING -NO SWEATING -NO COMING IN LATE  
-NO KICKING -NO SWEARING -NO COMING IN EARLY  
-NO BITING -NO BURPING -NO LOOKING AT THE CLOCK  
-NO LAUGHING -NO SNEEZING -NO LOOKING OUT THE WINDOW  
-NO TICKLE -NO COUGHING -NO SMART-ALECKY REMARKS  
-NO HO -NO SCREAMING -NO MAKING STUPID FACES  
-NO GIGGLING -NO CRYING DURING TESTS  
-NO DORKY HAIRSTYLES



Mrs. Mutner liked to go over a few of her rules on the first day of school.

# Expectations, Rules and Procedures

Rita Pierson – My Mama Said



## Rules

Hands Feet and  
Objects to Self

## Expectation

Respect

## Procedure

Bubbles and  
Ducktails

## Routine

Procedure that is followed with minimal or no reminders.



## Rules

Have necessary  
supplies for class

## Expectation

Responsible




## Procedure




Sharpen pencils  
before class begins


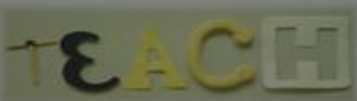

## Routine

Procedure that is followed with minimal or no reminders.



EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Rock and Roll! When I say, “Rock”, you say “Roll”				
<b>Be Respectful</b> 		<ul style="list-style-type: none"> <li>• Enter/exit classroom prepared</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept differences</li> <li>• Encourage Others</li> <li>• Wait your turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voice</li> <li>• Keep your materials in your work area.</li> </ul>	<ul style="list-style-type: none"> <li>• Eyes/ears on speaker</li> <li>• Raise hand to speak</li> <li>• Contribute to learning</li> </ul>
<b>Be Responsible</b> 		<ul style="list-style-type: none"> <li>• Place materials in correct area</li> <li>• Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Use Time Wisely</li> <li>• Contribute</li> <li>• Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>• Be a TASK master</li> <li>• Use your neighbor</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take notes</li> <li>• Meet your goals</li> </ul>
<b>Be Safe</b> 		<ul style="list-style-type: none"> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Use Materials Carefully</li> <li>• Stay in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Keep 6 feet on the floor</li> </ul>	<ul style="list-style-type: none"> <li>• Stay at seat</li> <li>• Keep hands, feet, and objects to self</li> </ul>

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EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Rock and Roll! When I say, "Rock", you say "Roll"				
<b>Be Respectful</b> 	<ul style="list-style-type: none"> <li>• Use kind words &amp; actions</li> <li>• Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/exit classroom prepared</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept differences</li> <li>• Encourage Others</li> <li>• Wait your turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voice</li> <li>• Keep your materials in your work area.</li> </ul>	<ul style="list-style-type: none"> <li>• Eyes/ears on speaker</li> <li>• Raise hand to speak</li> <li>• Contribute to learning</li> </ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"> <li>• Follow adult directions</li> <li>• Take care of materials/equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Place materials in correct area</li> <li>• Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Use Time Wisely</li> <li>• Contribute</li> <li>• Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>• Be a TASK master</li> <li>• Use your neighbor</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take notes</li> <li>• Meet your goals</li> </ul>
<b>Be Safe</b> 	<ul style="list-style-type: none"> <li>• Keep hands, feet &amp; objects to self</li> <li>• Use all equipment &amp; materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Use Materials Carefully</li> <li>• Stay in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Keep 6 feet on the floor</li> <li>• Keep track of your materials</li> </ul>	<ul style="list-style-type: none"> <li>• Stay at seat</li> <li>• Keep hands, feet, and objects to self</li> <li>• Put all materials not in use in desk</li> </ul>



# Telling is not Teaching

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If you don't have time to do it right, when will you have time to do it over?

-John Wooden



# Teaching Behavioral Expectations

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- For a child to learn something new, it needs to be repeated an average of 8 times.
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times

(Harry Wong)



# 5 Steps to Teaching

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1. Teach (Tell)
2. Model (Show it)
3. Practice in a controlled environment
4. Practice in a real life situation
5. Feedback



# Lollipop Video

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- <https://www.youtube.com/watch?v=hVCBrkrFrBE>



**Research by: Mike Hock KU-CRL**

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# **Teen Perceptions of Self**





# Teens and Self-Image: Survey Results

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**Question 8.** How much influence does each of the following have on your life?

	<b>A Lot or Some</b>	<b>None</b>
Parents	96%	4%
<b><u>Teacher</u></b>	<b><u>80%</u></b>	<b><u>20%</u></b>
Other kids	78%	22%
Religion	70%	30%
Girl/Boyfriend	63%	37%
Celebrities	63%	37%
TV Shows	44%	56%
Advertising	36%	64%



# Teens and Self-Image: Survey Results

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## Question 5. Who understands you the most?

Friend	42%
Parent	28%
Girl/Boyfriend	10%
No one	8%
Sibling	5%
Religious Leader	1%
<u>Teacher</u>	<u>1%</u>
Other	5%



# Acknowledgment

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- Some students are starved for attention
- 30 years of research literature found...  
(15:1 skewed to the negative side)



## Research from Becker and Evertson

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Student  
engagement  
and praise

91%



50%



## Contingent

Specific positive feedback

Generic positive praise  
(thumbs up, good job)

## Non-contingent

Giving students time and  
attention just because you  
value them as people



# 4:1 Ratio

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## Business Teams

High Performance = 5.6:1

Medium Performance =  
1.9:1

Low Performance = 1:2.7

## Personal Relationships

Marriages that last = 5.1:1  
/ 4.7:1

Marriages likely to end in  
divorce = 1:1.3



# Positive or Corrective?

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- Vast majority of the corrective statements are gentle reminders
  - “You need to get back to work now”.
  - “No, please put that away please”.
  - “I asked you to go back to your seat, thank you”.
  - “No, you need to put that book away and work on this assignment”.
  - “Shh, quiet down”



# Rating Interactions: Positive or Negative?

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- Always ask yourself this question:
  - “Did the student get attention while engaged in positive behavior or negative behavior?”





## Positive or Negative?

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- Rachael gets up to sharpen her pencil although you had stated that no movement was permitted during a certain class activity.
- You walk over to Rachael and remind her gently that she needs to return to her seat.

**NEGATIVE**



## Positive or Negative?

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- Jose finishes his independent work early, gets out a novel and reads to himself.
- You give Jose a homework pass for finishing his work and staying quiet while other students work.

**POSITIVE**



## Positive or Negative ?

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- Heather got out of her seat to pass a note to a classmate.
- You give Matthew a reward ticket and thank him for sitting in his seat.

**POSITIVE**



## Positive or Negative ?

---

- Tamika answers the question you asked correctly, but does not raise her hand.
- You thank Tamika for answering the question and move on in your lesson.

**If blurting out an answer to a question is not allowed, this would be a **NEGATIVE** interaction.**



## Positive or Negative ?

---

- Jordan helps a struggling classmate out with a question on an assignment.
- You thank Jordan for helping the student and you ask him to get back to his seat.

**If getting out of his seat during this activity is not allowed this would be a **NEGATIVE** interaction.**



## Positive or Negative?

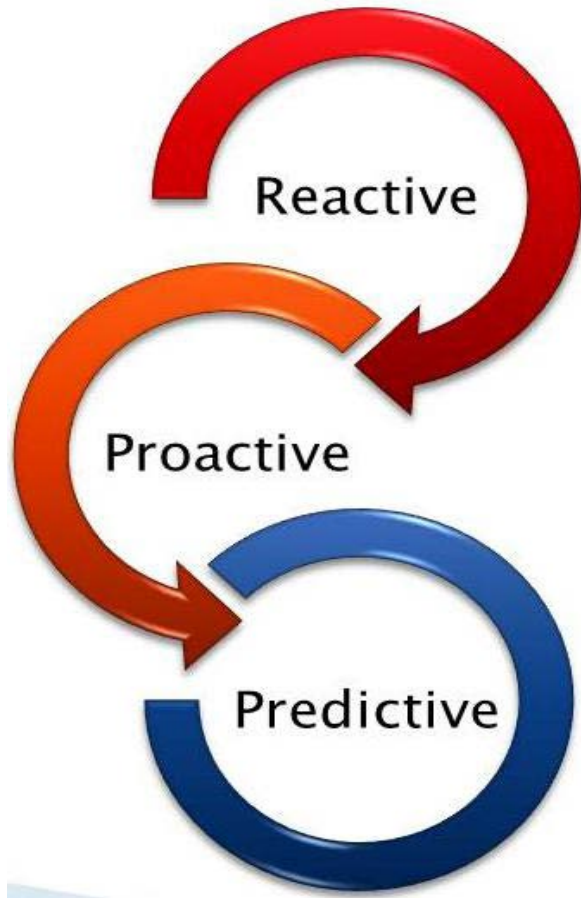
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- Olivia yells “Happy Birthday” to you on the opposite end of the lunch room.
- You walk over and thank her and ask her how cheerleading is going.

**If yelling is not allowed in the Cafeteria this would be a **NEGATIVE** interaction.**



# Rethinking Discipline



## ***Discipline***

n. (fr. Latin disciplina, teaching, learning)

Instruction that corrects, molds or perfects character and develops self-control (Webster's New Collegiate Dictionary).



# Traditional Discipline vs. PBIS

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## Traditional Discipline

- Focuses on the student
- Goal is to stop undesirable behavior, through the use of aversives (punishment)

## PBIS

- Focuses on the system
- Goal is to replace undesired behavior with a new behavior
- Teaches appropriate skills, and rewards appropriate behavior





# Why behaviors need to be defined?

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- What one teacher or student may consider disrespectful, may not be disrespectful to another teacher
- All staff need to **agree** and **be trained** on operationally defined behaviors



# Guidelines for Consequences

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- Hierarchy
- Developmentally appropriate
- Preplanned and posted
- Taught and reviewed
- Delivered consistently and timely
- Tied to the expectations



# Responses to Problem Behavior

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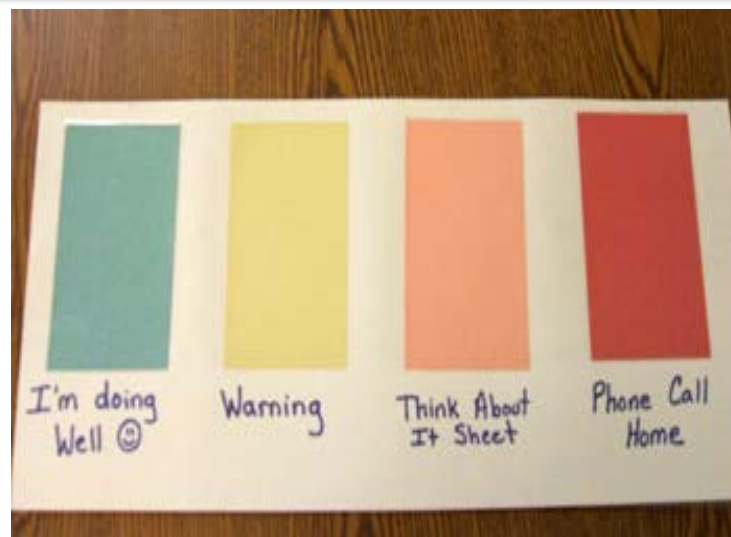
1. Proximity control
2. Reward around the student
3. Cool-off pass
4. Provide choices
5. Give the student a responsibility
6. Privately conference with student



# BEHAVIOR CHART



Non-Examples?  
Why?






# Discussion – Pair Share

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- What corrections/interventions have you used in your classroom, what has worked well? What has not worked well? What would you add now from today?



## Classroom Management: Self-Assessment

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai, 2006

This assessment tool is designed for a teacher to rate him or herself and develop an action plan. It may also be used by an observer to evaluate a teacher and provide specific and contingent feedback that will assist in the development of an action plan.

Teacher:	Rater:	Date:
Instructional Activity:		Time Start: Time End: Total Minutes:

Tally each Positive Student Contact	Total #	Tally each Negative Student Contact	Total #
Ratio of Positives to Negatives: (To calculate, divide # positives by # of negatives: _____ to 1)			
Tally of Opportunities to Respond (OTR):		Total #:	



As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all cases it is my response that decides whether a situation will be escalated or de-escalated or a child humanized or de-humanized.

-Haim Ginott



# Questions?

Mark Fynewever

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