Expectations for Presentation

1) Turn off cell phones etc.
2) Limit side conversations so all can hear
3) Raise your hand if you have a question
4) Excuse yourself quietly if you must
5) Actively participate in small group work

What the Research Says

Post, teach, review, monitor, and reinforce a small number of positively stated expectations.

Summary of Supporting Research:

- Teaching and reviewing expectations (i.e., social skills) and providing feedback is associated with:
  - Decreases in off-task behavior disruptive behavior (i.e., talking out)
  - Increases in academic engagement, leadership and conflict resolution
  (Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)

- Pairing rule-instruction with feedback and reinforcement leads to the largest gains
  (Greenwood, Hops, Delquadri, & Guild, 1974)

What the Research Says

Teachers Establish Smooth, Efficient Classroom Routines

- Plan rules & procedures before the school year begins and present them to students during the first few days of school
- Provide written behavior standards and teach and review them from the beginning of the year
- Provide considerable teaching and reteaching of classroom rules and procedures

Identifying your Context

Defining Behavioral Expectations & Routines

To do this generally, let’s anticipate:
- Small group reading instruction
  - Ranging from 2 to 15ish students
- Using a direct instruction approach to reading
  - e.g. -- Rewards in Secondary settings, Reading Mastery in Elementary settings

To do this perfectly, we must know/plan for:
- physical layout of the classroom
- Who else is in the room
- # of students, student needs, skills/deficits, etc.
- Daily scheduling – school & classroom

Guidelines for Defining Behavioral Expectations

- Encourage use of Expectations for Instructional Group
  - Limit # of Expectations to 3-5
    - Overarching Expectations should be broad enough to cover all/most potential problem behaviors
  - State rules positively – What TO DO!!!
    - As opposed to what Not to do
  - Post them in your classroom in a visible location

Why Post 3-5 Positively Stated Rules?

Why 3-5?
- They are easier to Learn & Remember

Why positively stated?
- Prompt teacher to catch kids doing right thing, not just wrong

Why posted?
- Reminder & Keep Accountable to ‘our rules’

Examples of Common Behavioral Expectations

1) Hands and feet to self
2) Follow teacher directions
3) Eyes on teacher or work
4) Square in chair
5) Raise hand if you have a question

Behavioral Expectations should be:
1) Broad enough to cover most/all potential challenging behaviors
2) Clear/specific enough to ensure an effectively functioning instructional group

Link w/ SW-PBS

- If School has School-wide Rules
  - e.g. -- Be Safe, Responsible, Respectful
- Link Expectations w/ School-wide Rules
  - But you may want clearer expectations for inst’l group

1) Hands and feet to self → Respectful
2) Follow teacher directions → Responsible
3) Eyes on teacher or work → Responsible
4) Square in chair → Safe
5) Raise hand if you have a question → Respectful
Classroom/Behavioral Routines

- Common activities that can be completed by students with minimal assistance from the teacher
  - Usually consist of a number of sequential behaviors for students to manage independently

Common Classroom Routines

- Entering Classroom
- Obtaining Supplies
- Moving around the classroom
- Taking quizzes or exams
- Using the Drinking Fountain
- Asking for help
- Lining up to leave room
- Using the restroom
- Turning in Homework
- Completing Transitions
- Sharpening pencils
- Speaking in Class
- Progress Monitoring (DIBELs routine)

Example Routine 1 – Entering the Classroom

- Quietly enter room before the bell
- Walk straight to counter to:
  - Turn in Homework to basket
  - Pickup your workbook & folder
- Go directly to desk
- Put all things under your chair except pencil and paper
- Begin start-up activity on board

Example Routine 2 – Transition from Seatwork to Reading time

- ‘Time for Reading’ signal
- Quickly & quietly put paper in folder under desk
- Student bookkeeper will get books from shelf and quietly pass out books to all students
- Students will open books to page on board and give thumbs up when ready

Example Routine 3 – Seatwork & Asking for Help During DIBELs time

- Start on seatwork assignment
- If you have a question or Need help
  - Ask yourself – Is my question about my assignment?
  - If yes, quietly ask a peer sitting next to you
  - If peer can’t answer question… then try to go on to the next question(s)
  - If still need help, raise hand and wait patiently in seat until teacher has a break/chance to help
Activity

- On worksheet → 5 minutes
  - Identify 3-5 behavioral expectations for reading group
  - Prioritize 3 classroom routines you feel would be most important to teach.

In groups of 3, share and discuss your expectations & routines & why you selected those expectations and routines.

Teaching Behavioral Expectations & Routines

Explicitly Teach Expectations Early
Review Expectations Regularly

- During first week of school or first days with students – set aside time to instruct behavioral expectations & routines
  - Time spent early to set students up for behavioral success will return significant amounts of instructional time later
  - Set habits early… rather than waiting to change students’ habits later
    - Teaching Beh’l Expectations before Movies

Explicitly Teach Expectations Early
Review Expectations Regularly

- Regularly thereafter quickly review expectations regularly
  - Regular reminders to turn ringer off on cell phones

Basic Strategy for Teaching Behavioral Expectations & Routines

1) Explain Behavior/Routine & Rationale
2) Model Desired Behavior
   a) examples & non-examples
3) Lead - Student Practice – each individual student should get an opportunity to practice the routine
4) Test - Monitor student use of skill
5) Follow-up with regular
   a) Reinforcement
   b) Corrective feedback
   c) Prompting and review

Teaching Behavioral Expectations & Routine

- Try to make lessons fun and engaging
  - Kids usually enjoy seeing teachers give non-examples of behavior
- Make instruction developmentally appropriate
- Lessons can be more challenging with older kids;
  - may rely more on verbal explanation of rules, with practice as a response for not following rules & regular reinforcement for following rules
  - Although, practice is always very valuable
  - Choose skills to teach wisely
  - Presentation style is important
What great teachers do…

- Have students physically practice the behavior (routine or expectation) when possible, rather than just telling them
  - Simply talking about the rules or describing them is not nearly as powerful as having the student practice and “show you” they can do it
    - Teacher should demonstrate the wrong way
    - Students should practice the right way

Teaching Behavior Example

Hand Raising

- Identify Objective
  - Identify desired behavior to be taught
  - More difficult if only focusing on teaching student NOT to engage in behavior
    - i.e. singing
- Positive v. Negative Examples
  - Positive examples = examples of the desired behavior being taught
  - Negative examples = examples that violate the rules of the behavior being taught

Activity

- On worksheet → 5 minutes
  - Identify a behavioral expectation or routine
  - Begin completing the lesson plan to teach that expectation or routine

In groups of 3, share and discuss your lesson plan

When Teaching New Skills

- Consistent Responding is Key when new skills (academic or behavioral) are first being learned
  1) Consistent praise and acknowledgment for correct behavior
  2) Consistent error correction with practice performing the correct response
  3) Frequent Review and PreCorrection

Praise and error correction should follow nearly every response during Acquisition of a New Skill

Reading Instruction -- A → B → C

- Antecedent
  - Hold flashcard up w/ word CAT, “What word?”
- Behavior
  - Student Response
    - Say word correctly – “Cat”
    - Say word incorrectly – “Cat”
- Consequence
  - “Nice job, this word is Cat.”
  - “No, this word is Cat, we can sound it out c-a-t, cat.”
    - Return to beginning and practice word again
Phases of Learning/Teaching

**Acquisition** – when the learner is first exposed to a new skill or knowledge and begins to move it from short-term to long-term memory

**Fluency** – learning begins to build speed & efficiency in use of the skill or knowledge (but may not remember skill/knowledge over time without prompting)

**Maintenance** – student is able to recall & use the skill/knowledge with a high rate of accuracy over more extended spans of time with limited review

**Generalization** – student generalizes skill or knowledge to novel contexts and as prior knowledge for learning new information

**Adaptation** – student successfully adapts use of the original skill or knowledge to situations that may not fit with rules learned within the original context

Acquisition Phase

Reinforcers should be presented contingently after each occurrence of the response – **Continuous Reinforcement Schedule**

- Continuous Reinforcement Schedule allows students to receive the maximum possible number of opportunities for feedback about the accuracy of response
- Paired with an effective error correction procedure, this should prevent the development of bad habits

Fluency Stage

As soon as a high percentage of accurate responses occur, reinforcers should be presented on an **Intermittent Reinforcement Schedule**

- Gradual fading of reinforcement is recommended over time as the student continues to develop fluency
- Eventually the student will require little teacher feedback

Reinforcement Continuum & Phases of Teaching

<table>
<thead>
<tr>
<th>Stages of Learning/Teaching</th>
<th>Acquisition</th>
<th>Fluency</th>
<th>Maintenance</th>
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<tbody>
<tr>
<td></td>
<td>Continuous</td>
<td>Intermittent</td>
<td>Fading</td>
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Rates of Reinforcement & Corrective Feedback

**Continuous** – provide reinforcement/constructive feedback on every occurrence of behavior; reinforcement may be tangible paired w/ verbal praise

**Intermittent** – fade tangible, continue w/ intermittent verbal praise

Can usually anticipate that academic success or social benefits will continue to maintain desired behavior.

Regular Acknowledgment of Expected Behavior

Teachers should work hard to build the habit of using consistent verbal acknowledgment/praise

What are some things you can say?

- Verbally label the specific behavior
  - Thank you for raising your hand and waiting patiently to be called on
  - Wow, it’s great how you all look so ready… sitting square in your chair with your eyes on me
  - Thank you for quickly getting to work on the assignment

- What can you do to help you consistently remember to acknowledge students’ expected behaviors?

More formal systems for increasing consistency in acknowledging behavior

- More formal systems
  - Student points/group points
  - Hand out tickets or stickers
  - Student/Teacher game

- Increasing motivation
  - Can link with tangible rewards
    - Minutes of free time, class game, treat, etc.
Activity

- On worksheet → 5 minutes
  - Identify 5 statements you will use to regularly acknowledge expected behavior in your reading group
  - Begin framing ideas for a more formalized system for acknowledging & encouraging expected behavior

In groups of 3, share and discuss your acknowledgement system ideas

What great teachers do...

- Students also need to know if they are doing it the right way or wrong way, so we...
  - Provide immediate feedback when students do it the right way
    - "great job of ..., that was just like we practiced"
  - or provide corrective feedback if they do it wrong way and provide them more opportunities to do it the right way
    - "whoa, remember what we practiced, can you show me what we've been practicing?"

Be prepared! Be proactive!

- Anticipate behaviors you will see and know how you will respond
- List potential behaviors
  - Identify what behaviors and expectations you can teach in advance to prevent anticipated problem behaviors and link with a reinforcement program early to develop habits
  - List out how you will respond to problem behavior
- Have a continuum of Responses
  - Classroom Managed to Office Managed to Crisis

Consistent Corrective Feedback for Non-desired behavior

Have a Routine for Responding to Minor Problem Behavior

Specific Request
- If, Compliance
  - Reinforce!
- If, Non-Compliance
  - "Please Request in a calm voice" followed by
  - Walk away & Wait 5-10 sec.
- If, Compliance
  - Reinforce!
- If, Non-compliance
  - Preplanned Consequence
Pre-Planned Consequences

- Set of Minor Consequences
  - Focus on ways to instruct expected behavior that was source of rule violation
  - Limit loss of instructional time
- Examples of common consequences
  - Time owed, loss of privileges, practice expected behavior, complete a problem solving form, contact parent, time-out, etc.
  - If start relying on consequences for a student over and over again... need to understand function of student behavior
  - More to come in SPED 521 Behavior & Classroom Management

Caution: Consequence Systems

- Too often teachers implement a consequence system and it is the only classroom management tool they have
  - “If your only tool is a hammer, every problem becomes a nail”
- Make sure that consequence system is not the primary focus of your Classroom Management efforts

Example of Classroom Warning System

- Green/Yellow/Red card
- Name on board & check system

Activity

- On worksheet → 5 minutes
  - Identify 3 problem behaviors you anticipate seeing commonly in your reading group. Describe your verbal redirect & consequences for the problem behavior.
  - In groups of 3, share and discuss your ideas for responding to problem behavior

Setting Students Up to Consistent Practice the Expected Behaviors

- Regular Review
  - Quick review
  - Periodic re-teaching of lessons
- Prompting
  - Visual prompts
  - Verbal prompts
- Precorrection
  - Explicitly state expectations just before student is expected to engage in the behavior

What great teachers do...

- Learning takes frequent practice of “doing it the right way”, so we build in frequent opportunities to practice the right way to do it, with lots of support so students get it right
  - We only fade support after students are fluent with the new skill