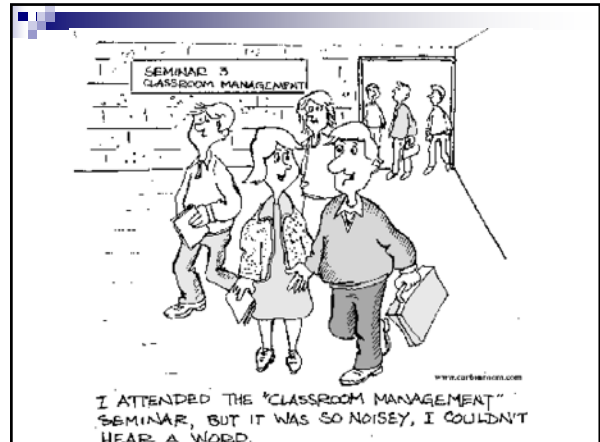


Setting up Instructional Groups for Success

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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

Cotton, 1995 -- "Effective Schooling Practices a Research Synthesis - Updated"

Defining Behavioral Expectations & Routines

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

Behavioral Expectations

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

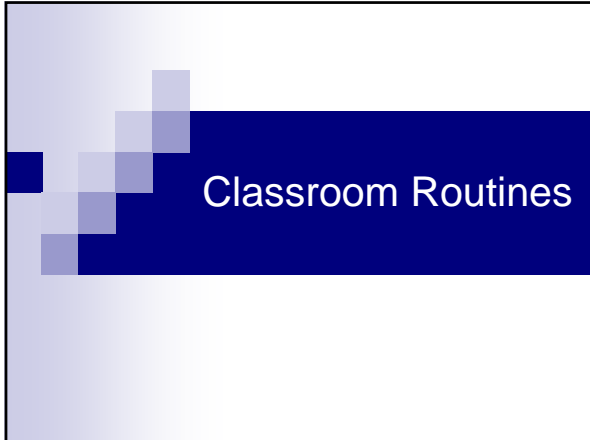
Behavioral Expectations should be:

- 1) Broad enough to cover most/all pot'l 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 Routines

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 | ■ Lining up to leave room |
| ■ Obtaining Supplies | ■ Using the restroom |
| ■ Moving around the classroom | ■ Turning in Homework |
| ■ Taking quizzes or exams | ■ Completing Transitions |
| ■ Using the Drinking Fountain | ■ Sharpening pencils |
| ■ Asking for help | ■ 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
 - Have students explain why this is 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

Following up your Lessons

Consistent Reinforcement,
Corrective Feedback &
Prompting

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 – “Car”
- 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

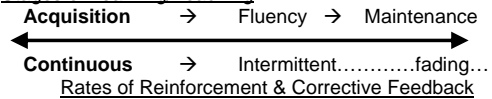
- Reinforcers should be presented contingently after *each* occurrence of the response – Continuous Reinforcement Schedule
 - Continuous Reinforcement Schedule allows students to receive the maximum possible number of opportunities for feedback about the accuracy of response
 - Paired with an effective 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

Stages of Learning/Teaching



Continuous – provide reinforcement/corrective 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?

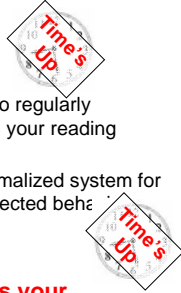
More formal systems for increasing consistency in acknowledging behavior

- 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



Responding to Problem Behavior

What great teachers do...

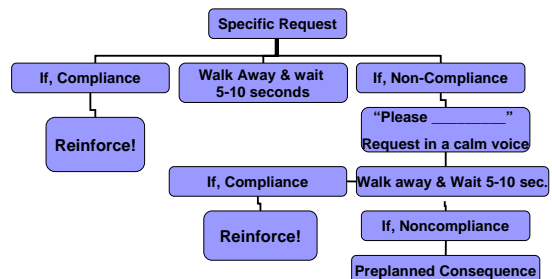
- Students also need to know if they are doing it the right way or wrong way, so we...
 - Provide immediate feedback when students do it the right way
 - "great job of, that was just like we practiced"
 - or provide corrective feedback if they do it wrong way and provide them more opportunities to do 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



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