# High Probability Strategies for Managing Student Behaviors in the Classroom

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A teacher's ability to create student success now has a significant impact on the predictability of future success

- Disadvantaged students get less teacher attention and instruction

- Students with identified behavioural challenges Receive less instruction and more negative feedback from teachers

- Minority students (males) receive more negative feedback from teachers

(Scott, Hirn, & Cooper, 2017)

TEACHER AND STUDENT BEHAVIORS
KEYS TO SUCCESS IN CLASSROOM INSTRUCTION
TERRANCE M. SCOTT
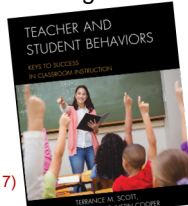
A Basic Logic
The Teacher's Responsibility

David Berliner (1990) suggests that the relationship between engaged time and student achievement *"has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics."* (p. 3)
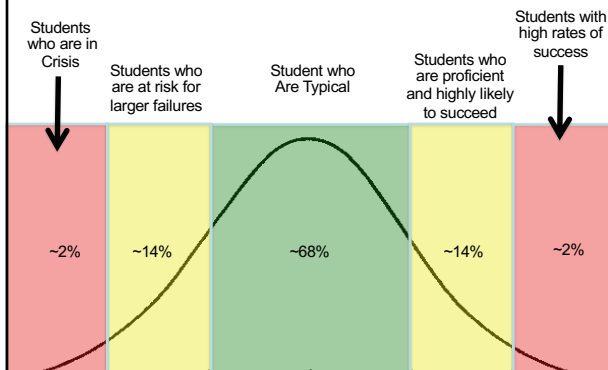
– Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions.* New York and London: Teachers College Press; Teachers College, Columbia University
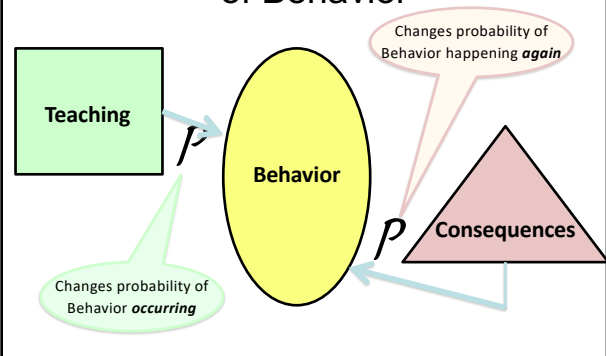
Robert Pianta describes why teachers must create engagement: *"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship"* (p 73).

– Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships.* New York, NY: Routledge.

Why Does it Matter?

Students who are in Crisis

Students who are at risk for larger failures

Student who Are Typical

Students who are proficient and highly likely to succeed

Students with high rates of success

~2%   ~14%   ~68%   ~14%   ~2%

How Adults Change the Probability of Behavior

Teaching

Behavior

Consequences

Changes probability of Behavior happening *again*

Changes probability of Behavior *occurring*

What Adult Behaviors Provide the Best Probability for Snowballs Rolling Right?

✓ Likelihood of Working
✓ Magnitude of Effect

Probability
What Provides the Best Chances for Moving Snowballs to the Right?

.4   1.0   .4   1.0

~2%   ~14%   ~68%   ~14%   ~2%
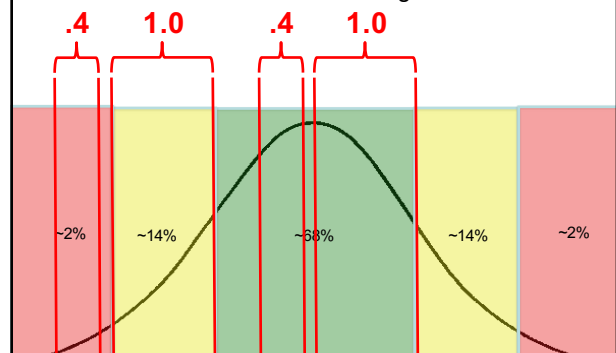
High Probability Strategies for Managing Student Behaviors in the Classroom

What Works?

– Effective Classrooms Literature from 1970s
  (e.g., Brophy, Good, Rosenshine, Berliner, et al)

– Meta-Analyses from past 15 years
  (e.g., Hattie, Gottfredson, et al)

HANDBOOK OF RESEARCH ON TEACHING
A PROJECT OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT
"Reveals teaching's Holy Grail" The Times Educational Supplement
JOHN HATTIE

d = 0.0 – 0.15
What students could achieve without schooling

d = 0.15 – 0.4
Typical effects of teachers on students that can be accomplished in a year of teaching

d > 0.4
Zone of desired effects

Below d = 0.0 Decrease achievement

Medium
Low
High
Negative

Effects

Considering the Logic of Probability for Instruction and Management

$$A + B = {}^{p}C$$

A — Students

B — Teacher Behaviors

C — Outcomes

Provide the Highest Probability of Positive Outcomes
• Explicit curriculum • Modeling • Engagement • Goals
Consistent routines • Guided practice • Proximity
Spaced authentic practice • Formative assessment
High rates of positive to negative feedback

The MTSS Model

Begin with Practices that provide the highest probability of success across all and individualize more as data identify non-responders

Even more intensity of the same interventions in a more individualized manner & with assessment to consider alternative interventions

More intensity of the same interventions among those who have not responded to the normal dose & assessment to consider alternative interventions

Things that provide the best probability for success: simple and logical

Underlying Principles of 3-Tiered Prevention Models

4 Components

What are the predictable failures?
1

What can we do to prevent failure?
2

How will we maintain consistency?
3

How will we know if it's working?
4

Same at Every Level!!

STEP 1
Teaming and Buy-In

Big Ideas

• MTSS is driven by the school as a whole – not be the administrator or a small number
• MTSS Team needs to be representative of faculty/staff
• Administrator must be active member
• Team engages the entire faculty/staff

School-Wide MTSS Team

A school-wide team exists to improve behavior support systems

• The team is representative and includes an administrator
• The team has a scheduled meeting time
  – Monthly?
• The team has efficient internal process
  – Agenda & Minutes
• The team uses data to make decisions

# High Probability Strategies for Managing Student Behaviors in the Classroom

Obtain 80% Staff Consensus

Being a PBIS School means that I agree to:

1. Provide input in determining what our school's problems are and what our goals should be
2. Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
3. Follow through with all school-wide decisions, regardless of my feelings for any particular decision
4. Commit to allowing performance toward our goals to determine future plans (data drives decisions)

STEP 2
Predict and Prevent Student Failure
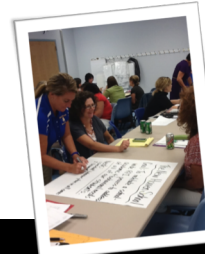
Big Ideas

- Use information about the past to predict the future
- People who work in the school have this information
- Data is useful – but not necessary in this first step
  - *If you make data necessary to start then schools without it will not be able to complete this step*

Elementary Map
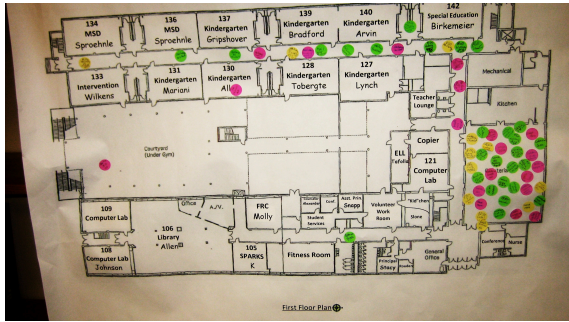
Predictable Problems Summary

Lunchroom

When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

Hallways and Walkways

When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

Instruction is Prevention
Rules, Routines, and Arrangements

Rules

What do we want the students to do to predict success?
- Teach when, where, why of skill
- Use authentic examples
- Be explicit

Routines and Arrangements

What will we do to increase likelihood of student success?
- Be consistent with schedules and procedures
- Engage students
- Consider proximity and arrangements to predict student success
- Actively supervise
- Provide consistent feedback

Finalize Agreed Upon Solutions

- Consensus as to school-wide curricula
  - High-probability instructional practices
- Commit to adult responsibilities to facilitate success
  - Rules, Routines, Arrangements

Hallways
Rules:
1. Walk
2. Appropriate Language
3. Hands and Feet to Self
4. Keep Moving

Routines/Arrangements:
1. Stand in doorway during passing
   a. As much as possible
2. Provide positive prompts before releasing students from class
   a. Reminders about appropriate behaviors in hallway
3. Keep doors to stairway open
4. Have sweeper run through stairways as well as hallway
5. Acknowledge students following rules
   a. Verbal praise and encouragement
6. Correct students who behavior in appropriately

High Probability Strategies for Managing Student Behaviors in the Classroom

STEP 3
Teach

Big Ideas

- Develop 3-5 anchors for entire school (academic and behavior)
- Connect all smaller rules to these anchors
- All rules are developed as a means of keeping students successful – avoiding predictable failures

- **Teach all rules (discuss, engage, model, practice)**

Effective Instruction is Chicken Soup
(The easiest thing we control that has good probability for success when applied proactively)

Explicit
- Show and tell students what it is that is expected
- Monitor and guide to facilitate success

Engaging
- Opportunities to respond
  - **Group (choral) or individual responses**
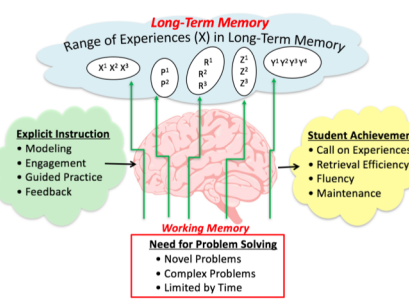 - **Questions**
  - **Requests for student behavior**

Frequent Feedback
- Verbal and Gestural
  - **Positive and Negative**
  - **Correction**

What Science Tells Us About Teaching and Learning

- **Guided explicit instruction with repetition and varied examples enhances storage in long-term memory**
- **Unstructured learning places a heavy load on working memory -- Information not stored in long-term memory is lost in 30 seconds**
- **Students with deficits can actually lose ground when instruction is not structured and explicit**
- **Especially important for novice learners**

Long-Term Memory
Range of Experiences (X) in Long-Term Memory
$X^1 X^2 X^3$ $P^1 P^2$ $R^1 R^2 R^3$ $Z^1 Z^2 Z^3$ $Y^1 Y^2 Y^3 Y^4$

Explicit Instruction
- Modeling
- Engagement
- Guided Practice
- Feedback

Student Achievement
- Call on Experiences
- Retrieval Efficiency
- Fluency
- Maintenance

Working Memory
Need for Problem Solving
- Novel Problems
- Complex Problems
- Limited by Time

(Based on Kirshner, Sweller, & Clark, 2006)

Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance

EXAMPLE
Respect Yourself
  -in the classroom (do your best)
  -on the playground (follow safety rules)
Respect Others
  -in the classroom (raise hand to speak)
  -in the stairway (single file line)
Respect Property
  -in the classroom (ask before borrowing)
  -in the lunchroom (pick up your mess)

Here are the three **R's** for lunchtime in the cafeteria:

Rule:	Behavior:
I am respectful.	•Raise hand for help •Use quiet voices
I am responsible.	•Eat your lunch •Keep hands, feet & food to yourself
I am **ready** to go.	•Clean up messes •Line up quietly •Face front

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Respect
Be kind and considerate to your school community (peers, staff, classroom, etc.).

Responsibility
Be accountable for your actions.

Safety
An environment free of harm and injury to yourself

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Chesterbrook Three R's

	Readiness	Respect	Responsibility
Hallways	• Stand properly in line • Have materials	• Quiet voices • Quiet bodies • Show courteous behavior to others	• Walk directly to your destination • Be aware of your surroundings • Maintain personal space
Cafeteria	• Bring lunch or money • Use bathroom and wash hands before	• Inside voices • Practice good manners • Follow cafeteria rules	• Raise hand for help • Maintain personal space • Clean your space
Playground	• Have a plan • Bring your materials • Listen for your teacher	• Follow playground rules • Include others and share equipment	• Bring in everything you take out • Use problem solving strategies

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STEP 4
Acknowledge Success

Big Ideas

• There must be plans for acknowledging successful students
• First key is verbal – but easier to count tangible
• Must be consistent across time, students, and adults

Acknowledge Success

• Level 1:   Verbal Praise
  – Age appropriate
    • "thanks" "I appreciate" "I'm impressed" etc.
  – Delivered with specificity "you did XX correctly"
  – Mix up use of superlatives
    • Exactly, super, awesome, perfect, thank you, etc

Acknowledge Success

• Level 2: Access to Privilege
  – Things that are already exist and are used
  – Make contingent

Acknowledge Success

• Level 3: Public Acknowledgement
  – For those who like it
  – For those deserving more
  – Free

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Acknowledge Success

- Level 4: Token Reinforcement
  - For specific behaviors, times, & contexts based on data
  - Token may be the reinforcement for young children
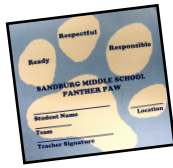 - Trade for existing privileges
  - Drawings and Chances to Win
    - More tokens = better chance

STEP 5
Address Errors

Big Ideas

- School-wide plans for how to address misbehavior
- Full range of practices prior to seclusion from classroom
- Faculty/staff have agreed upon consequences and teach to students

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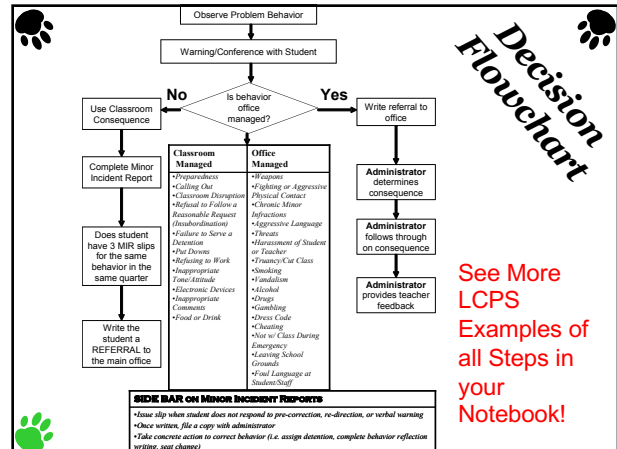
Responding to Misbehavior/Errors

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
  - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language

(Hirn & Scott, 2014;
Scott, Gage, & Hirn, in review)

Decision Flowchart

Observe Problem Behavior

Warning/Conference with Student

Is behavior office managed?

No → Use Classroom Consequence → Complete Minor Incident Report → Does student have 3 MIR slips for the same behavior in the same quarter → Write the student a REFERRAL to the main office

Yes → Write referral to office → **Administrator** determines consequence → **Administrator** follows through on consequence → **Administrator** provides teacher feedback

Classroom Managed
- Preparedness
- Calling Out
- Classroom Disruption
- Refusal to Follow a Reasonable Request (Insubordination)
- Failure to Serve a Detention
- Put Downs
- Refusing to Work
- Inappropriate Tone/Attitude
- Electronic Devices
- Inappropriate Comments
- Food or Drink

Office Managed
- Weapons
- Fighting or Aggressive Physical Contact
- Chronic Minor Infractions
- Aggressive Language
- Threats
- Harassment of Student or Teacher
- Truancy/Cut Class
- Smoking
- Vandalism
- Alcohol
- Drugs
- Gambling
- Dress Code
- Cheating
- Not w/ Class During Emergency
- Leaving School Grounds
- Foul Language at Student/Staff

SIDE BAR ON MINOR INCIDENT REPORTS
- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- Once written, file a copy with administrator
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)

See More LCPS Examples of all Steps in your Notebook!

STEP 6
Monitor Outcomes

70% on MAP indicator of KPREP Proficiency

Big Ideas

- Monitor student outcomes (academic and behavior)
- All adults use same system in same way
- System for reporting misbehavior – large and small
- Data is considered formatively – each month
- Data includes who, what, when, where, and why

Evaluative Decision Making

Big Idea: We need data to know if implementation of our plans is worth continuing

- **We must agree as to the important behaviors**
  - Agree on definitions of behavior and other variables
- **It has to be simple enough to not burden us**
  - Can typically take no more than 1% of daily staff time
- **It has to be useful and reported**
  - must be made public and decisions shared with all stakeholders

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Using Office Discipline Referrals

- The five BIG questions
    1. How often are problem behavior events occurring?
    2. Where are problem behavior events occurring?
    3. When are problem behavior events occurring?
    4. What are the problems behaviors?
    5. Who are the students contributing to the problem behavior events?

Portable Referral Form

Classroom Report · Office Referral

Woodlawn Elementary School Report/Referral Form

Time_____ Date_____ Grade_____

Student(s) Involved_____

Reporting Staff Person_____

Incident

_homework (repeatedly) _offensive language/gesture
_tardy _intimidation
_defiance _physical aggression/fighting
_disruptive behavior _insubordination
_other _property damage

Location

_hallway _outside dismissal/arrival
_playground _restroom (caf., add., 6th, 2nd)
_room #____ _cafeteria

Teacher Response

_redirection _loss of privilege
_physical proximity _parent contact
_warning date_____
_time-out in class _buddy room
_detention _parent conference
_community service date_____
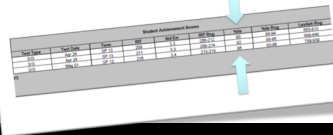_private conference
_other

Administrative Response

_private conference _alternative placement
_time-out _detention
_loss of privilege _parent conference
_suspension _community service

Comments

Administrative Signature_____

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STEP 7
Data-Based Decision Making

What am I going to do with these kids?

Big Ideas

- Team meets monthly to consider data
- Use data to answer specific questions about the success of specific prevention strategies
- Data is used to identify students at-risk for larger failure – may refer students to more individualized team
- Data is reported back to entire faculty monthly
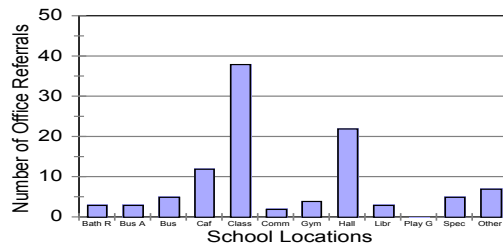

What?
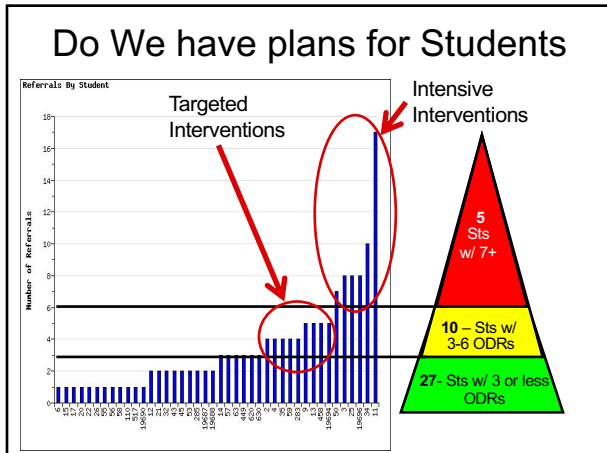**Referrals per Prob Behavior**
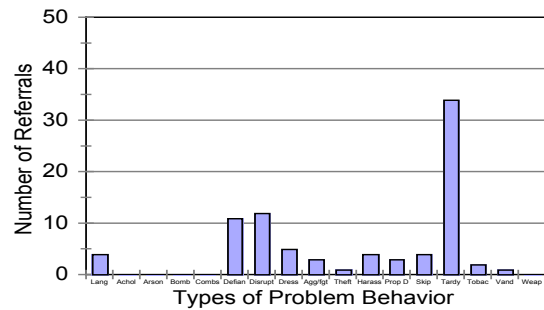
When?

Referrals by Time of Day
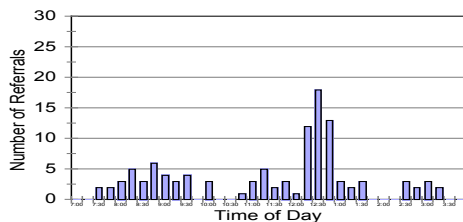
Where?

Referrals by Location

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High Probability Strategies for Managing Student Behaviors in the Classroom

Do We have plans for Students

Targeted Interventions

Intensive Interventions

- 5 Sts w/ 7+
- 10 – Sts w/ 3-6 ODRs
- 27- Sts w/ 3 or less ODRs

Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

-Notice that they post POSITIVES and ODR data.

What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

Instruction	Environment	Relationships
• Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students	• Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students	• Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

Schedule

9:00 – 9:30 spelling   –page 23
9:30 – 9:40 restroom break
9:40 – 10:30 math   –workbook p. 19
10:30 – 11:15 music   –walk quietly
11:15 – 11:25 wash hands
11:25 walk to lunch
11:30 – 12:30 lunch and recess

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

Physical Arrangements

- Sight lines
  KEY: Student Eye Contact
  – Teacher movement
  – 1-second rule
- Furniture
  KEY: Consider Prevention
  – Teacher's desk
  – Students' desks
    • Assigned Seating

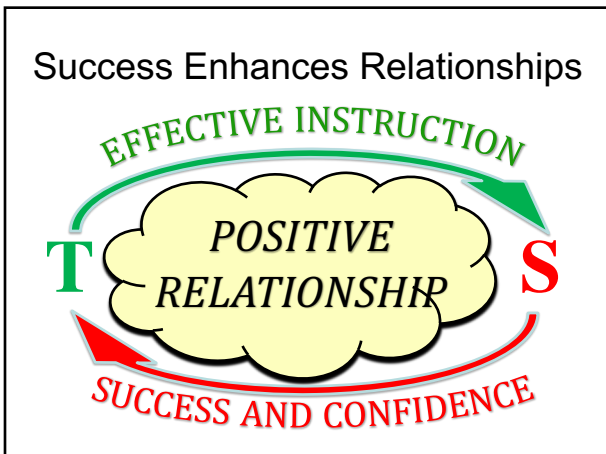©Terrance M. Scott, 2018
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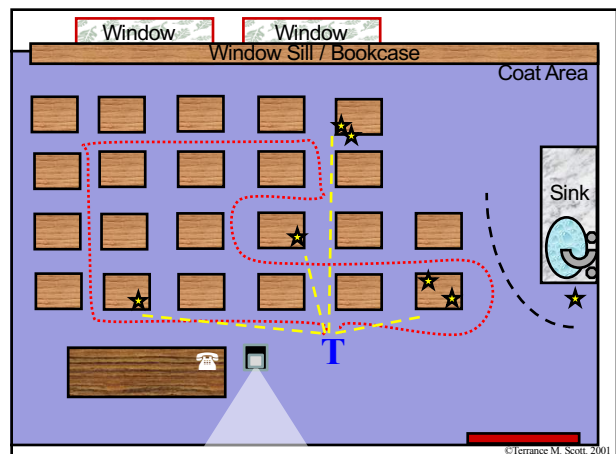
High Probability Strategies for Managing Student Behaviors in the Classroom
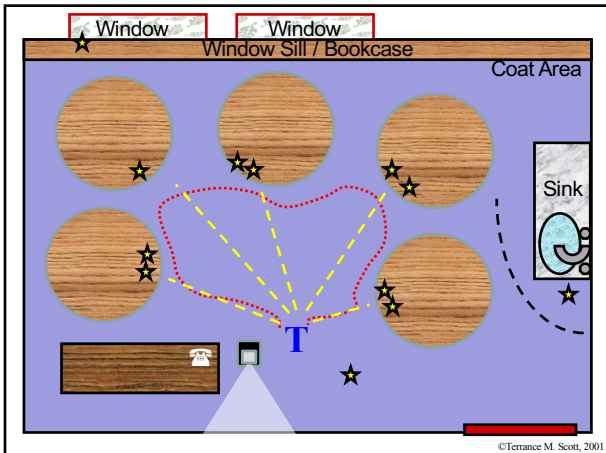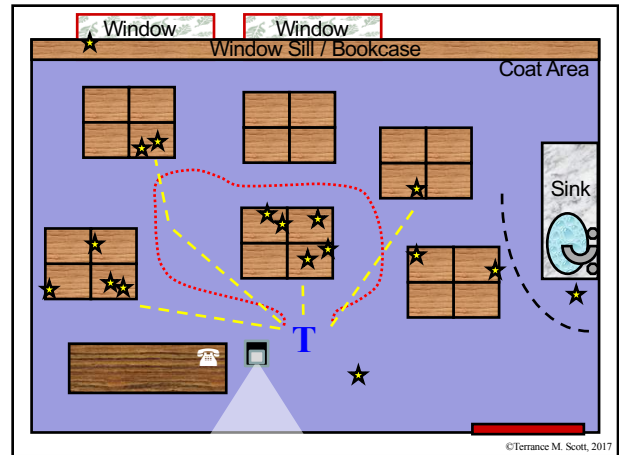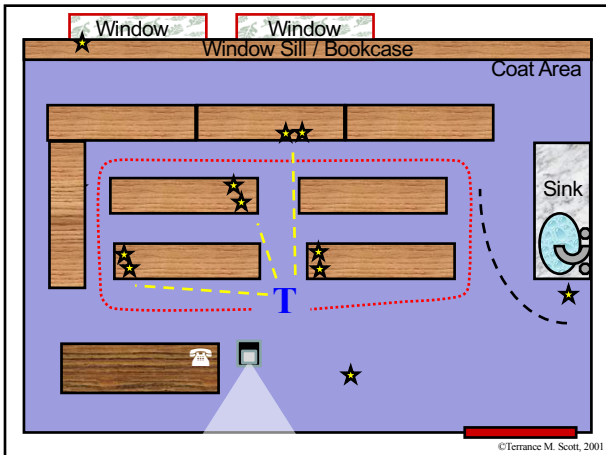
Proximity

- Proactive Proximity
  - Movement about the room
  - Assigned seating

- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
    - What should we be doing?

Success Enhances Relationships

EFFECTIVE INSTRUCTION

POSITIVE RELATIONSHIP

T   S

SUCCESS AND CONFIDENCE

The Academic/Behavior Connection
(Fleming, Harachi, Cortes, Abbott, & Catalano, 2004; McIntosh, Horner, & Chard, 2006)

Predictor	Outcome
•ODRs in 1st and 2nd grade •Reading competence as measured by DIBELS in Kindergarten	Strong predictor of ODRs in 3rd grade
•4th grade ODRs and low 5th grade DIBELS •DIBELS phoneme segmentation fluency assessment - spring of K	2 or more ODRs in 5th grade
•Higher reading scores in middle of elem. school & those whose scores increased between 3rd-6th grade	Significantly less problem behavior in 7th grade

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High Probability Strategies for Managing Student Behaviors in the Classroom

Effective Instruction Involves:

(1) teacher is explicit with lesson content and considers what is necessary to facilitate success with learning
(2) teacher responsibility for delivery and control of lesson to maximize student engagement and success
(3) students get multiple opportunities to practice success at high rates with positive teacher acknowledgement

KEY	
Standard error	0.096 (High)
Rank	26th
Number of meta-analyses	4
Number of studies	304
Number of effects	597
Number of people (1)	42,618

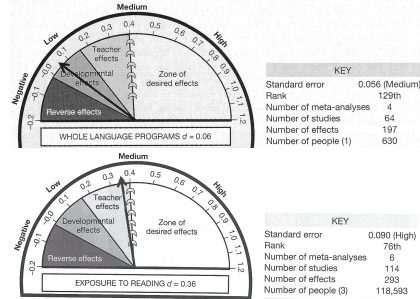DIRECT INSTRUCTION $d = 0.59$
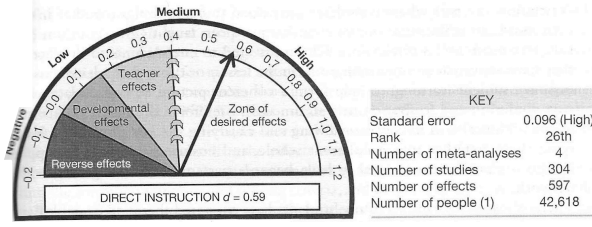
Project Follow-Through

- Project Follow-Through began in 1967. Its express purpose was to study instructional methods that would lead to a reduction in the disparity between low- and high-performing students by improving the performance of low-performing students. It was ultimately concluded in 1995 after consuming $1 billion and conducting research on over 20,000 students nationwide.
- Each program had four to eight sites, with children starting in either kindergarten or first grade. Each Follow-Through (FT) school district identified a non-Follow-Through (NFT) district to act as a control group.
- The Department of Education hired two independent agencies to collect and analyze the data.
- *Metropolitan Achievement Test*
- *Wide Range Achievement Test*
- *Raven's Colored Progressive Matrices*
- *Intellectual Achievement Responsibility Scale*
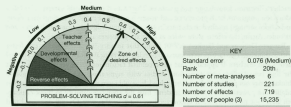- *Coopersmith Self-Esteem Inventory*

Project Follow-Through Results
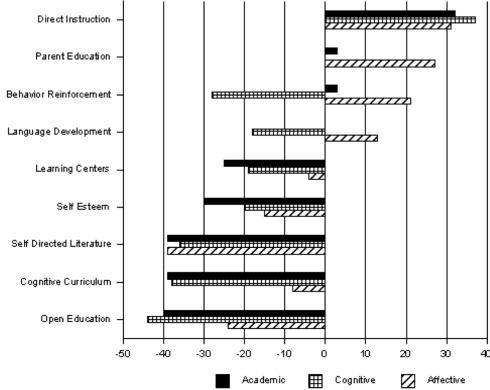
Exposure & Discovery

Just exposing students to print materials in school does not produce strong effects in predicting reading success

KEY	
Standard error	0.056 (Medium)
Rank	129th
Number of meta-analyses	4
Number of studies	64
Number of effects	197
Number of people (1)	630

WHOLE LANGUAGE PROGRAMS $d = 0.06$

KEY	
Standard error	0.090 (High)
Rank	76th
Number of meta-analyses	6
Number of studies	114
Number of effects	293
Number of people (3)	118,593

EXPOSURE TO READING $d = 0.36$

Teaching Must Precede Practice!

- Teaching students how to solve a problem
  – **Effect size .61**

- Inquiry and Project-based without pre-teaching
  – **Effect sizes .31 - .15**
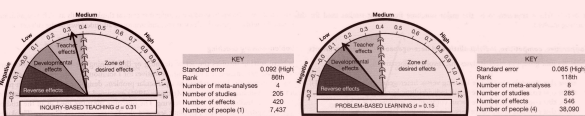
Naturalistic Discovery?

The real world has all the necessary teaching examples

But the real world does not sort or present examples in a teaching manner

Teachers can maximize the benefit of real examples by selecting them and presenting in an explicit manner

High Probability Strategies for Managing Student Behaviors in the Classroom

To What Degree do Teachers Use High Probability Strategies?

Classroom Observations Study

- Observe how teachers and students interact during typical classroom instructional periods
- 15 minute observations of individual student in context of classroom
- 8000 classroom observations around the world
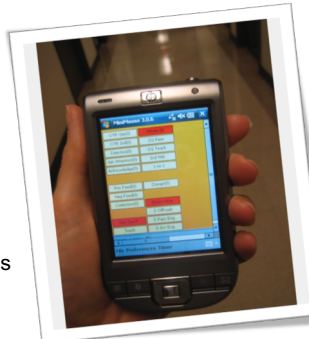
Effective Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:

- Focus on students (time spent teaching)
- Opportunities to respond (OTR)
- Positive feedback

- **Teachers using the least amount of these practices have students that are 27% more likely to be off task and 67% more likely to be disruptive**

(Gage, Scott, & Hirn, in press)

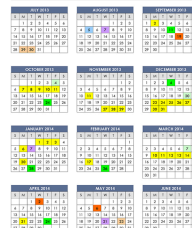## What Do You Think Average Time Spent Teaching Looks Like?
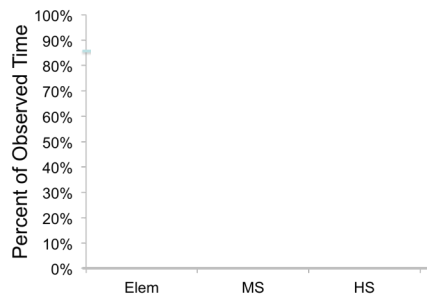
(Scott, Hirn, & Cooper, 2017)

Small Deficits Add Up Over Time

2013-2014

15 minutes X 4 = 1 hour

1 hour X 5 = day

1 day X 20 = 1 month

1 month X 9 = 1 school year

Extrapolating Across the School Year
Teaching

Assuming 5 hour school day, 20 day school month, and 180 day school year

Not teaching = wasted instructional time	% of 15 min "Not Teaching"	Instruction Time Not Used (no teaching or monitoring)			
		Per Hour	Per Day	Per Month	Per Year
Elementary	10%	6 min	30 min	2 days	18 days
Middle School	10%	6 min	30min	2 days	18 days
High School	28%	16.8 min	1.40 hours	5.6 days	2.4 months

Definition of Not Teaching:
Teacher is not engaging students and is involved in independent task with no interactions with student.

Engagement

Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement
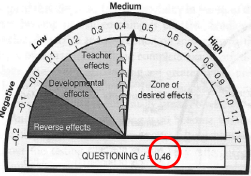
- Engagement is a Teacher Behavior

- Effective Teachers find ways to engage all students
  - Verbal responses
  - Raise hand to indicate agreement
  - Create and share
  - Demonstrate
  - Talk to neighbor
- Keys
  - High rates of success
  - Used as vehicles for delivering positive feedback

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Questioning Strategies

- Asking questions and using student answers to drive instruction can be done in productive or unproductive ways
  - We want questions that provide a high probability of student success

KEY	
Standard error	0.068 (Medium)
Rank	53rd
Number of meta-analyses	7
Number of studies	211
Number of effects	271
Number of people (0)	na

QUESTIONING d 0.46

High Poverty Schools & Engagement
Using Instruction to Predict Student Success

22 Elementary Schools
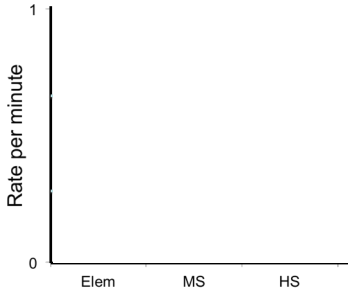**All Rural**
All Title One Eligible

11 Highest State Achievement   **11 Lowest State Achievement**

	τ_{00} Between-school variance	σ^2 Within-school variance	$\tau_{00}/(\tau_{00}+\sigma^2)$ ICC	Reliability estimate
Group OTR	0.033***	0.603	0.051	.557
Individual OTR	0.001	0.134	0.009	.182
Positive feedback	0.000	0.028	0.008	.16
Negative feedback	0.000**	0.004	0.033	.443

Note. ICC = Intraclass Correlation Coefficient.
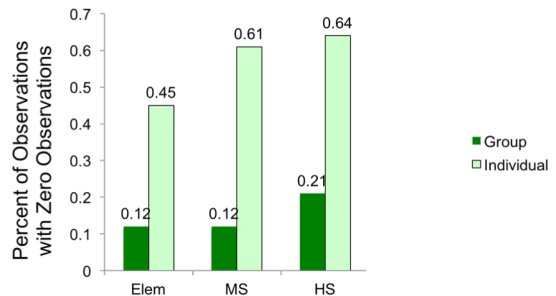*$p < .05$. **$p < .01$. ***$p < .001$.

- Group OTR predictive of academic achievement
- Negative Feedback predictive of school suspension
- Differences across schools are at the teacher level

(Hirn, Hollo, & Scott, in press)

What Do You Think Average OTR Rates Look Like?

(Scott, Hirn, & Cooper, 2017)

OTR – Zero Rates
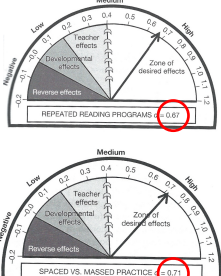
Percent of observations in which there were zero OTR instances observed

(Scott, Hirn, & Cooper, 2017)

Practice is Crucial

Strategies that build fluency through repetition have strong effects in terms of predicting student success

KEY	
Standard error	0.080 (High)
Rank	16th
Number of meta-analyses	2
Number of studies	54
Number of effects	156
Number of people (0)	na

REPEATED READING PROGRAMS d 0.67

KEY	
Standard error	na
Rank	12th
Number of meta-analyses	2
Number of studies	63
Number of effects	112
Number of people (0)	na

SPACED VS. MASSED PRACTICE d 0.71

1 million workers, 80,000 managers, 400 companies

Gallup Poll: Positive Work Environments

Create working environments where employees
   (Buckingham & Coffman 2002, Gallup)
1. Know what is expected
2. Have materials & equipment to do job correctly
3. Receive recognition each week for good work.
4. Have supervisor who cares, & pays attention
5. Receive encouragement to contribute & improve
6. Can identify person at work who is "best friend."
7. Feel mission of organization makes them feel like their jobs are important
8. See people around them committed to doing good job
9. Feel like they are learning new things (getting better)
10. Have opportunity to do their job well.

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High Probability Strategies for Managing Student Behaviors in the Classroom

Learning Curve

Percent Correct vs Trials — Acquisition, Fluency, Maintenance, Generalization, Adaptation

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Acquisition | Maintenance — Artificial R+, Verbal R+, Natural R+ (success), Artificial R+, Verbal R+, Natural R+ (success)
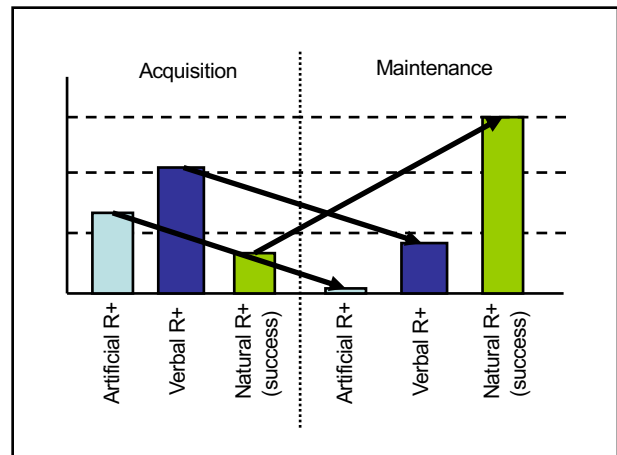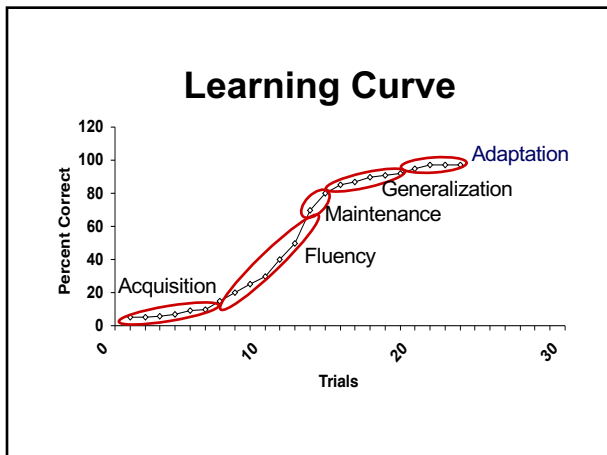
Feedback

- Simple feedback on performance – formative and summative – is one of the most effective components of instruction
  - This means nothing more than simply acknowledging student success when you see it

KEY	
Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

FEEDBACK d = 0.73

Frequent Feedback

Positive acknowledgement is associated with positive relationships and increased student achievement

- Feedback is a Teacher Behavior

NOTICE
THANK YOU FOR NOTICING THIS NEW NOTICE
YOUR NOTICING IT HAS BEEN NOTED
AND WILL BE REPORTED TO THE AUTHORITIES

Acknowledge Success

- Level 1: Verbal Praise
  - Age appropriate
    - "thanks" "I appreciate" "I'm impressed" etc.
  - Delivered with specificity "you did XX correctly"
  - Mix up use of superlatives
    - Exactly, super, awesome, perfect, thank you, etc

Assessment and Goal Setting

Frequent formative assessment based on instruction (CBA) with attention to student goal-setting has strong effects

KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835

PROVIDING FORMATIVE EVALUATION d = 0.90

KEY	
Standard error	0.057 (Medium)
Rank	34th
Number of meta-analyses	11
Number of studies	604
Number of effects	820
Number of people (7)	41,342

GOALS d = 0.56

High Probability Strategies for Managing Student Behaviors in the Classroom

What Do You Think Average Feedback Rates Look Like?

	Elem	MS	HS
	3.5 : 1	2 : 1	.66 : 1

■ Positive
■ Negative

(Scott, Hirn, & Cooper, 2017)

Feedback - Zero Rates

■ Positive
■ Negative

Percent of observations in which there were zero feedback instances observed

(Scott, Hirn, & Cooper, 2017)
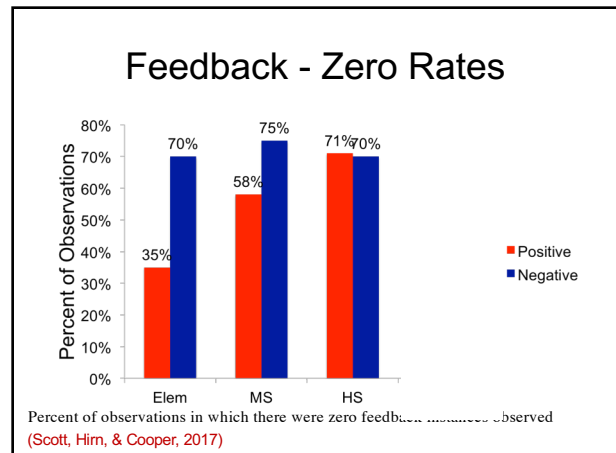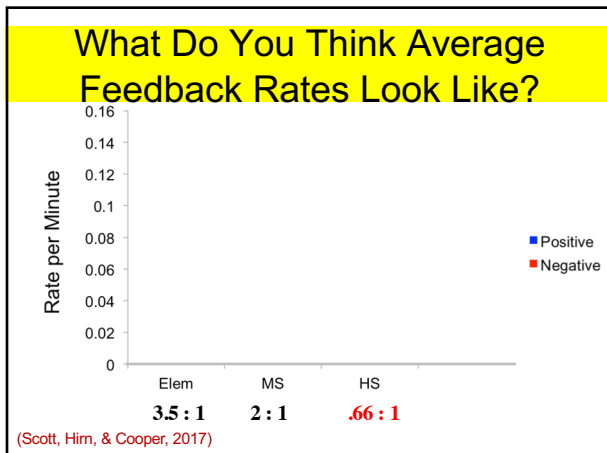
Responding to Misbehavior/Errors

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
  – More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language

(Hirn & Scott, 2014;
Scott, Gage, & Hirn, in review)

Acknowledge Errors with Correction

1. Feedback that behavior is inappropriate
   - *"is that the right way?"*
   - *"is there a better way?"*
   - *"are you being respectful – why not?"*
2. Re-teach appropriate behavior
   - *"what is a better way?"*
   - *"what would it look like if it was done better?"*
   - *"what is a more respectful behavior?"*
3. Facilitate success with positive feedback
   - *"Show me that --- thanks – remember to do that."*

Elem Rate = .007 Middle School Rate = .004 High School Rate = .005

Group Contingency (all for 1)

- A strategy for facilitating compliance from among an entire group of students that includes one student in need of change .

Normal	Jimmy, stop making goofy noises and get to work – you need to have this done by the end of the period.	(fart noise)!	Laughter from the room
Group Contingency	If there are no noises and nobody laughing at inappropriate noises we'll take 10 minutes extra for free time today	Working	All reinforced
		(fart noise)!	Others ignore

Points Games
Group contingency involving competing teams

- Define teams and rules
  - how many teams?
  - what behaviors are the focus?
  - what is the contingency and how much is needed?
  - what is the length of time (hourly, daily, weekly)?
- Considerations
  - is it possible to focus on positive behavior (replacements)?
  - must be taught to class
    - Focus on replacement behaviors!!
  - present/remove points immediately upon behavior
  - make points public – chart progress

High Probability Strategies for Managing Student Behaviors in the Classroom

Teach a Standard Consequence

- Students must know well ahead of time what the consequences are for misbehavior
- Students must be taught alternatives to misbehavior
  - Students must understand why some behaviors are deemed inappropriate

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Disruptive Behaviors
Teach Appropriate Behavior

- Consider the purpose or function of behavior
  - ✓ If the purpose is to get peer attention, teach appropriate ways to get peer attention
  - ✓ If the purpose is to express frustration and avoid work, teach a better way to ask for assistance or a break
- Model with students and engage in discussion
- Provide reminders
  - ✓ especially at times where non-compliance is predictable and with students who are likely to forget
- Develop routines and arrangements to facilitate success
- Avoid predictable triggers for student disruption

Disruptive Behaviors
Keys to Addressing Disruption

- Recognize agitation early
- Redirect student in a clear and neutral manner
  - ✓ Provide **one very clear direction** for student to follow – should focus on the behavior that was taught
  - ✓ Express as a choice the student makes – not an ultimatum
  - ✓ Break complex directions into smaller steps and direct the first step
- Communicate concern for student – not for you
  - ✓ Present options for student – not ultimatum
  - ✓ Be private as much as possible – but don't hover
  - ✓ Remind and assist student to use appropriate behavior

Provocative Behaviors
Teach Appropriate Behavior

- Teach what is and is not appropriate and be clear about expectations
  - ✓ Use very specific relevant examples
  - ✓ Make clear the line between what is and is not appropriate
  - ✓ Tie to school-wide expectations
- Teach a standard consequence for specific types of provocative behavior
  - ✓ Dress code violation
  - ✓ Inappropriate language or gestures
  - ✓ Sexually inappropriate behavior
  - ✓ Other inappropriate actions
- Engage students
  - Discuss why specific expectations are necessary

Provocative Behaviors
Keys to Addressing Provocative Behavior

- Speak privately to student
- Identify as a problem for the student – not you
  - ✓ Present options as a choice to avoid consequence and ask the student to choose
  - ✓ Offer assistance but ask the student to take care of the problem
- Don't argue and don't show any shock or offense to the student's behavior – it's imply a violation of the rules and you are there to help
- Acknowledge cooperation
- If student refuses to comply with a solution follow through with bottom line consequence
  - ✓ Delivered in a matter of fact manner
  - ✓ Presented as a choice the student made

Non-Compliant Behaviors
Teach Compliance

- Make it part of a class-wide or school-wide set of expectations (following directions)
- Teach at the start of the year and and be clear about what and how to demonstrate compliance
- Model with students and engage in discussion
- Provide reminders
  - ✓ Especially at times where non-compliance is predictable and with students who are likely to forget
- Regularly praise compliance
- Gently but firmly correct those that do not comply

High Probability Strategies for Managing Student Behaviors in the Classroom

Non-Compliant Behaviors

Keys to Addressing Non-Compliance

- Provide **one very clear direction** for student to follow
  - ✓ Break complex directions into smaller steps and direct the first step

    Initial Direction: move to desk, get out book, get paper, begin work
    After Non-Compliance: move to desk

    Initial Direction: complete all problems on page 76
    After Non-Compliance: get started on work

- Be neutral but direct to student and stay with the direction – broken record
- All other student requests and issues are contingent upon compliance
- Follow-up with student quietly rather than in front of group
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in a neutral manner

Disrespectful Behaviors

Teach Appropriate Behavior

- Teach what it means to be respectful
  - ✓ Big Idea: do unto others as you would have them do unto you
  - ✓ Tie to school-wide expectations and teach to all
- Discuss and model both positive and negative examples
  - ✓ Use naturally occurring examples
  - ✓ Urge students to think about others' feelings
- Provide reminders
  - ✓ Especially under conditions where provocative behavior is predictable
- Regularly praise use of respectful behavior
- Gently but firmly correct disrespectful behavior

Disrespectful Behaviors

Keys to Addressing Disrespectful Behavior

- Indicate in a neutral manner that action was disrespectful
- Continue with instruction
- Do not allow disrespectful behavior to escalate your emotions
  - ✓ Don't be insulted, upset, or offended – just refer to behavior as not in alignment with established rules
  - ✓ Disrespect toward peers and adults have same consequence
  - ✓ Do not allow disrespect toward you to interrupt the lesson
- Personal and genuine apologies are sometimes effective for peer disrespect
  - ✓ e.g., Restorative Practices
- If student refuses to comply, follow through with bottom line consequence

Aggressive Behaviors

Teach Appropriate Behavior

- Teach respectful interactions as a school-wide expectation
  - ✓ Use very specific relevant examples
  - ✓ Make clear the line between what is and is not appropriate
  - ✓ Tie to school-wide expectations
- Teach conflict resolution
  - ✓ Engage students in discussions
  - ✓ Practice with role plays
  - ✓ Teach how to help others resolve conflicts peacefully
  - ✓ Model and encourage respectful interactions
- Provide reminders
  - ✓ Especially under conditions where aggressive behavior is predictable
- Regularly praise use of appropriate behavior
- Quickly intervene to defuse aggressive behavior

Aggressive Behaviors

Keys to Addressing Aggressive Behavior

- Recognize conditions under which conflict is likely and attempt to avoid
  - ✓ Assign seats, use teacher proximity, provide options, space
- If altercation becomes verbal intervene verbally
  - ✓ Attempt to solve – don't use this as an opportunity to scold
- Re-direct any or all students involved -get attention off altercation
  - ✓ Separate student as much as possible without placing hands on
  - ✓ give directions to move and provide alternative activities
- If initial attempts to resolve are not effective or if altercation becomes physical initiate crisis procedures immediately

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