



New York State Education Department
Office of Special Education
Educational Partnership





Day 1 of 2

The Language of Classroom Management:

Promoting Positive Teacher-Student Interactions and Relationships

Developed by: Technical Assistance Partnership for Behavior

Updated 13/1/2023

Blueprint for Improved Results for Students with Disabilities

- 

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- 

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- 

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- 

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- 

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.
- 

Inclusive Activities

Schools provide high-quality inclusive programs and activities.
- 

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

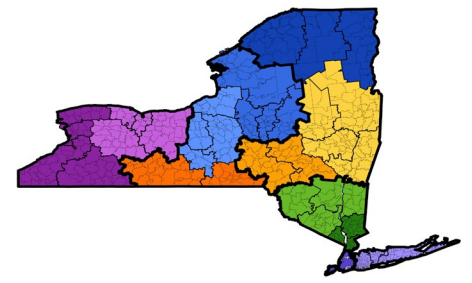


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families.
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region.

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Participants will:

- **Understand** the importance of building relationships with students to improve classroom management practices
- **Learn** foundational behavioral theory and practices to support effective classroom management
- **Explain** evidence-based classroom management practices and **identify** when to use them
- **Develop** a classroom management action plan that applies the practices presented in this professional development opportunity

Learning Objectives



The Language of Classroom Management

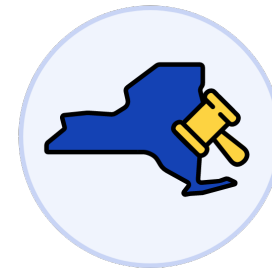
Professional Learning Roadmap

Module	Content
	Building a Foundation
1	Student-Teacher Relationships
1	Behavior Basics
	8 Classroom Management Practices
2	Physical Environment
3	Expectations and Rules
4	Procedures and Routines
5	Active Supervision
6	Behavior Specific Praise
7	Continuum of Response Strategies for Inappropriate Behaviors
8	Class-Wide Group Contingencies
9	Multiple Opportunities to Respond

Handouts:

1. Relationship-Building Strategies for the Classroom
2. Behavior Pathway and Functions of Behavior
3. Physical Environment Important Considerations
4. Physical Arrangement Visuals
5. Guiding Questions for Planning Physical Space
6. Classroom Management Snapshot Tools, Assessments and Action Planning
7. Guidelines for Creating Classroom Rules
8. Classroom Matrix Template
9. Creating a Teaching Plan
10. Procedures List
11. Behavioral Lesson Plan Template
12. Sample High School Lesson Plan
13. Sample Elementary School Lesson Plan
14. Components of Active Supervision

Organization of Modules



STUDENT-TEACHER RELATIONSHIPS

HOW DO STUDENT-TEACHER RELATIONSHIPS SUPPORT THE
FOUNDATION FOR EFFECTIVE CLASSROOM MANAGEMENT?

The Language of Classroom Management

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Every Kid Needs a Champion!



The Power of Relationships



Teacher-Student Relationships

"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship."

Research on Relationship Building

- Positive teacher-student relationships have an effect size of .72 (Hattie, 2009).
- Students often make decisions of what they do in class based on their perception of whether the teacher cares about them (Weinstein, Tomlinson-Clarke, and Curran, 2004).
- Students are more likely to succeed if they feel connected to school and a positive, respectful relationship with teachers helps create such an environment. Poor classroom management threatens school connectedness because a poorly managed classroom cannot provide a stable environment for respectful and meaningful student learning (Blum, 2005).
- Marzano (2003) concluded that good teacher-student relationships are important to effective classroom management and there is much research to support the belief that good student-teacher relationships enhance learning (Brown, 2003; Rodriguez, 2005; Tomlinson and Doughty, 2005).
- Marzano (2003) wrote that “virtually anything you do to show interest in students as individuals has a positive impact on their learning” and makes several suggestions, including: greeting students outside of school, such as at extracurricular events or at stores; singling out a few students each day in the lunchroom and talking to them; being aware of and commenting on important events in students’ lives, such as participation in sports, drama, or other extracurricular activities.

Relationship-Building Strategies for the Classroom

Relationship Building Strategies for the Classroom



Strategy	Why Do It?	How to Do It?	Further Resources
<p>Positive Greeting at the Door <i>A classroom practice that focuses on welcoming each student by name both in person and virtually.</i></p> <p><u>Age Range:</u> All grade levels</p>	<p>Greeting students as they enter (or exit) your classroom is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the class can end student's day on a positive note as well. Research has shown that positive greetings at the door increases students' time on task, reduces disruptions, and builds positive relationships (Allday & Pakurar, 2007; Cook et al., 2018).</p>	<p>In person:</p> <ol style="list-style-type: none"> Stand just outside or inside of the door Greet each student by name Have a short, positive interaction (e.g., praise, friendly comment, question) Direct them to the first activity <p>Virtual: Although there may not be a physical door, in the virtual classroom educators can welcome each student verbally or nonverbally to ensure they feel seen and valued. Educators can use a check in routine, set up a do now procedure, or assign different student greeter roles in the classroom to ensure that each student gets recognized in each synchronous session. In asynchronous sessions, educators can welcome students by name in the recording.</p>	<ul style="list-style-type: none"> Greetings at the Door Guide Positive Greeting at the Door article
<p>Community Circles <i>A classroom practice that emphasizes predictable, structured open dialogues between students and adults.</i></p> <p><u>Age Range:</u> All grade levels</p>	<p>Community circles are a key component of restorative justice and a powerful tool for relationship building. They allow all students to be heard and belong to the classroom community at large while equalizing the power between teachers and students. The circle is a structured dialogue process that allows students and adults a chance to share. Every circle is different, but each has the following components: opening ceremony, centerpiece, values/guidelines, talking piece, guiding questions, and closing ceremony. Community circles focus on learning more about themselves and their classmates.</p>	<p>In person: Before the community circle, plan your guiding questions and talking piece ahead of time. To set up a community circle, organize chairs in a circle with your centerpiece in the middle. To start the circle, review the agreements and start with a low-risk check in question that leads up to the main question of the circle. End the circle with a check out and closing.</p> <p>Virtual: Although there is no physical circle, a virtual circle contains the same components. Ask students to bring their own talking piece to the virtual circle and plan your questions ahead of time. At the time of the circle, review the agreements and provide a visual of the order of students in the circle on the screen. Sharing the questions visually and allowing participants to answer via chat can increase access for all students.</p>	<ul style="list-style-type: none"> Circle planning guide Core Processes of Restorative Justice circles video Restorative Practices strategy brief Restorative Practices resource list Restorative Practices guide for educators

YOUR TURN

Exploring Relationship-Building Practices



- *(Write the directions HERE on the slide based upon the processing strategy you select. See notes for options)*

BEHAVIOR BASICS

HOW DO THE BIG IDEAS FOR BEHAVIOR SUPPORT THE FOUNDATION FOR EFFECTIVE CLASSROOM MANAGEMENT?

School-Wide Systems for Student Success

A Multi-Tiered System of Supports (MTSS)

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%

Tier 3/Tertiary Interventions

- Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP)

5-15%

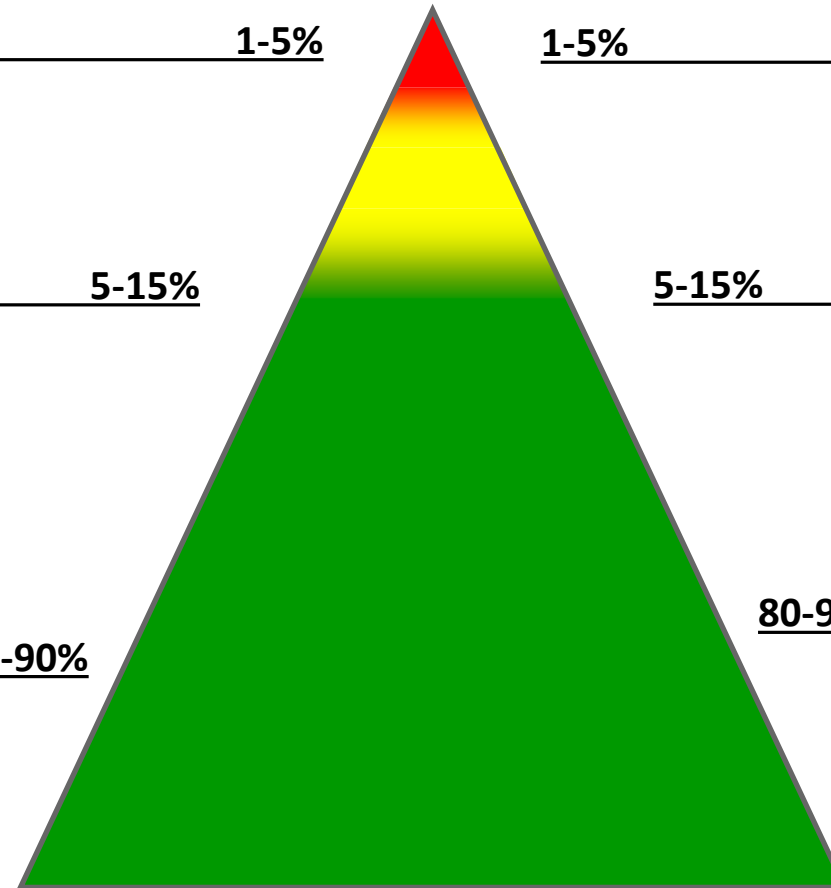
Tier 2/Secondary Interventions

- Check-In/Check-Out (CICO)
- Behavior Contracts
- Daily home/school notes
- Small group social skills training
- Some individualizing

80-90%

Tier 1/Universal Interventions

- Core Behavioral and Social/Emotional Learning (SEL) curriculum (School and Class-wide)
- Social Skills Teaching and Reinforcement Systems
- All Students/ All Environments



Big Ideas for Behavior Support

1. SYSTEMS: Support Staff Behavior

How things are done

- Data-based decision making
- Team based problem solving
- Long term sustainability

2. DATA: Support Student Behavior

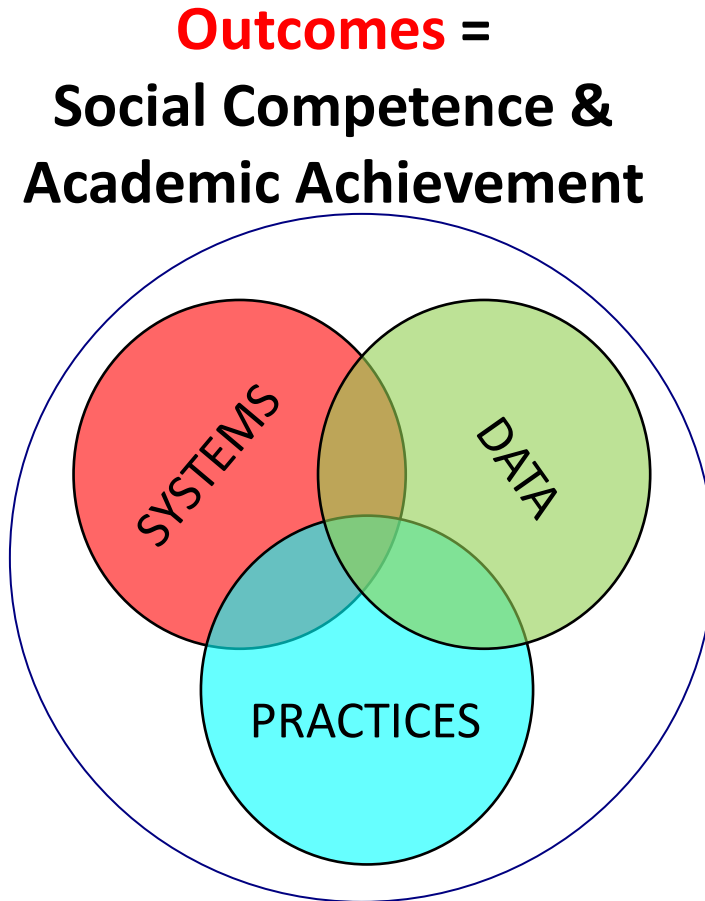
How decisions are made

On-going data collection and use
(office discipline referrals (ODRs), suspensions, attendance)

3. RESEARCH VALIDATED PRACTICES: Support Decision Making

How staff interact with students

- Direct instruction of social skills
- Ongoing reinforcement of expected behaviors



Behavior Basics



Underlying Philosophy

“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? ...punish?”

Underlying Philosophy

Behavior Basics

All **BEHAVIOR** has
meaning.

If you can *predict* the
BEHAVIOR, you can
prevent it.

BEHAVIOR is
learned.

BEHAVIOR is
teachable.

BEHAVIOR
occurrence is
affected by the
environment.

Desired BEHAVIOR is
more likely if *taught,*
practiced and
reinforced.

Big Ideas of Behavior

- **Adults Matter!**

- Student behavior won't change until adult behavior changes

- **Instruction Matters!**

- All behavior change is an instructional process

- **Practices Matter!**

- The selection of evidence-based practices is critical for success

Instructional Concepts

*Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through **instruction, practice, feedback, and encouragement.***

- Be Explicit
- Model and Demonstrate
- Engage Students
- Guided Practice
- Frequent Feedback

The ABC's of Behavior Intervention

A=Antecedent

- What happened before?

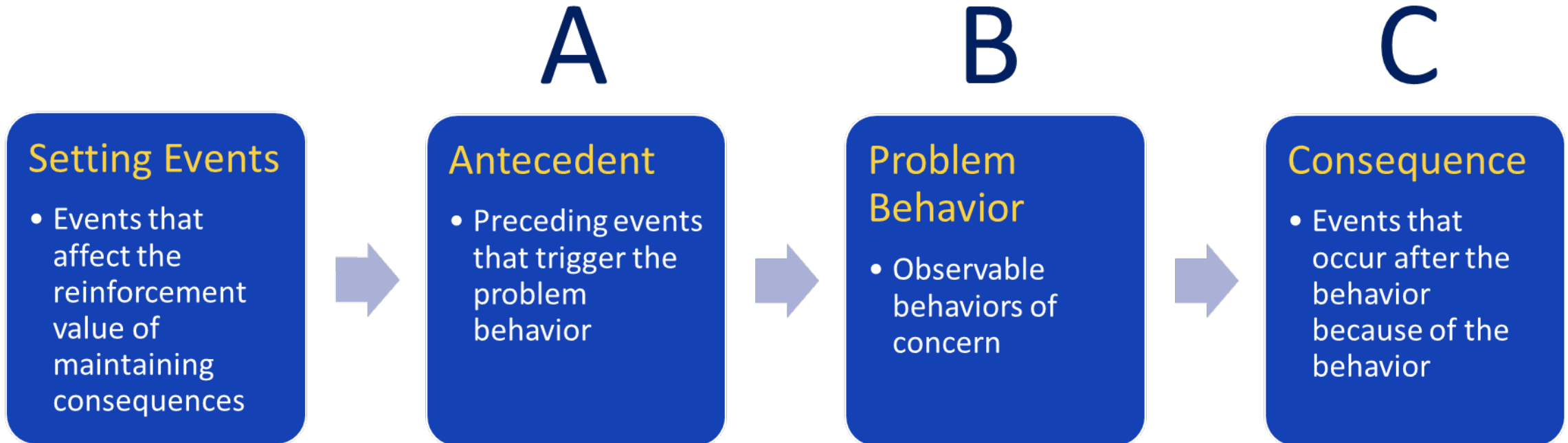
B=Behavior

- What does the child do?

C=Consequence

- What happens immediately after?

The Behavior Pathway



Contextual Factors



In **what settings** do you observe the behavior?



Are there any settings where the behavior does not occur?



Who is present when the behavior occurs?



What activities or interactions take place just **prior to** the behavior?



What usually **happens immediately after** the behavior?



Can you think of a **more acceptable behavior** that might **replace this behavior**?

Functional Thinking

Motivation

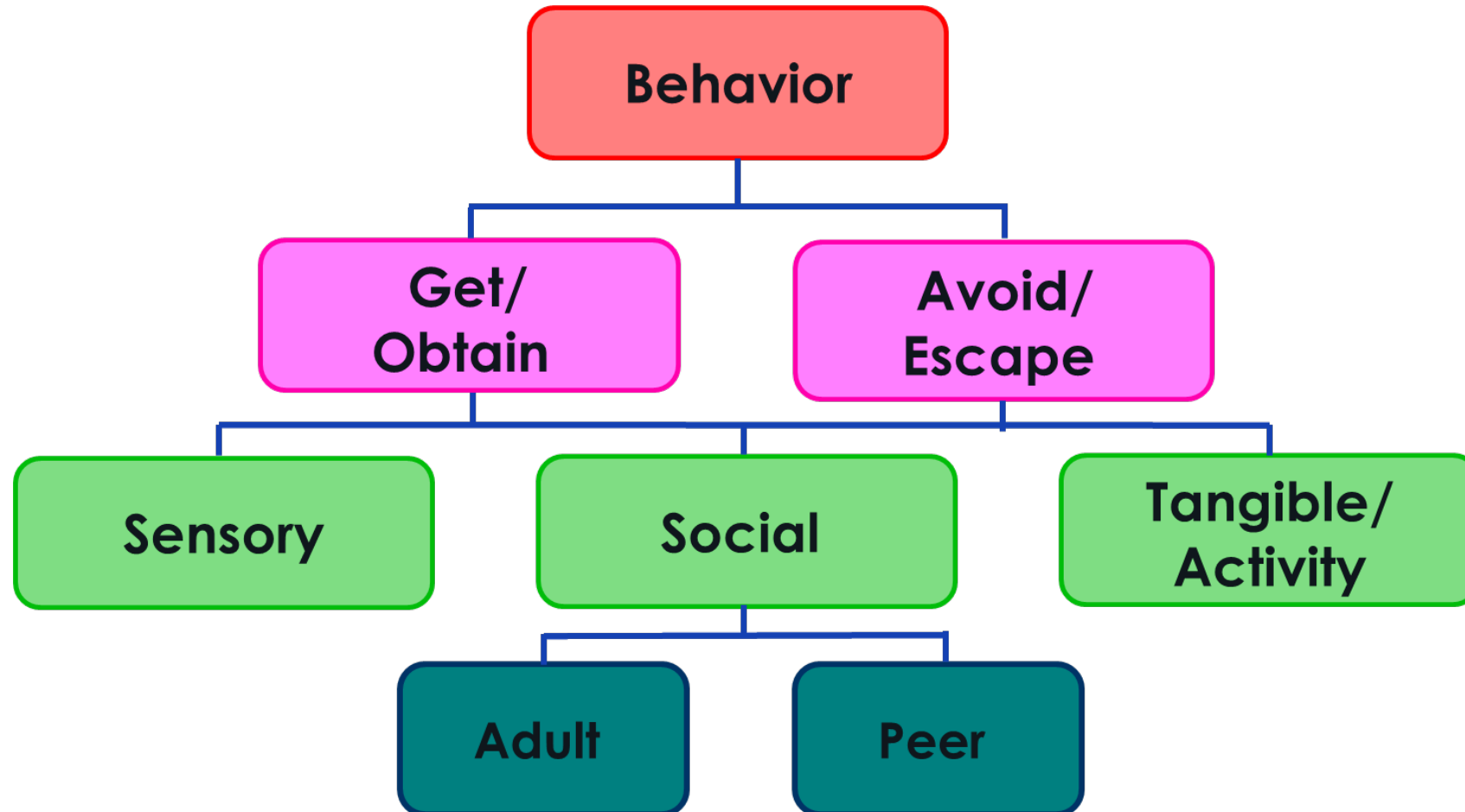


To “get/obtain”
something

To “avoid/escape”
something



Functions of Behavior



YOUR TURN

The Behavior Pathway



3. Setting Event

Bullied during the morning bus ride

2. Antecedent

When given double-digit math problems

1. Problem Behavior

Throws pencil and curses loudly

4. Consequence

Joe is sent to the principal's office

?

Prevent, Teach & Reinforce

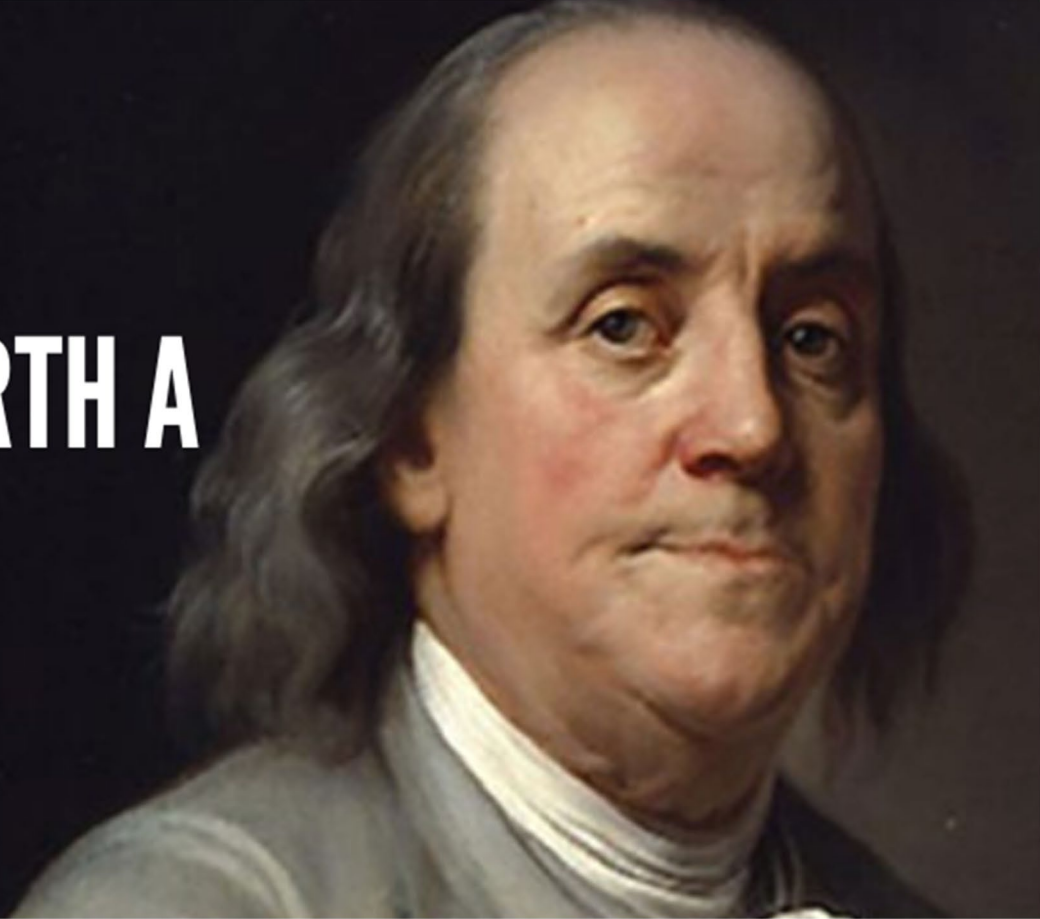
- What can I do to **prevent** unwanted behaviors from occurring?
- How do I **teach** the behaviors I want to see?
- How do I **respond** once the behavior (wanted or unwanted) occurs?



Something to Think About...

**AN OUNCE OF
PREVENTION IS WORTH A
POUND IN CURE**

Benjamin Franklin



Culturally Responsive Classroom Management

Overview

- Culturally responsive classroom management is an **extension of culturally responsive teaching** which takes students' backgrounds, social experiences, and prior knowledge into consideration when making decisions
- To engage in culturally responsive classroom management, teachers need to **recognize their own biases and values** and **reflect on how these influence their expectations for behavior and their interactions** with students and families
- The goal of culturally responsive classroom management is not to achieve compliance or control, but **to provide all students with equitable opportunities for learning**

Culturally Responsive Classroom Management

Essential Elements

1. Recognition of One's Own Cultural Lens and Biases
2. Become Knowledgeable of Students Cultural Backgrounds
3. Have Awareness of the Broader Social, Economic and Political Context
4. Have the Ability and Willingness to Use Culturally Appropriate Management Strategies
5. Committing to Building Caring Classroom Communities

Culturally Responsive Behavioral Systems



1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

Pause and Think!



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

PHYSICAL ENVIRONMENT

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT

The Language of Classroom Management

Professional Learning Roadmap

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So many letters... but which one is best!?



“I’m alphabetized out! I have arranged my classroom seating in a ‘U’, a ‘C’, an ‘O’, and an ‘H’ configuration and I still have problems with classroom management.”

Physical Environment

Definition

The intentional arrangement of placing students within a classroom to maximize the success for all.

- Preventative practice
- Participation is increased
- Positively impacts student performance in the classroom

Physical Environment

Rationale

- Maximizing classroom space increases academic engagement and...
 - creates efficient work-flow
 - increases on-task behavior
 - minimizes distractions
 - minimizes congestion
 - reduces possible problem behavior

Physical Environment

Important Considerations

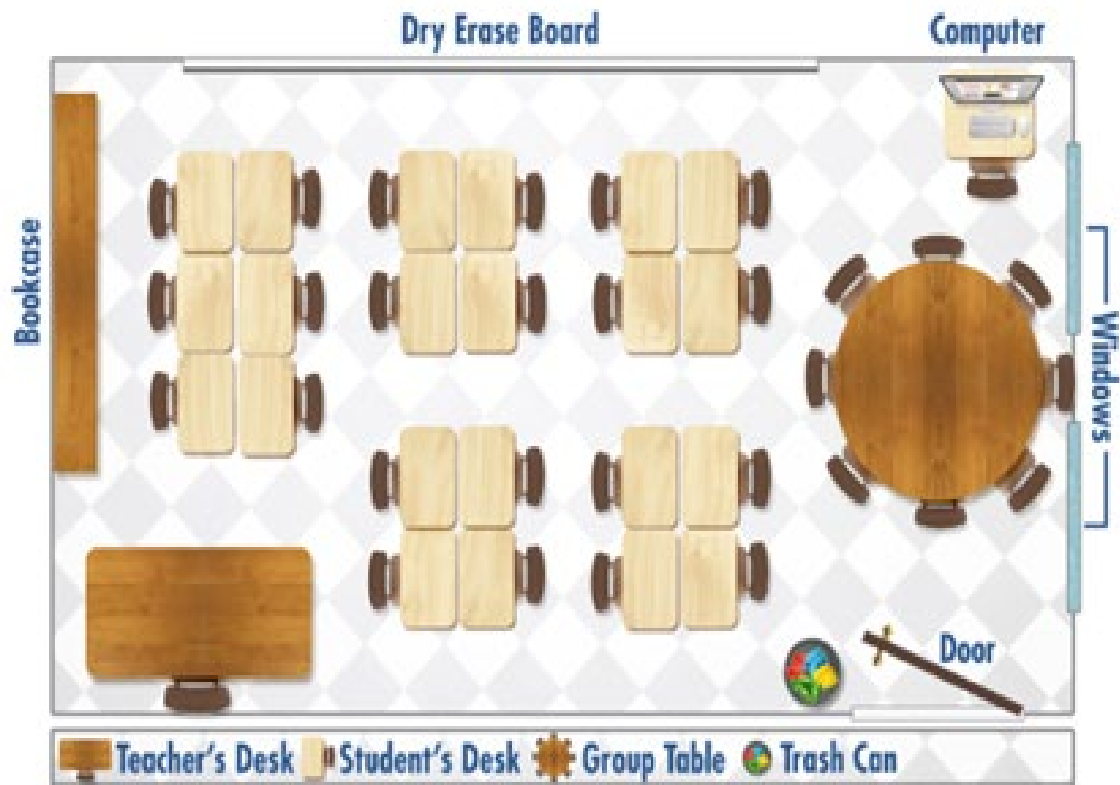


- Assigned Seating
- Furniture Arrangement
- Cultural Considerations
- Teacher Proximity
- Sight Lines

“At its best, the classroom can be designed as a comfortable place of cultural celebration and inclusion when teachers *‘filter their decisions about the classroom environment through the lens of cultural diversity’.*”

Physical Arrangement

Cluster Patterns



Physical Arrangement

U-Shape Patterns



Physical Environment

Reminders for Success



- Minimize Crowding and Distraction
- Ensure Adequate Supervision
- Consider Transitions and Movement
- Match Seating Arrangement to Instructional Approach
- Use Effective Design to Prevent Predictable Problems

YOUR TURN

Analyze Elementary Classroom Arrangement



- With a partner, for each arrangement:
 - Assess for visibility and accessibility...
 - Are there areas that the teacher cannot see?
 - Where might problem behaviors occur?
 - Can the teacher easily access a student to provide feedback/support?
 - What tasks would this arrangement support? Detract?
 - How would you change the arrangement to accomplish a different learning task?
 - Can students (and teacher) move about the room safely?

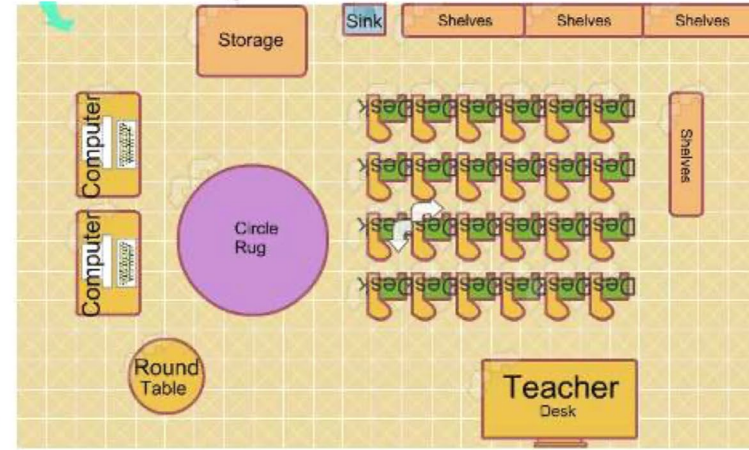
Physical Arrangement Visuals



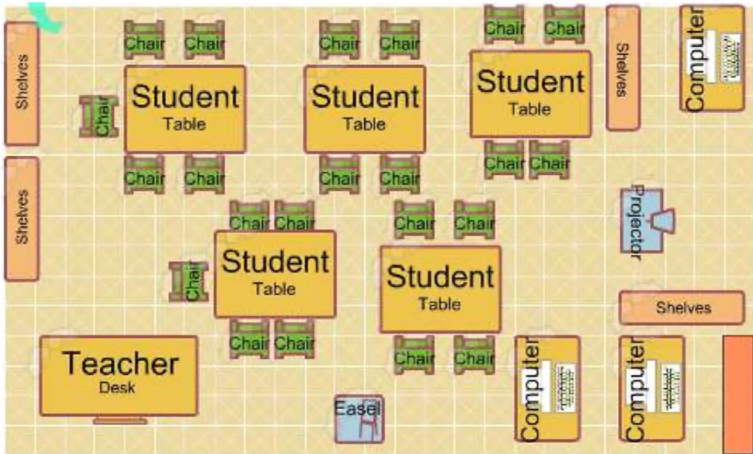
Classroom #1:



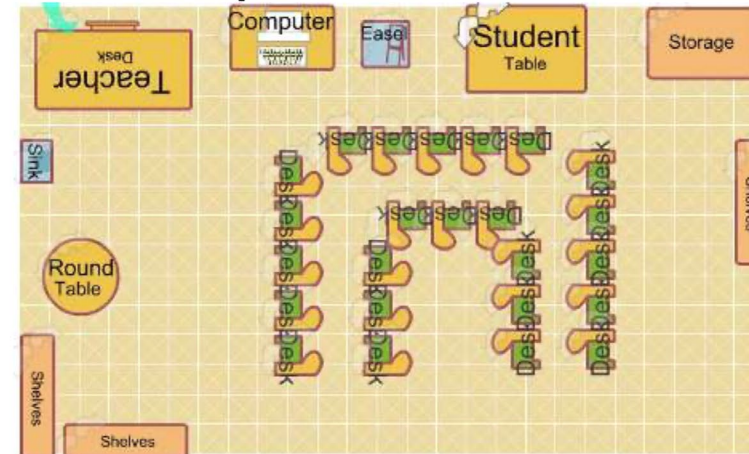
Classroom #3:



Classroom #2:



Classroom #4:



YOUR TURN

Analyze Secondary Classroom Arrangement

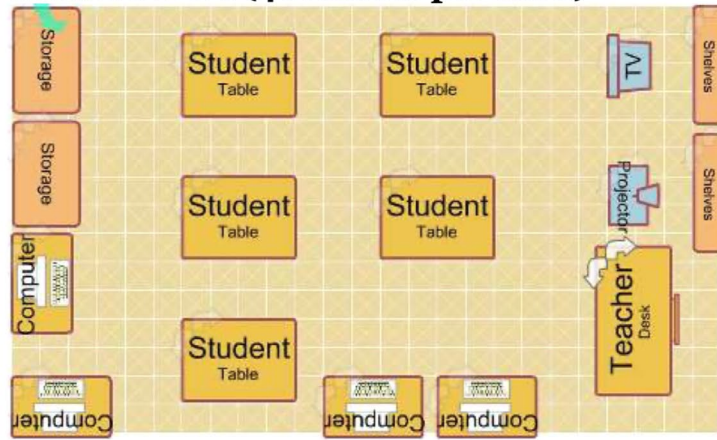


- With a partner, for each arrangement:
 - Assess for visibility and accessibility...
 - Are there areas that the teacher cannot see?
 - Where might problem behaviors occur?
 - Can the teacher easily access a student to provide feedback/support?
 - What tasks would this arrangement support? Detract?
 - How would you change the arrangement to accomplish a different learning task?
 - Can students (and teacher) move about the room safely?

Physical Arrangement Visuals (Cont'd)

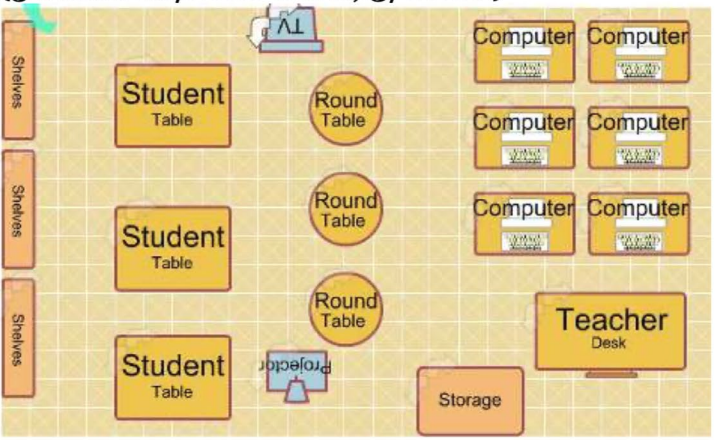


Classroom #1: (4 students per table)



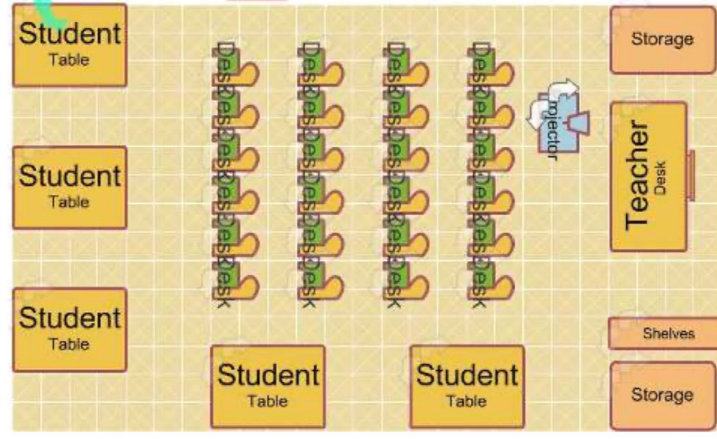
Classroom #1 layout: A grid of 6 student tables (3x2) with 4 computers per table. A teacher desk, projector, and TV are at the front. Storage units and shelves are on the left and right walls.

Classroom #3: (5 students/rect. table, 3/circle)



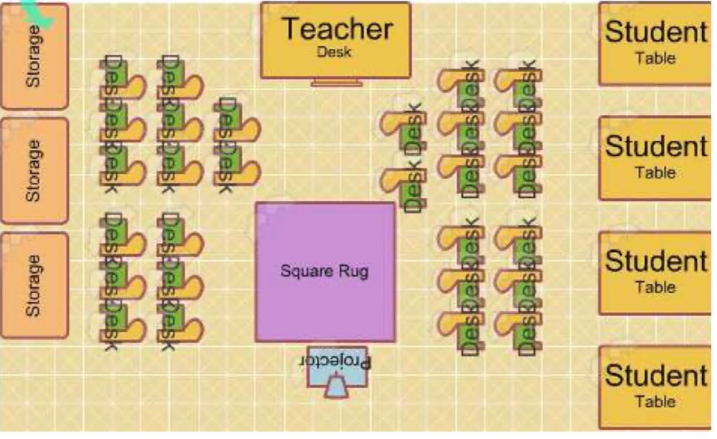
Classroom #3 layout: 3 rectangular student tables and 3 round student tables. A teacher desk, projector, and TV are at the front. Computers are on the right wall. Storage is at the bottom right.

Classroom #2: (student tables are for labs)



Classroom #2 layout: 3 rectangular student tables on the left. A central area with 16 lab desks (2x8) and a teacher desk. A projector is at the front. Storage and shelves are on the right.

Classroom #4:



Classroom #4 layout: 4 rectangular student tables on the left and 4 on the right. A central area with 16 lab desks (2x8), a teacher desk, a square rug, and a projector. Storage units are on the left wall.

Consider your Hot Spots...





Guiding Questions for Planning Physical Space



- How many students will you have in the room at one time?
- Is the room arranged to match most of the lesson format type? Does the room arrangement support the lesson purpose?
- How is movement in the classroom to be regulated? High traffic areas? Can you safely provide opportunities for movement?
- What can you do to create a sense of inclusion and safety for your students in your classroom? Can students see themselves in your walls?
- Does the physical arrangement of the classroom maximize the opportunity for positive teacher–student interaction while minimizing the possibility for disruptions?
- Do you always have a sight line for all students no matter where you are in the classroom?
- What else would you like to consider?

Classroom Snapshot & Self-Assessment

Arranging Physical Environment



Classroom Management Snapshot Tools, Self-Assessment, & Action Planning

Module 2:

Classroom Management Snapshot Tool: Arranging Physical Environment

Definition:

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. (Scheuermann & Hall, 2008)

Rationale

Research states that well-designed physical space can prevent a wide array of potential behavioral problems. Maximizing classroom space impacts student behavior by increasing academic engagement and:

- creates efficient workflow
 - increases on-task behavior
 - minimizes distractions
 - minimizes congestion
 - reduces possible problem behavior
- (Sprick, Reinke, & McKale, 2010; Sprick, 2013)

Components

Traffic patterns are clearly defined and allow movement without disrupting others
Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access
Materials are clearly labeled, easily accessible, and organized for ease of use

Tips for Implementation

- Keep high-traffic areas free from congestion, such as:
 - group work areas
 - space around the pencil sharpener
 - doorways
 - students' desks and teacher's desk
- Be sure all students can be easily seen and they can see the teacher
 - Teacher should sit down at every desk before the first day of school
- Make sure that frequently used materials and supplies are readily accessible
- Be sure students can see instructional presentations and displays

References:

Reinke, W., Herman, K., & Sprick, R. (2011). *Motivational Interviewing for Effective Classroom Management: The Classroom Check-up*. The Guilford Press.
Scheuermann, B. & Hall, J. (2008). *Positive Behavioral Supports for the Classroom*. Pearson/Merrill Prentice Hall.
Sprick, R. (2013). *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*. John Wiley & Sons.

Assessment Tool: Arranging Physical Environment

Observe and monitor the three components of physical arrangement during a 10–20-minute period or during predictable problematic times:

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

School: _____ **Date:** _____ **Time:** _____ **Rm:** _____ **Grade:** _____ **Subject:** _____ **Teacher:** _____

Yes	Somewhat	No
Traffic patterns are always clearly defined and allow movement without disrupting others	Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.	Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
Staff/students have easy access to enter/exit classroom	Staff and students have easy access to enter/exit classroom 50% of the time.	There is not easy access for entering/exiting classroom
Materials are clearly labeled, easily accessible, and organized for ease of use	Some of the materials are clearly labeled, easily accessible and organized for ease for use	Materials are not clearly labeled, are not accessible or organized
Only current or relevant materials from the behavior/academic curriculum are displayed	Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.	Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Action Plan: Arranging Physical Environment

Include any of the 3 components that you marked as 'somewhat' or 'no' in the above assessment.

Identified Component	Action Step(s)

YOUR TURN

Action Planning: Physical Environment



- **Review** the Guiding Questions and think about your classroom physical environment.
- **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Physical Environment to focus in on areas to action plan around.
- **Draw** your current layout and proposed layout.
- **Record** on your action plan underneath the Physical Environment section of the Self-Assessment.

Pause and Think!



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

EXPECTATIONS & RULES

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT

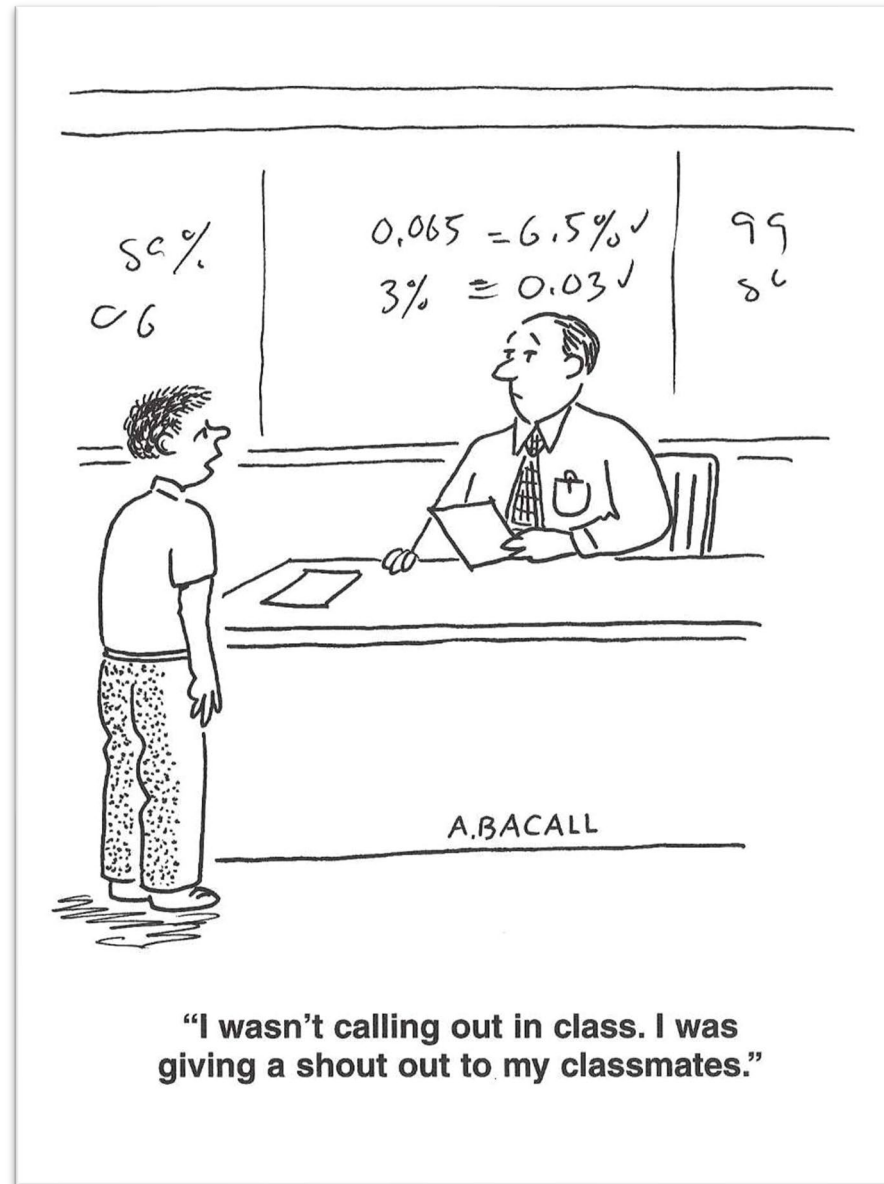
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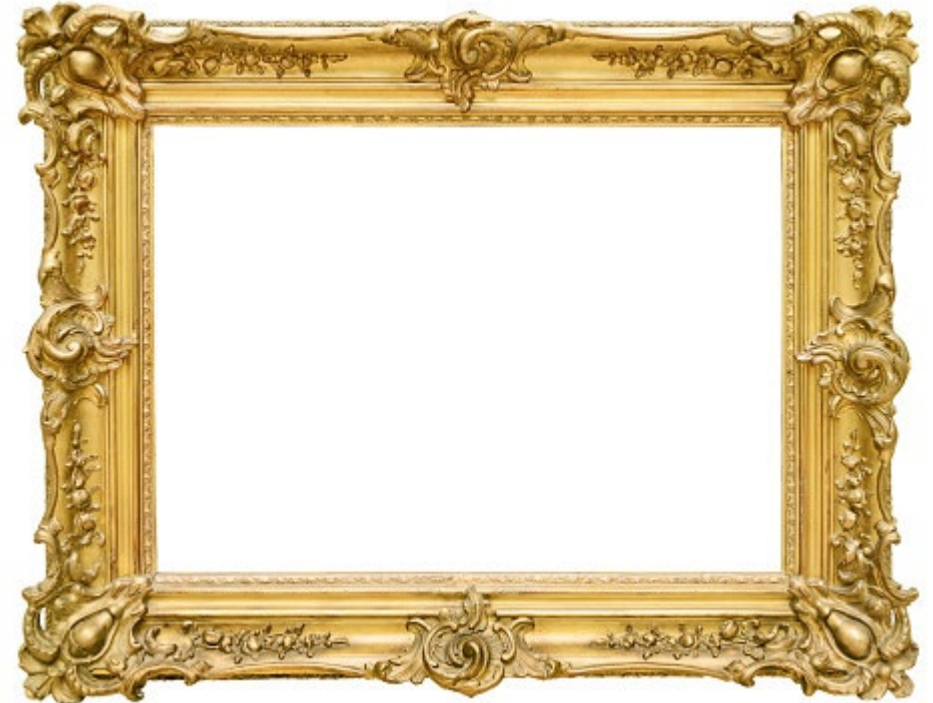
And the difference is?!



Expectations

Characteristics

- This is the “why”
- Expectations are broad descriptions of desired behaviors
- Classroom expectations are the same as school-wide expectations and apply to both students and staff
- Builds common language and consistency in language across all settings
- 3-5 positively stated, memorable expectations



Classroom Expectations

School-Wide Alignment

Classroom expectations should align with the school-wide expectations. It is less confusing for the students and should be easy for the teachers to show the connection from the expected school-wide behavior to what is expected in the classroom.

**We are safe,
..... respectful,
..... and
responsible.**

Culturally Responsive Expectations

- **Validation** - legitimizing aspects of students' cultures that have historically been seen as illegitimate by the dominant culture, including intentionally allowing time and space for cultural aspects within the school day
- **Affirmation** - explicitly acknowledging the worth of students' cultures and learning histories
- **Building** - providing specific instruction regarding why certain student behaviors are necessary in certain school settings
- **Bridging** - giving the student opportunities to practice and build fluency in school behaviors, with performance feedback

Rules

Characteristics

- Classroom rules provide clear meaning of what the expectations look like, sound like and feel like in the classroom
- Classroom rules are posted, explicitly taught, referred to regularly, and re-taught throughout the year



Creating Classroom Rules

Guidelines



- **Rules should be defined early in the year and be:**
 - Observable
 - Measurable
 - Positively stated
 - Understandable
 - Always applicable
- **When creating the rules:**
 - Involve voices of students, families and the community
 - Have students commit to the rules and post/display in the classroom
 - Demonstrate examples and discuss non-examples
 - Monitor and give frequent feedback when students follow rules

Expectations & Rules

Rationale

- Clearly stating and supporting expectations and rules lends credibility to a teacher's authority
- A dependable system of expectations and rules provides structures for students and helps them to be engaged with instructional tasks
- Teaching rules to students at the beginning of the year and re-teaching consistently across time increases academic achievement and task engagement

YOUR TURN

Rule or Not a Rule?

- Turn in completed assignments on time
- Walk in the classroom
- Be responsible
- Keep hands, feet, and objects to yourself
- No talking during tests
- Raise your hand and wait to be called on by the teacher to speak
- Make wise choices
- Be in your seat when the bell rings
- No cell phones
- Be ready to learn



YOUR TURN

Answers: Rule or Not a Rule?



Rule:

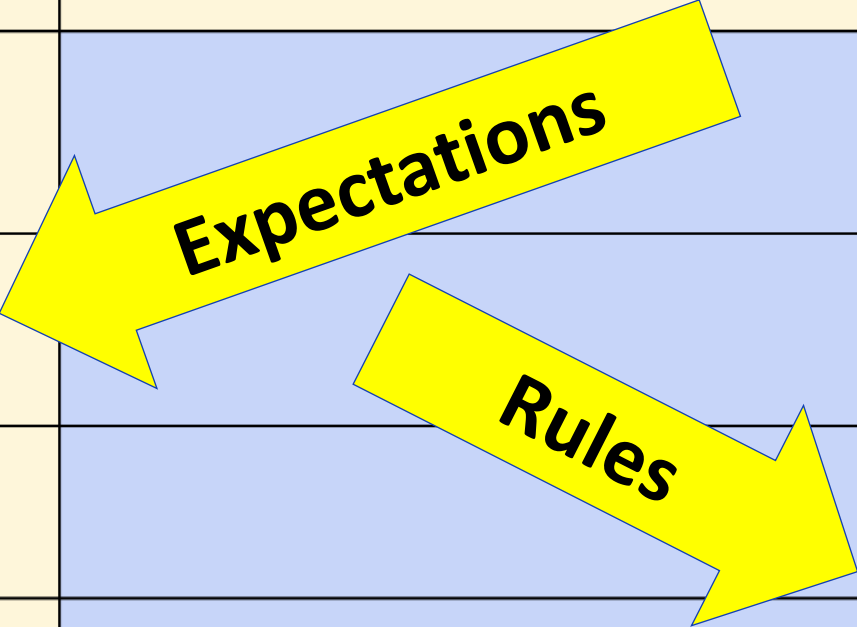
- Turn in completed assignments on time
- Walk in the classroom
- Keep hands, feet, and objects to yourself
- Raise your hand and wait to be called on by the teacher to speak
- Be in your seat when the bell rings

Not a Rule:

- Be responsible
- No talking during tests
- Make wise choices
- Be ready to learn
- No cell phones

Behavioral Teaching Matrix

<i>Teaching Matrix</i>		SETTING
		Classroom
EXPECTATIONS	Be Respectful	
	Be Responsible	
	Be Safe	
	Make Wise Choices	



Example: Classroom Teaching Matrix

<i>The Williams Way</i>	Classroom Rules	Classroom 214 Routines				
		Morning Routine	If You Finish Early	When you feel upset...	How to Transition/ Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> Stay on task Clean up area Apologize for mistakes 	<ul style="list-style-type: none"> Turn in homework Put instructional materials in desk Begin morning work 	<ul style="list-style-type: none"> Re-check your work Read a book Organize supplies 	<ul style="list-style-type: none"> Recognize what you're feeling "I feel..." Stop and take a few deep breaths 	<ul style="list-style-type: none"> Clean up your area 	<ul style="list-style-type: none"> Do your fair share Manage time carefully
Be Respectful	<ul style="list-style-type: none"> Raise hand Listen to speaker Follow directions 	<ul style="list-style-type: none"> Say "good morning" to teacher and classmates Talk in soft voices 	<ul style="list-style-type: none"> Be quiet Allow others to complete their work 	<ul style="list-style-type: none"> Ask for a break if you need a moment Express your feelings appropriately 	<ul style="list-style-type: none"> Stand and Push in your Chair <i>OR</i> Listen for direction to next activity 	<ul style="list-style-type: none"> Listen to your peers Take turns speaking Say "I like that idea, AND..."
Be Safe	<ul style="list-style-type: none"> Walk quietly Keep hands and feet to self 	<ul style="list-style-type: none"> Put personal belongings in designated areas Take your seat 	<ul style="list-style-type: none"> Sweep under your desk Clean 	<ul style="list-style-type: none"> Talk to someone if you need help Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> Eyes on me Wait to be called 	<ul style="list-style-type: none"> Clean up area when time is up
Teacher's Role/ Conditions for Learning	<ul style="list-style-type: none"> Supervise all areas of classroom 	<ul style="list-style-type: none"> Teach procedures Practice procedures 	<ul style="list-style-type: none"> Provide choices for students 	<ul style="list-style-type: none"> Use Active Supervision to predict triggers 	<ul style="list-style-type: none"> Teach transitions Practice transitions Reinforce 	<ul style="list-style-type: none"> Supervise all small group activities at all times

Teaching Classroom Expectations and Rules

Remember to include the following in your plan:

- Introduce the expectation during a neutral time and provide a rationale
- Embed rules into daily lessons and activities
- Post the rules (with large font) and refer to it often
- Model what the expectation looks like and discuss non-examples
- Practice with the students and provide specific feedback
- Acknowledge students who demonstrate the expected behavior
- Prompt, pre-correct and review as often as necessary

Personal Matrix

School-wide Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Don't talk back 	<ul style="list-style-type: none"> • Stick up for your friends • Don't back down • Look the other way
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Do exactly what adults tell you to do • Don't stand out • Don't bring shame 	<ul style="list-style-type: none"> • Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out first • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do

YOUR TURN

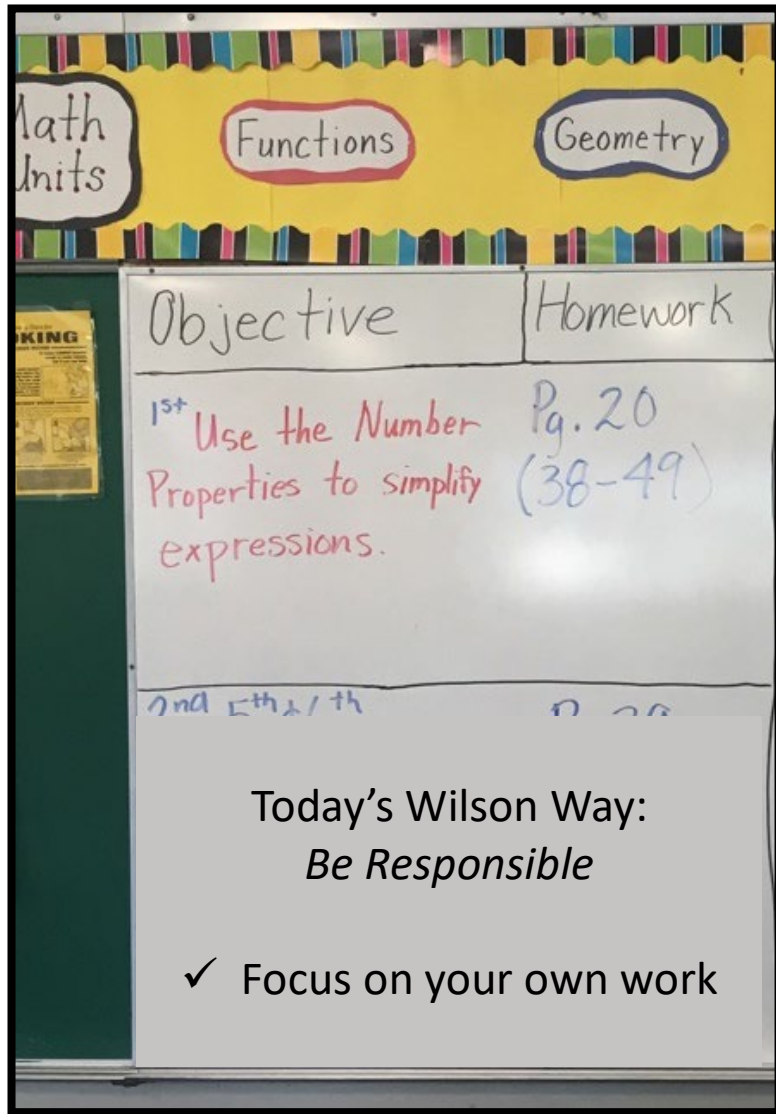
Create a Classroom Matrix: Procedures and Routines



<i>Can insert your school name/mascot here</i>	Classroom Rules (Maximum 3 rules)	Classroom Routines (Can add room number)			
		Morning Routine	If You Finish Early	How to Transition/ Line Up	Small Group Work
Insert Behavioral Expectations here					

Directions: Use the matrix template and add to your Classroom matrix by completing the Expectations and Classroom Rules columns.

Embed into Daily Curriculum



- Objective for the Subject Matter Lesson
- Objective for a paired Behavioral/Social/emotional skill (taken from the school's teaching matrix)

YOUR TURN

Creating a Teaching Plan

- Using the handout provided, start to develop a plan for teaching your classroom expectations & rules
- Be prepared to share out



Activity: Plan for Teaching Classroom Expectations and Rules

What will be done?	How will it be done?	When will it be done?
Introduce the expectations		
Create/Post the Matrix		
Establish a signal for obtaining class attention & transitions		
Model what the expectations look like		
Practice with students		
Provide specific feedback		
Acknowledge students who demonstrate the expected behavior		
Pre-correct and Review often		

Classroom Snapshot & Self-Assessment



Define, Teach, Acknowledge Rules and Expectations

Module 3:

Snapshot Tool: Define, Teach, Acknowledge Rules and Expectations

Definition:

Expectations are outcomes. Rules provide a clear meaning of what the expectations look like in the classroom. Classroom rules/expectations are aligned with school-wide expectations, prominently posted, frequently taught and referred to regularly. Expectations and rule prompts are used to pre-correct and are embedded into daily lessons and activities.

Rationale

Research states that:

- A dependable system of rules and procedures provides structures for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1992; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000)

Components

- Classroom rules are visually aligned with school-wide expectations
- The teacher has a plan and a schedule to actively teach rules frequently throughout the year
- Rules are specific criteria for achieving expectations
- Prompts are used to pre-correct and are embedded into daily lessons and activities.
- Rules meet the following 5 guidelines:

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Do your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	Maintain personal space (K_1 rule) *Children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce	Stay in assigned area	Remain seated until given permission to leave

Tips for Implementation

- Involve students
- Have students commit to the rules and post
- Teach classroom rules by demonstrating examples and discussing non-examples
- Monitor and give frequent feedback when students follow rules
- Share rules with families and others

Assessment Tool: Define, Teach, and Acknowledge Classroom Rules Aligned with School-Wide Expectations

Observe and monitor classroom rules during a 10–20-minute period or during predictable problematic times:

Assessment Type (circle): Self-Assess or Direct Observation Schedule (circle): Baseline or Follow-up

School: _____ Date: _____ Time: _____ Rm: _____ Grade: _____ Subject: _____ Teacher: _____

Assessment (circle one): Baseline or Fidelity

Yes	Somewhat	No
Classroom rules are defined by being observable, measurable, and positively stated. (e.g., hands and feet to self-vs. no-fighting; raise your hand and wait to be called vs. be your best)	A few of the rules are not positively stated or are not measurable or observable	Several of the rules are not positively stated or are not measurable or observable
Classroom rules are conceptually and visually aligned to school-wide expectations.	Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations	Rules are not aligned to school-wide expectations
Classroom rules are prominently posted. Font size is large enough to read from anywhere in the classroom	Rules are posted but difficult to read from all locations in the classroom.	Rules are not posted, are hard to find, and/or hard to easily read
Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.	Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.	Rules and expectations are not taught or are taught less than once per grading period.
Teacher Interview or Review of Written School-wide Plan: Rules and Expectations are actively taught: How frequently are expectations and rules formally taught? How is it decided which rules and expectations to teach each week? Evidence: Request to see last behavior lesson plans taught.		Notes:

YOUR TURN

Action Planning: Expectations & Rules



- **Review** your previous 2 activities (creating a matrix and creating a teaching plan).
- **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Expectations and Rules to focus in on areas to action plan around.
- **Record** any other actions to complete on your action plan underneath the Expectations and Rules section of the Self-Assessment.

Pause and Think!



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

PROCEDURES & ROUTINES

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT

The Language of Classroom Management

Professional Learning Roadmap

Module	Content
	Building a Foundation
1	Student-Teacher Relationships
1	Behavior Basics
	8 Classroom Management Practices
2	Physical Environment
3	Expectations and Rules
4	Procedures and Routines
5	Active Supervision
6	Behavior Specific Praise
7	Continuum of Response Strategies for Inappropriate Behaviors
8	Class-Wide Group Contingencies
9	Multiple Opportunities to Respond



Practice...Practice...Practice!



Procedures and Routines

Definition

- Procedures explain the accepted process for carrying out a specific activity such as:
 - walking in the hallway
 - using lockers
- Classroom procedures are steps for accomplishing classroom tasks such as:
 - asking for help
 - participating in class
- Routines are procedures that have become habits

Procedures and Routines

Considerations

Teaching procedures and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement.

- Procedures and routines are:
 - Aligned with school-wide expectations (included on classroom matrix)
 - Succinct, positively stated, & in age-appropriate language or visuals
 - Taught & practiced as behavior data indicates
 - Reinforced by the teacher and used throughout the day

Procedures and Routines

Development

- **Identify** problem areas or problem times
- **Determine** what outcome you want
- **Identify** the steps needed to complete task
- **Write** the procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
- **Create & display** posters in student-friendly language

Video

Anita Archer: Teaching Procedures



- What did you notice?
- What procedures did Anita teach?
- How did she begin to establish rapport and relationships with the students?
- How did she reinforce their performance?

YOUR TURN

Identifying Necessary Classroom Procedures



- Review the procedure list at your table:
 - **Check** the procedures you use daily in your classroom
 - **Star** the procedures you would like to develop in your classroom
 - **Write** the steps you would need in place to add the procedure
 - **Share** with others at your table

Example: Classroom Teaching Matrix

<i>The Williams Way</i>	Classroom Rules	Classroom 214 Routines				
		Morning Routine	If You Finish Early	When you feel upset...	How to Transition/ Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> Stay on task Clean up area Apologize for mistakes 	<ul style="list-style-type: none"> Turn in homework Put instructional materials in desk Begin morning work 	<ul style="list-style-type: none"> Re-check your work Read a book Organize supplies 	<ul style="list-style-type: none"> Recognize what you're feeling "I feel..." Stop and take a few deep breaths 	<ul style="list-style-type: none"> Clean up your area 	<ul style="list-style-type: none"> Do your fair share Manage time carefully
Be Respectful	<ul style="list-style-type: none"> Raise hand Listen to speaker Follow directions 	<ul style="list-style-type: none"> Say "good morning" to teacher and classmates Talk in soft voices 	<ul style="list-style-type: none"> Be quiet Allow others to complete their work 	<ul style="list-style-type: none"> Ask for a break if you need a moment Express your feelings appropriately 	<ul style="list-style-type: none"> Stand and Push in your Chair OR Listen for direction to next activity 	<ul style="list-style-type: none"> Listen to your peers Take turns speaking Say "I like that idea, AND..."
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YOUR TURN

Create a Classroom Matrix: Procedures and Routines



Classroom Routines (Can add room number)

<i>Can insert your school name/mascot here</i>	Classroom Rules (Maximum 3 rules)	Morning Routine	If You Finish Early	How to Transition/ Line Up	Small Group Work
Insert Behavioral Expectations here					

Directions: Use the matrix template and add to your Classroom matrix by completing the Routines columns.

Procedures and Routines

Techniques

- These four teaching techniques may help teachers improve their students' skills:
 - **Teaching Routine:** how the procedure/activity looks
 - **Pre-corrections:** quick reminders of expected behavior before the transition
 - **Positive Reinforcement Procedures:** incentives for appropriate behavior
 - **Active Supervision:** an effective method for monitoring students

YOUR TURN

Behavioral Lesson Plan to teach Procedures and Routines



Identify

Identify a procedure to teach your students and work with your shoulder partner to complete the lesson plan template found at your table.



Determine

Determine when you will teach the procedures.



Describe

Describe your lesson to the whole group and possibly role play the example and discuss the non-example.

Classroom Snapshot & Self-Assessment



Define and Teach Classroom Routines

Module 4:

Snapshot Tool: Define and Teach Classroom Routines

Definition:

- **Procedures** explain the accepted process for carrying out a specific activity such as
 - Walking in the hallway
 - Using lockers
- **Classroom procedures** are steps for accomplishing classroom tasks, such as
 - Conversation during activities
 - Asking for help
 - Moving about the classroom
 - Participation in class
- **Routines** are procedures that have become habits

Rationale

Research states that the use of routines and procedures to:

- Create predictability and allow for more challenging instructional formats to be incorporated
- Increase student engagement
- Reduce problem behavior
- Enhance student learning with basic classroom structure (Kearn & Clemens, 2007; Evertson, Emmer, & Worsham, 2003; Soar & Soar, 1979).

Components

- Routines and procedures are aligned with school-wide expectations
- Routines and procedures are succinct, positively stated, and in age-appropriate language
- Routines and procedures are taught and practiced several times (monthly) throughout the year

Tips for Implementation

- Make a list of procedures that would help create predictability and structure in your classroom (consider problem areas or problem times)
- Determine the desired outcome
- Write the steps that students need to do to complete the task
- Write the procedures so they are Observable, Measurable, Positively stated, Understandable, Always applicable
- Create and display posters in student-friendly language
- Teach directly, practice monthly and recognize students when they follow the procedures. (MO SW-PBS Effective Practice, May, 2014)

References:

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn and Bacon.

Kern, L., & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.

Soar, R., & Soar, R. (1979). Emotional climate and management. In P.L. Peterson & H.J. Walberg (Eds.), *Research on teaching*. Berkeley, CA; McCutchan.

Assessment Tool: Define and Teach Classroom Routines

Observe and monitor classroom routines and procedures during a 10–20-minute period, or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity Date: _____ Time: _____ Rm: _____ Grade: _____

Yes	Somewhat	No
Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals	Two out of three items are in place	Zero to one items are in place.
Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines	School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix	School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
Routines and procedures are prominently posted and in respective locations (e.g., lab routine in lab area). Font size is large enough to read from respective locations.	Routines and procedures are posted but not in designated areas and/or not easy to read.	Routines and procedures are not posted.
Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. Students demonstrate accurate implementation of posted routines.	Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency	Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
Routines and procedures are used throughout the day. Routines are used during observation.	Routines and procedures are used less frequently than daily, but at least weekly.	Routines and procedures are not used at least weekly or are not observed
Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSPS): identifying student or group identifying the expectation and routine provide acknowledgement provide tangible reinforcement (optional)	Students are either prompted or acknowledged for using routines and procedures.	Routines and procedures are not in place, or students are neither prompted nor acknowledged for using routines and procedures.

YOUR TURN

Action Planning



- **Review** your previous 3 activities (identifying necessary procedures, creating a matrix with procedures/routines, and developing a behavior lesson plan to teach procedures/routines)
- **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Defining and Teaching Classroom Routines to focus in on areas to action plan around
- **Record** any other actions to complete on your action plan underneath the Defining and Teaching Classroom Routines section of the Self-Assessment

Pause and Think!



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

ACTIVE SUPERVISION

EVIDENCE-BASED PRACTICES OF CLASSROOM MANAGEMENT

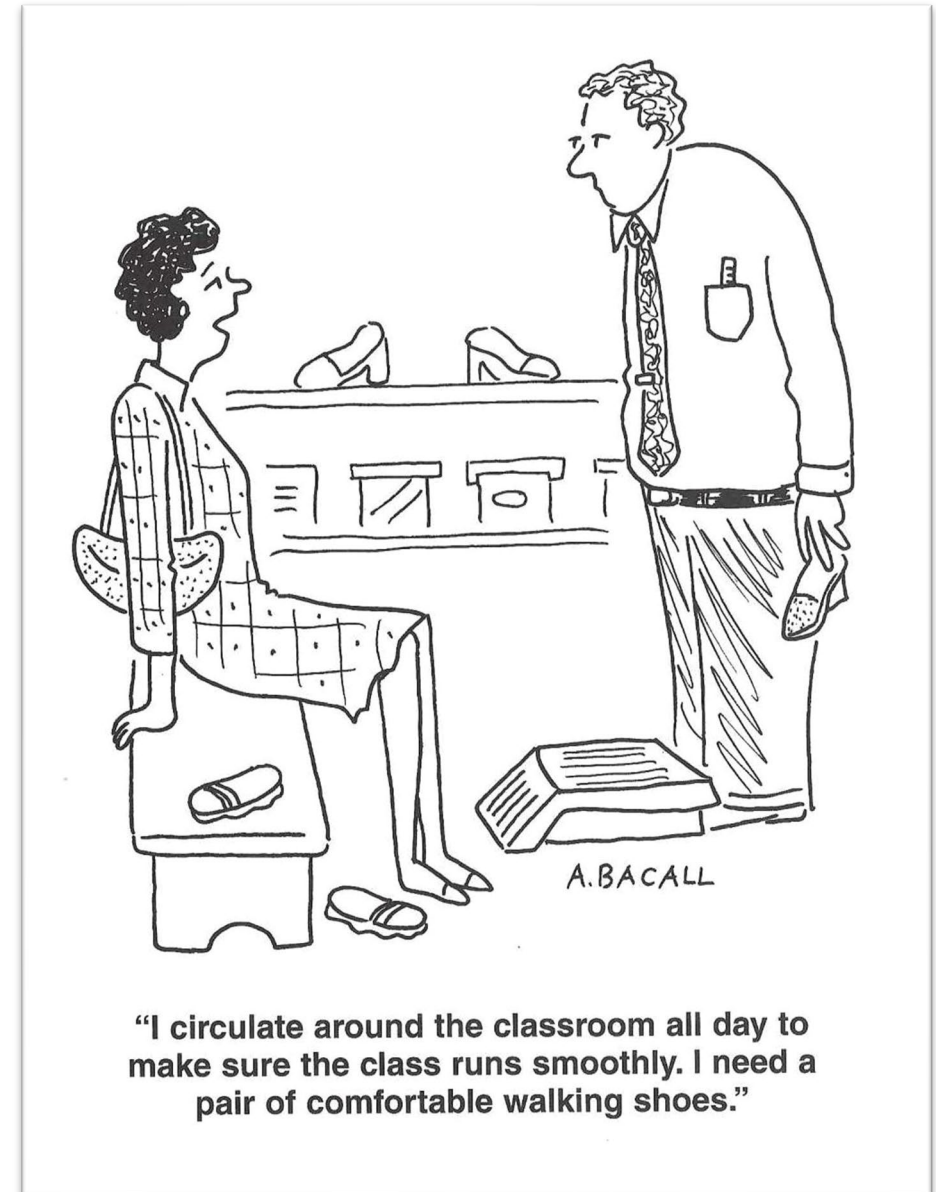
The Language of Classroom Management

Professional Learning Roadmap

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8	Class-Wide Group Contingencies
9	Multiple Opportunities to Respond



Function vs. Fashion... or can we have both?!



Active Supervision

Definition

Is a process for monitoring the classroom, or any school setting, that incorporates:

- **Moving:** Continuous, random teacher movement throughout all parts of classroom
- **Scanning:** Frequent and intentional visual sweep of all parts of classroom
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct

Active Supervision

Rationale

- Allows for the provision of immediate learning assistance to students
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate
- Provides knowledge on whether students are following expectations
- Allows for frequent use of encouragement
- Allows for timely correction of behavioral errors
- Builds positive adult-student relationships

YOUR TURN

Active Supervision

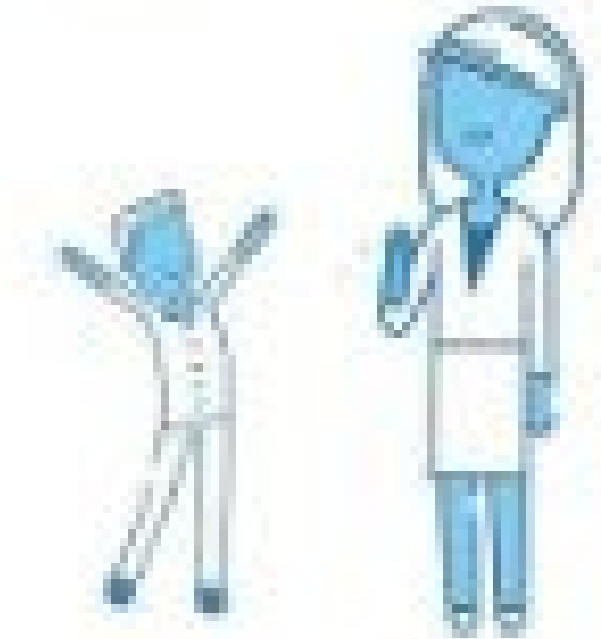


Movement can be a challenge when working with a small group or providing individual instruction, but a teacher can still find ways to supervise the entire group.

- Discuss how and when it is challenging to move about in your classroom
- Share solutions for addressing these challenging situations in your classrooms with your colleagues

Video: Building Positive Student-Teacher Relationships

Active Supervision Can Help You Build Strong Teacher-Student Relationships



102

YOUR TURN

Active Supervision



Are there areas of our school that need increased supervision?

- Where?
- How do you know?
- How will we make the changes?

Are there areas in our classrooms that need increased supervision?

- Where?
- How do you know?
- How will we make the changes?

Active Supervision

Examples

- While students are working independently or in small groups/centers, scan and move around the classroom, checking in with students
- While monitoring students on the playground, move around, interact with students, and observe behaviors of individuals and the group. Scan the entire area as you move around all corners of the area.



Active Supervision

Non-Examples

- Sitting or standing where you cannot see the entire room/space, such as with your back to the group or behind your desk
- Walking the same, predictable route the entire period, such as walking the rows of desks in your classroom in the same manner
- Stopping and talking with a student or students for several minutes
- Interacting with the same student or groups of students every day



YOUR TURN

Scenarios



- You will find the Components of Active Supervision handout at your table
- Take 5 minutes to read over the scenario and determine the Active Supervision components
- Once everyone is finished at your table, we will share the results

Classroom Snapshot & Self-Assessment

Active Supervision



Module 5

Snapshot Tool: Employ Active Supervision

Definition:

The process of monitoring learning and performance in the classroom or any school setting which incorporates moving, scanning and interacting with students.

Rationale

- Frequent *movement* allows for the provision of immediate learning assistance to students and provides frequent use of encouragement and timely correction of behavioral errors and thereby increases student engagement
- Visual *scanning* allows the teacher to watch for instances of appropriate and inappropriate behavior that he/she will want to respond to immediately or as soon as possible.
- Positive adult-student relationships develop, and the occurrences of problem behavior decreases with increased teacher-to-student *interactions* (Colvin et al, 1997; Simonson & Myers 2015)

Components

- **Moving:** Continuous, random teacher circulation throughout all parts of classroom
- **Scanning:** Frequent and intentional visual sweep of all parts of classroom
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct

Tips for Implementation

- Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to ensure student engagement
- Continuous movement and proximity with all students makes your presence known and heightens students' attention to tasks and the expected behaviors
- When you are circulating, keep moving and avoid spending most of your time in any one location
- Frequently and intentionally look around at students, making eye contact with students
- If working with an individual, position self so as to scan the entire room or get up and scan occasionally
- While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates a positive climate while increasing the likelihood of accepting correction if needed
- Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name
- After interacting or assisting a student, taking the time to remind them of the expected behavior immediately increases the likelihood of favorable student behavior

References:

De Pry, R.L. & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth-grade general education classroom. *Journal of Behavioral Education, 11*(4), 255-267.

Johnson-Gros, K. N., Lyons, E. A., Griffin, J. R. (2008). Active Supervision: An Intervention to Reduce High School Tardiness. *Education and Treatment of Children, 31*(1), 39-53.

Colvin, G., Sugai, G., Good, R. H., & Lee, V., (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. *School Psychology Quarterly, 12*, 344-363.

Simonson, B. & Myers, D., (2015). *Class-wide Positive Behavior Interventions and Supports*: The Guilford Press.

Assessment Tool: Employ Active Supervision

Observe and monitor the three components of active supervision during a 10–20-minute period or during predictable problematic times. Observers should tally to see if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes	Somewhat	No
The teacher moves at least 10 times during a 20-minute observation: <ul style="list-style-type: none"> o Move and circulate through all parts of the classroom using close proximity to students needing additional support 	This active supervision component is observed but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
The teacher scans at least 10 times during a 20-minute observation: <ul style="list-style-type: none"> o Visually scan all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) 	This active supervision component is observed but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
The teacher interacts at least 10 times during a 20-minute observation: <ul style="list-style-type: none"> o Interact frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior. 	This active supervision component is observed but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.

YOUR TURN

Action Planning



- **Review** your previous 2 activities/discussions (movement challenges within the classroom and increased supervision needs within building and classroom).
- **Conduct** a Self-Assessment on the Classroom Management Observation Tool under Active Supervision to focus in on areas to action plan around.
- **Record** any other actions to complete on your action plan underneath the Active Supervision section of the Self-Assessment.

Pause and Think!



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

Wrap Up/Closure



Share with us...

What reinforced or challenged your thinking today?

Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY AT ALBANY
State University of New York

Training Evaluation Survey

[Link here](#)

Break

Please return at

