



BOONE CLINTON JOINT SERVICES

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INSIDE THIS ISSUE

Behavior Strategies 1-3

Classroom Strategies 4

Inclusive Schools 5

Access to Curriculum JS Website 6

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers

https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf

School-level supports (Global supports for all students)

- A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior (Positive Behavioral Interventions and Supports)
- The school-wide framework is guided by school-wide discipline data
- Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring

Classroom-level supports (Local supports for all students)

- Classroom system for teaching expectations, providing acknowledgments, and managing rule violations linked to the school-wide framework
- Classroom management decisions are based on classroom behavioral data
- Effective instructional strategies implemented to the greatest extent possible
- Curriculum is matched to student need and supporting data

Guiding Principles

Professional: Business-like, objective, neutral, impartial, and unbiased

Cultural: Considerate of individual's learning history and experiences (e.g., family, community, peer group)

Informed: Data-based, response-to-intervention

Fidelity-Based: Implementation accuracy is monitored and adjusted as needed

Educational: The quality of design and delivery of instruction is considered

Instructive: Expected behaviors are explicitly taught, modeled, monitored, and reinforced

Preventive: Environment arranged to encourage previously taught social skills and discourage anticipated behavior errors

EFFECTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM

- Design your classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)
- Arrange furniture to allow for smooth teacher and student movement
- Assure instructional materials are neat, orderly, and ready for use
- Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas)

Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment (Wong & Wong, 2009).

DEVELOP AND TEACH PREDICTABLE CLASSROOM ROUTINES

- Establish predictable patterns and activities
- Promote smooth operation of classroom
- Outline the steps for completing specific activities
- Teach routines and procedures directly
- Practice regularly
- Recognize students when they successfully follow classroom routines and procedures
- Create routines and procedures for the most problematic areas or times
- Promote self-managed or student-guided schedules and routines

Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior (Kern & Clemens, 2007).

POST, DEFINE, AND TEACH THREE TO FIVE POSITIVE CLASSROOM EXPECTATIONS

- If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations
- Expectations should be observable, measurable, positively stated, understandable, and always applicable
- Teach expectations using examples and non-examples and with opportunities to practice and receive feedback
- Involve students in defining expectations within classroom routines (especially at the secondary level)
- Obtain student commitment to support expectations

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, 1982; Johnson, Stoner, & Green, 1996)

USE ACTIVE SUPERVISION AND PROXIMITY

This is a process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students. Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non-classroom settings (DePry & Sugai, 2002).

- Scanning: visual sweep of entire space
- Moving: continuous movement, proximity
- Interacting: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback

For example, during transitions between activities, move among students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition.

PROVIDE HIGH RATES AND VARIED OPPORTUNITIES TO RESPOND

Opportunities to respond are teacher behaviors that request or solicit a student response (e.g., asking a question, presenting a demand)

- Individual or small-group questioning: Use a response pattern to make sure that all students are called on
- Choral responding: All students in a class respond in unison to a teacher question
- Nonverbal responses: Response cards, student response systems, guided notes

Increased rates of opportunities to respond support student on-task behavior and correct responses while decreasing disruptive behavior (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986).

USE BEHAVIOR-SPECIFIC PRAISE

These are verbal statements that name the behavior explicitly and includes a statement that shows approval.

- May be directed toward an individual or group
- Praise should be provided soon after behavior and be understandable, meaningful, and sincere
- Deliver approximately five praise statements for every one corrective statement
- Consider student characteristics (age, preferences) when delivering behavior-specific praise, and adjust accordingly (e.g., praise privately versus publicly)

Behavior-specific praise has an impact in both special and general education settings (Ferguson & Houghton, 1992; Sutherland, Wehby, & Copeland, 2000).

Top Five Classroom Management Strategies – They Really Work

Written by: Kellie Hayden (<http://www.brighthubeducation.com/classroom-management/3318-top-5-strategies-from-veteran-teacher/>)

Are students disrupting the learning environment in your classroom? Do you need help with classroom management? To help keep your sanity and to create a peaceful environment, here are five strategies that do not involve yelling and screaming.

What classroom management practices work best for you? My biceps don't bulge and my hair is blond. Intimidation is not my weapon. I am a veteran teacher with 17 years of experience. I have taught senior auto mechanics Shakespeare. In addition to high school students, I have taught middle school students who have had ADHD, students who had parents in jail and students with their own parole officers.

In the real world, students come from all walks of life. They all have problems, and some do not deal well with stress or conflict. I care about my students, but the number one reason they come to school is to learn. They are tested to make sure that I taught them the Ohio English Language Arts Standards, so order must be kept in the classroom.

Of course, students know the classroom rules and school rules. The boundaries are set before work begins. Not all strategies work with every student.

Five Top Strategies to Keep Students Learning in a Calm Classroom Environment

Strategy #5 – Keep the lesson moving. If you have a forty-five minute period, plan three different activities. Try to get them up out of their seats at least once during the class period. Those students with pent up energy will thank you for it.

Strategy #4 – Don't lecture for the whole period. Students who are actively engaged in a learning activity are generally not disrupting the class. Hands-on activities work great for vivacious classrooms.

Strategy #3 – Talk to your students. If you see them in the hall, in the cafeteria or at the grocery store, ask them how they are. If you see a student in the local newspaper, congratulate them. If they do something nice, tell them that you appreciate their kindness. This lets them know that you really do care about them.

Strategy #2 – When students are being disruptive by talking, poking, pulling or crumpling paper, go stand by them. This works best with boys. I have taught from the back of the room by the orneriest boys. This sends them a direct message to stop what they are doing. Most of the time they stop and get back to work.

Strategy #1 – When you have stood by the student, talked to the student and kept them busy with lessons, and they still are disruptive, take them in the hallway. Ask them, "Are you OK?" It has been my experience that they crumble and tell you that they had a fight with their parents, didn't get up on time or are having other issues. If they are defiant, send them on to the principal. In the last five years, I have sent very few kids to the principal's office for classroom disruptions.

Kids are kids. If they are not actively engaged in the lesson, they will become actively engaged in something else – disruptive behavior. Try these five strategies to keep them learning.

WHAT MAKES A QUALITY INCLUSIVE SCHOOL?



[Check out this module from the IRIS Center.](#)

SPIRIT OF THE LAW: ACCESS TO THE GENERAL EDUCATION CURRICULUM

Article 7 mandates the Case Conference Committee's actions around determination of where the student will receive instruction and services towards their IEP goals, their Least Restrictive Environment.

The decisions made by this team start from the premise that the student is first considered to be a general education student, with access to general education curriculum and participation with non-disabled peers. Based upon the student's current data, the CCC provides rationale for the decision. This is documented in the student's IEP.

The student's IEP should describe the means to access the general education curriculum, if appropriate. This access allows the student to make progress toward educational standards that apply to all students. Access can be supported through the implementation of accommodations, modifications, assistive technology, and other aids and services.

The case conference committee should consider the potential harmful effects and discuss plans to reduce any negative impact.

- ✓ Does the placement/quality of service limit access to the general education environment?
- ✓ Are there social implications?
- ✓ Are there emotional or behavioral implications?
- ✓ Are there academic skill considerations?

For additional questions or topics for future digests, contact

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Joint Services Website

Visit our website often for new resources and information.

The most current and accurate forms are located on the website.