**The Five Evidence-Based Practices in  
Classroom Management**

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# Classroom Rules Template

|  |  |
| --- | --- |
| **Expectation** | **Classroom Rules** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Matrix Template

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expectations** | **Events** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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# Lesson Plan Template

|  |  |
| --- | --- |
| Lesson for Teaching an Expectation | |
| **Step 1:** *Identify the expectation/expected behavior.* | |
|  | |
| **Step 2:** *Provide a rationale for teaching the expectation* | |
|  | |
| **Step 3:** *Define a Range of Examples* | |
| *Positive Teaching Examples* | *Negative Teaching Examples* |
|  |  |
| **Step 4:** *Describe activities/role-playing for practice of expectation* | |
|  | |
| **Step 5:** *List methods to prompt/remind expectation* | |
|  | |
| **Step 6:** *Describe how you will assess student progress* | |
|  | |

# Lesson Plan Example

|  |  |
| --- | --- |
| **Step 1:** *Identify the expectation/expected behavior.* | |
| ***Be Respectful*** | |
| **Step 2:** *Provide a rationale for teaching the expectation* | |
| ***It is important for us to be respectful of each other because we all have a right to feel safe and to feel heard. While we are each individuals, together we are a class/school and being respectful to each other will create a safe, open, and collaborative classroom/school.*** | |
| **Step 3:** *Define a Range of Examples* | |
| *Positive Teaching Examples* | *Negative Teaching Examples* |
| 1. ***The teacher is explaining the next activity to the class, you show respect by listening quietly. Your hands are in your lap and your eyes are on the teacher.*** 2. ***During recess a student who you don’t usually play with asks to join your basketball game. You show respect by letting them join the game.*** | 1. ***During library, the Librarian asks you to come to the circle for n activity, you stay on the computer looking at various websites.*** 2. ***In the cafeteria, you cut in front of other students to get through the line sooner.*** |
| **Step 4:** *Describe activities/role-playing for practice of expectation* | |
| 1. ***Have students draw pictures of being respectful by themselves, with their family, with their friends, and the environment.*** 2. ***Have students write a short story about when someone treated them with respect.*** | |
| **Step 5:** *List methods to prompt/remind expectation* | |
| 1. ***Post the expectations in the classroom where everyone can see them.*** 2. ***Precorrect students before difficult times (e.g., transitions, cafeteria, recess, library, small group activities) to behavior respectfully.*** | |
| **Step 6:** *Describe how you will assess student progress* | |
| 1. ***Have the students color in a bar graph for every “PBS ticket” their class gets. When the bar is full they get a reward (e.g., class party, no homework for a day, extra recess…).*** 2. ***Have the teacher track minor behavior slips and office referrals for the class.*** | |

# LESSON PLAN Example 2

**AREA:** HALLWAY **TIME ALLOTTED:** 15-20 minutes

**MATERIALS:** 2-3 adults – Teaching Poster of Hallway Expectations - pencil

**CYCLONE CHARACTER**

|  |  |  |
| --- | --- | --- |
| **WE ARE RESPECTFUL** | **WE ARE RESPONSIBLE** | **WE ARE SAFE** |
| 1. Face front.  2. Keep personal space.  3. Follow directions. | 1. Quiet  2. Leave property alone. | 1. Walk on right.  2. Hands and feet to self. |

**TEACH** A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe in the hallway.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of CYCLONE CHARACTER for the hallway: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.

2. Discuss the detail of the expectations with students.

**MODEL** A. Demonstrate examples of not following expectations.

1. Respectful – Show example of not facing front. Talk with students about how else a person might not be following the Respectful expectation in the hallway.

2. Responsible - Show example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Talk with students about how else a person might not be following the Responsible expectation in the hallway.

3. Safe - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.

B. Choose a couple of students to “show” examples of following the expectations.

1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line

up in the hallway and face forward, use an arm length to show personal space, and use “Give Me Five” Body Basics for following directions.

2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.

3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.

C. Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like in the hallway.”

**PRACTICE** A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult

monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?”

# 

# Checklist for Physical Space

|  |  |  |
| --- | --- | --- |
| **Feature** | **Yes** | **No** |
| Are high-traffic areas free of congestion? |  |  |
| Can all students be easily seen by the teacher and vice-versa? |  |  |
| Are frequently used materials easily accessible? |  |  |
| Can all students see whole-class presentations easily? |  |  |
| Do students have ample room around their desks and seats? |  |  |
| Are desks organized in a way that facilitates teaching (in circles for small groups, individual seats for independent work, etc? |  |  |
| During small-group instruction, can the teacher still see all students? |  |  |
| Does the layout accommodate students with special needs? |  |  |
| Is there space available for students who need a quieter work environment or time to wind down? |  |  |

# Procedures Examples

|  |  |
| --- | --- |
| **Entering the Classroom:** | **Dismissal Procedure** |
| 1. Enter the room quickly and quietly. 2. Pick up handouts on bellwork table. 3. Put your other materials under the seat (backpack on back of seat). 4. Read the bellwork assignment posted on the board and start working. 5. If you finish the bellwork assignment early, work on something else quietly. 6. Quietly and patiently wait for instruction. | 1. When prompted by the teacher, write down homework. 2. Put materials away and stack textbooks in center of desk. 3. When bell rings, remain quiet and seated. 4. When everyone is quiet, the teacher will dismiss the class. 5. Push in chair and wait for person in front of you to leave before walking. |

# Procedures Template

Identify a procedure for your classroom, list the goal for that procedures, and then list the specific steps students must take to achieve that goal. For example, if the procedure is “Entering the classroom” and the goal is “To enter quietly, sit down, and start pre-bell work,” then list the specific steps students take to reach that goal.

|  |  |  |
| --- | --- | --- |
| **Procedure:** | |  |
| **Goal:** | |  |
| **Steps** | **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |

**Recording OTRs**

|  |  |  |
| --- | --- | --- |
| **Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Instructional Format:** | | |
| □ Introduction to new content  □ Review of previously learned content | □ Whole class or large group  □ Small group | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Baseline Rate:** |  | | **Goal:** |  | |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Number of OTRs** |  |  |  |  |  |
| **Total OTRs:** |  |  |  |  |  |
| **Total OTRs / Total Minutes = Rate/Min** |  |  |  |  |  |
| **Correct OTRs / Total OTRs = Average Accuracy** |  |  |  |  |  |
| **Strategies to Increase OTRs:** | | | | | |
| ***Individual Responses*** | | ***Choral Responses*** | | ***Peer-to-Peer Responses*** | |
| □ Cold Calls  □ Other:  □ Other: | | □ Repetition  □ Other:  □ Other: | | □ Think-Pair-Share  □ Peer Tutoring  □ Other: | |
| ***Written Responses*** | | ***Action Responses*** | | *\*4-6 OTRs for large group or review material (90% accuracy)  \*8-12 for small group or new material (80% accuracy)* | |
| □ Whiteboards  □ Guided Notes  □ Exit Slips  □ Text-related Questions  □ Other: | | □ Gestures  □ Responses Cards  □ Technology Tools  □ Other: | |

*Adapted from Haydon et al., 2012.*

**Active Supervision Self-Assessment**

|  |  |  |
| --- | --- | --- |
| 1. Did I have at least 4 positive for 1 negative student contacts? | | Yes No |
| 1. Did I move throughout the area I am supervising? | | Yes No |
| 1. Did I frequently scan the area I was supervising? | | Yes No |
| 1. Did I positively interact with most of the students in the area? | | Yes No |
| 1. Did I handle most minor rule violations quickly and quietly? | | Yes No |
| 1. Did I follow school procedures for handling major rule violations? | | Yes No |
| 1. Did I positively acknowledge at least 5 different students for displaying our expectations? | | Yes No |
| Overall active supervision score: | |  |
|  | *7-8 “yes” = Great Supervision* |  |
|  | *5-6 “yes” = So-so Supervision* | # Yes \_\_\_\_\_\_ |
|  | *< 5 “yes” = Improvement needed* |  |

*Adapted from Sugai, 2004*

**Tracking Student Praise**

|  |  |  |
| --- | --- | --- |
| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Activity: | | Time Start: |
| Time End: |
| Tally each positive student contacts | Total # | Ratio of Positives to Negatives: \_\_\_\_\_\_\_ : 1 |
| Tally each negative student contacts | Total # |

# List of Antecedent, Behavior, and Consequences Strategies.

*Source: Harlacher & Rodriguez, 2017.*

Behavior Strategies

|  |  |
| --- | --- |
| Function of Behavior | Teaching: Designed to teach the student skills needed to engage in replacement and desired behaviors |
| Attention | * Teach students appropriate ways to gain adult or peer attention, such as:   + Raise your hand and wait patiently for the teacher.   + Check your work with a peer.   + Ask to join an activity. |
| Escape Difficult Task | * Teach more appropriate ways to ask for help or break (for instance, raise your hand and wait patiently for the teacher to call on you; use a break card). * Teach students to ask for easier problems or tasks or intersperse easier and mastered problems with new content. * Provide academic instruction and support to address student skill deficits, such as additional instructional time or additional support, and practice at home. * Provide more focused instruction in class. * Conduct an additional assessment to identify specific skill deficits and provide corresponding instruction. |
| Access Preferred Activity/Item | * Teach the skills needed to appropriately request or to access a preferred activity or item. * If students have limited verbal skills, utilize picture symbols to request a preferred activity or item. * Teach students how to respectfully ask for item or activity or more time. * Teach students to raise hand and wait. * Teach the “first, then this” strategy. * Provide students with opportunities to practice the new skill in various environments and situations (ensure that student experiences success when learning new behaviors). |

Antecedent Strategies

|  |  |
| --- | --- |
|  | Prevention |
| Function of Behavior | Antecedent: Designed to prevent the problem behavior or to offset the potency of the antecedent |
| Attention | *Adult Attention*  • Give attention early for positive behaviors.  • Check in with the student upon arrival.  • Provide adult attention before the problem behavior occurs.  • Place student at a desk where he or she is easily accessible.  • Give the student leadership activities allowing for teacher interaction.  • Give the student frequent intermittent attention for positive or neutral behaviors.  *Peer Attention*  • Allow the student to work with a peer during classroom activities.  • Allow the student to check his or her work with a peer.  • Provide a group activity prior to independent work.  • Allow the student to work with a peer for positive behaviors.  • Place the student at desk where he or she can work easily with peers.  • Give the student leadership activities that allow peer interaction. |
| Escape Difficult Task | • Intersperse brief or easy tasks among more difficult ones.  • Establish clear classroom rules and expectations.  • Use effective instructions and commands.  • Provide additional instruction on specific skills needed.  • Provide a visual prompt to cue steps for completing tasks.  • Preteach content.  • Precorrect frequently and deliberately to remind students to ask for help.  • Modify assignments to meet instructional or skill levels.  • Adjust timelines, provide graphic organizers, break in to smaller chunks, and so on.  • Alter the mode of task completion.  • Provide additional support focused on instructional skills.  • Utilize Homework Club, study hall, and so on.  • Assign the student to work with a peer.  • Differentiate instruction.  • Build natural breaks into the assignment (for example, complete 3 problems and come and tell me). |
| Access Preferred Activity or Item | • Increase predictability in the environment.  • Give cues or several warnings about upcoming transitions.  • Establish a clear and predictable schedule.  • Make use of visible routine schedules, activity boards, photographs, or picture schedules.  • Arrange highly preferred activities before other preferred activities, avoiding high-to-low-preference transitions.  • Establish clear classroom rules and expectations.  • Keep the rules to a maximum of five, allow students to help formulate them, make them brief, positively state them, and post them visibly on the wall.  • Provide opportunities for choice during instruction and free time  • Create an enriched environment that includes student interests and preferred activities. |

Consequence Strategies

|  |  |  |
| --- | --- | --- |
| Function of Behavior | Consequence (Reinforce Appropriate): Designed to increase reinforcement for the desired behavior | Consequence (Minimize Payoff for Problem Behavior/Extinction): Designed to remove reinforcement for the unwanted or problem behavior |
| Attention | * Respond quickly if a student appropriately asks for attention. * Give the student frequent attention for positive behavior. * Allow the student to earn time for extra attention through positive behavior. * Allow student to earn time with peer for quietly working in class. * Allow student to earn lunch with teacher for raising hand and waiting quietly. * Use tier two interventions, such as Check In/Check Out. | * Eliminate or minimize the amount of attention provided to a student for engaging in a problem behavior. * Limit verbal interaction—create a signal to prompt the student to stop the problem behavior and redirect it to appropriate behavior. * Avoid power struggles. * Avoid consequences resulting in high rates or intense attention. * Provide a time-out or quiet space away from teacher or peers if work avoidance is not also a concern. |
| Escape Difficult Task | * Respond quickly if the student appropriately asks for help or for a break. * Deliver a break when the student asks; and provide a larger payoff for engaging in the task (if appropriate based on student skill). * Increase specific praise for appropriate behavior. * Reward the student for being on task, trying hard, completing work, and asking for a break or help appropriately. * Consider the student’s interest. * Use tier two interventions, such as academic interventions. | * Minimize the payoff for a student engaging in problem behavior. * Eliminate or minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior. * Hold the student accountable for work (or time) missed due to problem behavior. * However, you need to make sure the student can do the work, or provide support or instruction so student can complete the work! |
| Access Preferred Activity/Item | * Use specific verbal praise. * Provide reward on a continuous schedule of reinforcement (immediate at first) and decrease to intermittent after a period of successful appropriate behaviors. * Use tier two interventions, such as a setting-based intervention (for example, access to playground equipment). | * Make sure the student does not access the preferred item after engaging in problematic behavior. * Prompt the student to appropriately request the activity or item if he or she is engaging in problematic behaviors. * Ensure that student doesn’t miss instructional time upon engaging in problematic behavior. |

# Classroom Data Tracking Tool

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student:** | | **Teacher** | | **Grade:** | **Gender:** |
| **INCIDENT TYPE** (Check One): | | | | | |
| * Inappropriate language * Lying/cheating * Stealing * Non-serious Physical contact | * Disruption * Property damage * Property misuse * Dress code | | * Tardy * Unsafe behavior * Defiance/Disrespect * Other: | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1st Incident** | Date: | Time: |  |  |
| **INTERVENTIONS:** | **Antecedent Strategies:** | **Consequence Strategies:** | **Motivation?**  *Check 1* | **Others Involved:** |
| * **Error Correction** | * Prompts/cues | * Increase praise | * Avoid Adult * Avoid Peer(s) * Avoid Task/Activities * Get Adult Attention * Get Items/Activities * Get Peer Attention * Don’t know | * None * Peers * Staff * Teacher * Substitute * Unknown * Other: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2nd Incident** | Date: | Time: |  |  |
| **INTERVENTIONS:** | **Antecedent Strategies:**  *Check 1* | **Consequence Strategies:**  *Check 1* | **Motivation?**  *Check 1* | **Others Involved:** |
| * **Re-teach expectation** * Student conference | * Prompts/cues * Precorrection * Cue/prompt * Seating change * Curricular mod. * Opp to practice * Instructional choice * Other: | * Active supervision * Increased reinf * Structured game * Peer/partner * DRL * DRO * DRA/DRI * Other: | * Avoid Adult * Avoid Peer(s) * Avoid Task/Activities * Get Adult Attention * Get Items/Activities * Get Peer Attention * Don’t know | * None * Peers * Staff * Teacher * Substitute * Unknown * Other: |
| **Add additional info on strategies used:** | | |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3rd Incident** | Date: | Time: |  |  |
| **INTERVENTIONS:** | **Antecedent Strategies:**  *Check 1-2* | **Consequence Strategies:**  *Check 1-2* | **Level 2** | **Level 3** |
| * **Re-teach expectation** * **Practice new skill** * **Parent notify** * Parent conference | * Prompts/cues * Precorrection * Cue/prompt * Seating change * Curricular mod. * Opp to practice * Instructional choice * Other: | * Active supervision * Increased reinf * Structured game * Peer/partner * DRL * DRO * DRA/DRI * Other: | * Extinction * Time-out from reinf * Loss of privilege * Other: | * Overcorrection * Apology Letter * Other: |
|  |  |  | **Motivation?** | **Others Involved:** |
|  |  |  | * Avoid Adult * Avoid Peer(s) * Avoid Task/Activities * Get Adult Attention * Get Items/Activities * Get Peer Attention * Don’t know | * None * Peers * Staff * Teacher * Substitute * Unknown * Other: |
| **Add additional info on strategies used:** | | |  |  |

# Intervention/Strategy Descriptions

Antecedent Interventions/strategies

1. **High Probability Requests**

|  |  |
| --- | --- |
| Why/For what | An antecedent strategy used to increase compliance and appropriate behaviors. |
| How | 1. This works on the principle of behavioral momentum. A sequence of requests are used to create compliance prior to asking the student to comply to a direction he or she does not always comply to. 2. A high probability request is one that the student will perform without argument. For younger students, it can be statements such as *Gimme 5!, Thumbs up,* or *Touch your nose.* For older students, tasks such as *Please pass out these papers, Take this note to the office,* or *write your name on the paper* can be used. The requests can also be built around work compliance and involve asking the student to get out his/her book, write their name on a paper, etc before asking them to work independently. 3. Low probability requests are ones that the student does not typically perform*.* 4. The teacher provides 3 high probability requests to the student, provides praise and acknowledgement for each compliance, and then gives a low probability request. If the student complies, praise is provided. 5. If the student does not comply to the low probability request, the teacher continues to deliver high probability requests until the student complies to two consecutive high probability requests. Then the low probability request can be made. 6. The high probability sequence should be provided immediately before the low probability request. |
| Reference | Davis, C. A., Brady, M. P., Williams, R. E., & Hamilton, R. (1992). Effects of high probability requests on the acquisition and generalization of responses to requests in young children with behavior disorders. *Journal of Applied Behavior Analysis, 25,* 905-916. |

1. **Instructional Choice**

|  |  |
| --- | --- |
| Why/For what | For noncompliance |
| How | 1. Some student may benefit from being given a choice of tasks to complete. 2. To conduct, the teacher prsents the students with a menu of two or more activities. 3. The student is told he or she can select one to do. The student can select one activity over another (e.g., complete vocabularly instead of math), or the student can choose the order of tasks (e.g., complete math before working on reading assignments). |
| Reference | Duntap, G., dePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., et al. (1994). Choice making to promote adaptive behavior for students with emotional and behavioral challenges. *Journal of Applied Behavior Analysis, 27,* 505-518. |

1. **Ensure a 5-1 Ratio**

|  |  |
| --- | --- |
| Why/For what | For a wide range of behavior. Creating a positive classroom climate where students receive feedback on their behavior can impact mild to more chronic/severe behavior |
| How | 1. This strategy involves measuring and self-monitoring the number of general and behavior-specific praise statements that are given to students. 2. Use an audio recorder and record your instruction for 10 minutes. After, listen to the recording and tally the number of praise statements made (general and behavior-specific) and the number of redirects. A redirect is any time a behavior correction is made. Redirects include reprimands to students and simple reminders that they need to adjust their behavior. 3. Tally the total and divide the number of praises by the number of redirects to obtain a ratio. If less than 5:1, set a goal to improve the ratio. 4. Record your instruction a few times each week and graph your progress. Recording and graphing your praise statements to redirects will likely lead to a natural increase in praise statements. Alternatively, you can set up a prompt for yourself to praise more, such as a sheet on each student’s desk, pennies in your pocket, etc. |
| Reference | Simonsen, B., & Myers, D., (2015). Classwide positive behavior interventions and supports: A guide to proactive classroom management. New York: The Guilford Press. |

1. **Positive Peer Reporting**

|  |  |
| --- | --- |
| Why/For what | For improving peer relations and poor social skills |
| How | 1. Teach students how to give compliments that includes 4 steps: (1) look at the person, (2) smile, (3) report something positive that the person said or did during the day, and (4) then make a positive comment such as “good job!” or “way to go!” 2. Be sure to train students on giving specific compliments about each other’s hard work or persistence, as opposed to praising whether someone is smart, attractive, etc. Think of Carol Dweck’s work on mindset. Praising process and persistence is more powerful than praising end products or traits. 3. Students then write down compliments they receive on note cards and post them on a board or within a jar. For younger students, you can have students place a cotton ball or marble in a jar or a star-shaped note on a board. A goal and reward can be created for reaching a certain criterion, or students can simply see the number on the board/jar. 4. Optional: Set aside time to review some of the compliments given out, such as 10 minutes at the end of class or read a few before you begin a certain activity. |
| Reference | Moroz, K. B., & Jones, K. M. (2002). The effects of peer reporting on children’s social involvement. *School Psychology Review, 31,* 235-245. |

Consequence interventions/strategies

1. **Classwide Peer Tutoring**

|  |  |
| --- | --- |
| Why/For what | Used for a variety of mild, disruptive behavior, but can improve students’ academic skills. Useful for students with peer attention as a function of their misbehavior. |
| How | 1. Pair students up. Pair highest-performing student with middle-performing student, then second highest-performing with the student just below the middle-performing student, and so on. Do not pair the highest-performing student with the lowest-performing student. 2. Create content in which students can quiz each other or take turns tutoring. For example, students can read passages while the other monitors, or they can quiz each other with flashcards of math facts or spelling words. 3. One student (the tutor) begins and provides the problem to the tutee (e.g., shows a math fact card that says “6 X 8”). If the tutee is correct, the tutor provides feedback (“Nice job, 6 X 8 equals 48.”) and discards the card. If the tutee is incorrect, the tutor provides error correction (“No, 6 X 8 equals 48. What is 6 X 8?”). The card is then placed at the back of the card. The tutor goes through the cards with the goal of discarding them all. 4. After a set time-limit, the tutor and tutee switch roles and repeat Step 3. The content can be adjusted to match each student’s skill level. 5. Students can earn points for following the steps, such as providing feedback, tutoring each other, and writing down the number correct and incorrect. |
| Reference | Greenwood, C. R., J. Delquadri, &, Hall., R. V. (1989). Longitudinal Effects of Classwide Peer Tutoring. *Journal of Educational Psychology, 81*, 371-383. |

1. **Timely Transitions Game**

|  |  |
| --- | --- |
| Why/For what | To reduce transition time and ensure students are ready for the next activity in class. This example is about students returning from lunch and being disruptive. |
| How | 1. Students are told that if they are ready for class within a certain time limit after lunch, they will earn a reward (e.g., a popcorn party, etc). 2. When the first student enters the classroom after a transition, the teacher starts a timer. When every student is seated quietly at his or her desk, the teacher stops the timer. 3. Each day, the teacher reminds the students of the procedure before they left for lunch, and after lunch the teacher stands by the doorway and reminds them of the procedure as they enter the room. 4. When the timer stops, the teacher writes the total transition time for the day on the board. At the end of the day, the teacher chooses randomly from a basket containing thirteen cards. Written on each card is a different amount of time. The times ranged from forty seconds to one hundred seconds. Whenever the students transition from lunch back to class in less time than was displayed on the card, the teacher writes a letter on the board. When the letters spell out P-A-R-T-Y, they earn a party the next day. |
| Reference | Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C. (2004). Decreasing transition times in a second grade classroom: Scientific support for the Timely Transitions Game. In C.H. Skinner (Ed.), *Single subject designs for school psychologists* (pp. 85–107). New York: Hawthorne Press. |

1. **Mystery Motivator**

|  |  |
| --- | --- |
| Why/For what | Use for a variety of behavior, but helpful for rule-following and compliance. |
| How | To reinforce the expectations, teachers can use this process.   1. Students will earn tokens for adhering to the expectations and rules. A Mystery Motivator will be rewarded when students earn a set amount of tokens. 2. Students won’t know in advance what they can earn. It can range from a small reward (e.g., 5 minutes of free time) to a large reward (e.g., popcorn party). A teacher can decide on the reward him/herself or draw one out of 6 possible choices. The students can know the 6 options if the teacher decides they can. 3. The teacher chooses how and when students earn reward. For example, at the end of each 30-min period or throughout independent seat work. At the end of the session, the teacher tallies up the token. 4. Once the students earn the required stickers, the reward is redeemed. 5. Often, a card with the reward is placed in an envelope with a “?” on it. The envelope is displayed at the front of class to provide a visual reminder. Once students earn the reward, the envelope is opened to reveal the reward.   This can be used with the entire class and students earn a cumulative total of stickers toward the reward, or the reward can be individually earned. |
| Reference | Musser, E. H., Bray, M. A., Kehle, T. J., & Jenson, W. R. (2001). Reducing disruptive behavior in students with serious emotional disturbance. *School Psychology Review, 30,* 294-304. |

1. **Chance Jars**

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| --- | --- |
| Why/For what | For a variety of classroom behaviors (e.g., disrespectful behavior, disruption, off-task) |
| How | 1. Create two jars. One is labeled “Criteria” and slips of paper that say *Whole Class, Highest, Lowest, Class Average* and ones with students’ names are placed in it. 2. Another jar is labeled “Reinforcers” and slips of paper that have a range of reinforcers are placed in it. 3. Prior to class beginning, the teacher teaches the desired behaviors for the class, and also discusses and models unwanted behavior. For example, the teacher can define disruptive behaviors that include being out of seat, off-task behavior, or touching or talking to other students that are not working. 4. The teacher tells the class they can earn a reward if they have fewer checkmarks than a predetermined criterion. For example, students can earn the reward if they earn less than 5 checkmark. 5. During the class period, students earn checkmarks for unwanted behavior. If students display unwanted behavior, they are given a warning and then a check mark if they do not correct the unwanted behavior. 6. During the class period, the teacher records tallies and checkmarks by each student’s name (kept on a clipboard or at the teacher’s desk). 7. At the end of the class period, the teacher draws a “criteria” slip. If an individual name is drawn, all the students are rewarded if that student met the criterion (e.g., 5 or fewer checks). If a slip labeled “Whole Class” is drawn, all students receive the reinforcer if the whole class met the criterion. If a slip labeled “Lowest” is drawn, then all students receive the reward if the student with the lowest performance (most checkmarks) met criteria). 8. If the criterion is met, then a slip for the “Reinforcer” is drawn. If students do not meet the criterion, then no reward is provided. |
| Reference | Theodore, L. A., Bray, M. A., Kehle, T. J., & Jenson, W. R. (2001). Randomization of group contingencies and reinforcers to reduce classroom disruptive behavior. *Journal of School Psychology, 39,* 267-277. |

1. **Sit and Watch**

|  |  |
| --- | --- |
| Why/For what | For noncompliance, aggressive behaviors, severe disruptions during playground, recess periods, or physical education classrooms. |
| How | 1. Create a timer by using two soda bottles. Glue or tape the bottles together after filling one with sand and water/liquid. This should create an hourglass timer and should run for 3 minutes when flipped. 2. Teach expected behavior to students and then clarify that breaking the rules can result in a 3-minute “Sit and Watch.” Model and teach the procedure to students in which they sit in an designated area, flip the hourglass, wait until it runs down to the other end, and then they can rejoin the activity. 3. During the class period, when a student is observed being aggressive or being severely disruptive, the teacher or staff member says “You need to stop (behavior). Go to Sit and Watch.”) 4. The student takes a timer, goes to the designated area, and starts the timer. 5. After all of the sand flows to the other bottle, the student can return to the activity. |
| Reference | White, A. G., & Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with sit and watch*. Journal of Applied Behavior Analysis, 23,* 353-359. |

1. **Dots for Motivation**

|  |  |
| --- | --- |
| Why/For what | Used as reinforcement to improve work completion in any subject. |
| How | Students can earn dots for being on-task or completing a defined set of work. These dots are then placed on their work to skip math problems, written assignments, spelling drills, or homework assignments. The dots can vary in size, shape, and color.   1. The teacher explains to students that they can earn dots when they are on-task and working. Each student has an envelope at their desk. 2. When students are working independently or on daily assignments, the teacher circulates the room and provides dots for students who are on-task or after they complete a defined set of problems (this criterion is agreed upon prior to beginning the work period; e.g., complete 3 problems, earn 1 dot). 3. Students can then use the dots when they encounter a problem they do not want to complete. They simply stick the dot next to the problem and continuing working. They do not cover up the problem. This allows the teacher to use the problems skipped as data for what students may need support in.   The dots may need initialed so students don’t bring in their own dots. The teacher can also cut dots in half and require students to earn a full dot before placing it on a problem. |
| Reference | Doyle, P. D., Jenson, W. R., Clark, E., & Gates, G. (1999). Free time and dots as negative reinforcement to improve academic completion and accuracy for mildly disabled students. *Proven Practice, 2,* 10-15. |

1. **Rewards Target Game**

|  |  |
| --- | --- |
| Why/For what | A variety of disruptive classroom behavior. |
| How | 1. Define and teach the desired behavior. Ensure that all students know the behavior. 2. Divide the class into teams, usually by tables or sections. 3. Provide each team with a large sheet of paper that has two columns. 4. Throughout a specified time period, students can earn a smiley face for displaying the desired behavior that is placed on the left side of the column. If they display an unwanted behavior, the student receives a warning. If they do not correct the behavior, a sad face is placed on the right column on the sheet of paper. 5. At the end of a work period, teams that have more smiley faces than sad faces earn the reward. The reward is a brief activity, such as “Share the name of your favorite game,” “Act like your favorite animal,” or a quick game of charades or Simon Says. 6. The reward is played in one section of the room (e.g., carpet area). Students that do not earn the reward stay at their seat and watch but do not participate. 7. The game can be played several times per day, as the game can be for a brief work period (e.g., 45 minutes). 8. Following one game, a new game begins (as specified by the teacher) and all students can earn the reward again. |
| Reference | Anhalt, K., McNeil, C. B., & Bahl, A. B. (1998). The ADHD classroom kit: A whole-classroom approach for managing disruptive behavior. *Psychology in the schools, 35,* 67-79. |

1. **Time-Out from Reinforcement**

|  |  |
| --- | --- |
| Why/For what | A variety of behavior that is NOT maintained by escape or avoidance. |
| How | 1. This strategy is built on removing the student from a reinforcing environment and moving him or her to a less reinforcing environment. It requires cooperation among two or more teachers. 2. The class is taught the time-out procedure, which includes the student going to the other classroom and waiting at the teacher’s classroom door until the student is given permission to enter. While in the other classroom, the student sits at a designated areas and completes a problem solving sheet that asks: What happened? Why did you get sent to time-out? What will you do when you return to class? (These questions can vary, but should be used for the student to understand why they earned time-out and to identify the appropriate behavior they should be doing.) Once the form is complete, the student raises his or her hand waits for the teacher to give permission to return to the original classroom. The teacher of the second classroom ensures the form is completed honestly and accurately. 3. The student returns to the classroom and waits for the teacher at the doorway. 4. The teacher debriefs with the student quickly, ensuring the student understand why the student earned time out and what he or she will do in the future. 5. Additional intervention can be discussed or added, but the student should be allowed to rejoin class and continue with the day. |
| Reference | Nelson, J. R., & Carr, B. A. (1996). *The think time strategy for schools.* Longmont, CO: Sopris West. |

1. **Break Card**

|  |  |
| --- | --- |
| Why/For what | For work avoidance and disruptive behavior |
| How | 1. This strategy is built on providing the student a brief break during work periods. Doing so may avoid longer, more severe disruptive behavior. Instead of students using their behavior to get a break, they can use a preferred strategy, which is the break card. 2. Identify a break card, object, or signal that students can use to indicate they will take a break. For example, students can flip a card over on their desk or sit their book upside down to indicate they’re on break. Or they can use a hand signal. Teachers can also mandate that students are only allowed to go on “break” when granted permission from the teacher, as opposed to holding up the card and taking one without making sure the teacher knows the student requested a break. 3. A timer can be set or the teacher can monitor the time of the break. Break times are up to the teacher, but 3-5 minutes is an ideal time. 4. The student selects to use the break during specified times. The teacher can impose limits, such as the time period during which a break can be used and how many times a break can be taken (e.g., during independent seat work and only 2 times). 5. Practice how use of the break will happen, such as how they signal they’re on break and what is allowed to do during the break and what is not. |
| Reference | Turtura, J. E., Anderson, C. M., & Boyd, R. J. (2014). Addressing task avoidance in middle school students: Academic behavior Check-In/Check-Out. *Journal of Positive Behavior Interventions, 16(3),* 159-167. |

1. **Self-Management of Behavior**

|  |  |
| --- | --- |
| Why/For what | For an array of behavior that you want students to self-manage or self-monitor |
| How | 1. Self-monitoring allows students to be aware of their own behavior so that they can correct it. The goal is to make students self-aware of their behavior so that they can change their behavior with little to no prompting from the teacher. This is often done on an individual level, but can be done classwide. 2. The teacher identifies a behavior and explicitly teaches it to students. The behavior can be broken down into 3-4 explicit parts. For example, “Active listening” can be “eyes on person talking, mouth shut, chair still.” “Be responsible” can be “have materials ready, take notes, work quietly, and write down any homework.” 3. Students are then given a card that indicates the behavior and its parts. Next to each part of the behavior is two columns marked with a “1 2 3” rating scale (the 3-point scale is just a suggestion; you may also use 1 2-point or 4-point scale, depending on the behavior). One column is for the student to rate, the other is for the teacher to rate. 4. At specified times, students are prompted to rate their behavior. The teacher comes around and briefly/quickly rates students. 5. Students earn points toward a reward for being accurate with their ratings for the first several days. Once students are accurate, then students can earn points for improving their ratings or for achieving a set standard. 6. Once students “master” one behavior, you can add more or change the focus. Keep in mind that younger students may need the explicit parts of the behavior, whereas older students may not.   **Example Card:**   |  |  |  | | --- | --- | --- | | **Behavior** | **My Rating** | **Teacher Rating** | | Did I complete my work? | 1 2 3 | 1 2 3 | | Did I raise my hand? | 1 2 3 | 1 2 3 | | Was I respectful to others? | 1 2 3 | 1 2 3 | |
| Reference | Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). New York: Pearson. |

Creating a Structured Game

The following six steps can provide structure for teachers who want to create their own versions of these games.

1. Identify an expectation that students need to work on, a time period in which they need the most improvement, and a criterion for a reward. For example, a teacher might decide that students need to work on raising their hands instead of calling out during teacher-led instruction, and set the criterion that students must have more than ten instances of the correct behavior to earn a reward.

2. Divide the class into teams. For example, the classroom could be divided down the center to create two teams, or, if students sit in clusters at desks or tables, each table can be a team. Students can play individually, but it is likely more effective and efficient when students are in teams because the teams create social norms and expectations.

3. Teach students the expectation.

4. Create a simple, visual system for each team (or individual student) to use to record the praise they earn for meeting expectations, such as tally marks or stickers on a team poster or section of the chalkboard. Each tally mark or other symbol equates to one instance of correct behavior and praise, and one “point” within the game.

5. Throughout the time period, recognize the desired behavior and provide behavior-specific praise to students for meeting expectations. Mark each instance of behavior on the student or team’s visual tracker using a tally mark (elementary teachers might use a small symbol, such as a smiley face, star, and so on). In the example from step 1, for instance, the teacher would give praise and mark a tally on the appropriate team’s chart each time a student raised his or her hand to contribute instead of calling out.

6. At the end of the time period, provide a group reward based on the predetermined criterion for tallies earned.

# Key points for comprehensive classroom management

1. Expectations
   1. 3-5, positively stated
   2. Easily translate into specific rules
2. Description of rules either for the entire classroom or broken down by routines
   1. Expectations are explicit for certain settings/routines
   2. Lesson plans developed and students taught expectations
3. A range of strategies to provide acknowledgement/feedback to students on the expectations
   1. Short-term/daily strategies
   2. Long-term strategies
   3. Use of behavior-specific praise at a 5:1 ratio
   4. Consideration to fade rewards over time or to change them over time
4. A range of strategies to manage misbehavior
   1. Strategies for Level 1 (antecedent and reinforcement strategies)
   2. Strategies for Level 2 (negative punishment)
   3. Strategies for Level 3 (positive punishment)
   4. Data is used to move through the Levels
5. A variety of strategies to ensure high engagement
   1. Verbal strategies used
   2. Written strategies used
   3. Action strategies used
   4. Accuracy of responses are checked
6. Clear procedures taught to students
   1. Procedures are developed for certain tasks in the classroom
   2. A model-lead-test format is used to teach students the routines
   3. Classroom is physical designed to minimized behavior problems
   4. Focus on predictability and structure within classroom (e.g., schedule displayed, prompts used, etc)

# Classroom Self-Assessment

|  |  |
| --- | --- |
| **Classroom Management Practice** | **Rating** |
| 1. I **maximized structure and predictability** in my classroom. | |
| * 1. *I explicitly taught and followed predictable* ***routines****.* | Yes No |
| * 1. *I arranged my room to* ***minimize crowding and distraction****.* | Yes No |
| 1. I posted, taught, reviewed, monitored, and reinforced a small number of **positively stated expectations**. | |
| * 1. *I operationally defined and* ***posted*** *a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.* | Yes No |
| * 1. *I explicitly* ***taught*** *and* ***reviewed*** *these expectations in the context of routines.* | Yes No |
| * 1. *I* ***prompted*** *or* ***pre-corrected*** *students to increase the likelihood that they will follow the expectations.* | Yes No |
| * 1. *I* ***actively supervised*** *my students.* | Yes No |
| 1. I **actively engaged** students in observable ways. | |
| * 1. *I provided a high rate of* ***opportunities to respond*** *during my instruction.* | Yes No |
| * 1. *I* ***engaged*** *my students in* ***observable ways*** *during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).* | Yes No |
| * 1. *I used evidence based methods to* ***deliver*** *my instruction (e.g., Direct Instruction).* | Yes No |
| 1. I used a **continuum of strategies** to acknowledge **appropriate behavior***.* | |
| * 1. *I provided* ***specific and contingent praise*** *for academic and social behaviors (e.g., following expectations).* | Yes No |
| * 1. *I also used* ***other systems*** *to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).* | Yes No |
| 1. I used a **continuum of strategies** to respond to **inappropriate behavior** | |
| * 1. *I provided specific, contingent, and brief* ***error corrections*** *for academic and social errors.* | Yes No |
| * 1. *In addition, I used the* ***least restrictive procedure*** *to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)* | Yes No |
| *Overall classroom management score:*  *10-13 “yes” = “****Super****”*  *7-10 “yes” = “****So-So****”*  <*7 “yes” = “****Improvement Needed****”* | # Yes \_\_\_ |

Source: Simonsen et al., 2006

# Resources

* <https://www.teachingchannel.org/blog/2014/03/06/classroom-diy-incentive-systems/>
* <http://www.pbisworld.com/tier-2/reward-system/>
* <http://www.educationworld.com/a_curr/curr301.shtml>
* <http://www.svusd.k12.ca.us/healthykids/PDF/IdeasforRewards.pdf>
* <http://wgntv.com/2015/11/18/special-ed-teacher-begins-class-every-day-by-complimenting-his-students/>

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| --- | --- |
| **Organization/Resource** | **Website** |
| PBIS Apps | pbisapps.org |
| Florida Positive Behavior Support Project | flpbs.fmhi.usf.edu/ |
| Best Evidence Encyclopedia | www.bestevidence.org/index.cfm |
| Focus on Effectiveness | www.netc.org/focus/strategies/ |
| Intervention Central | www.interventioncentral.org/ |
| *Effective School Interventions* | Rathvon, N. |
| Teacher Vision | www.teachervision.com/classroom-discipline/resource/5806.html |
| *The Tough Kid Toolbox* | Jenson et al. |
| *School-Based Interventions for Students with Behavior Problems* | Bowen & Jenson |