



New York State Education Department
Office of Special Education
Educational Partnership

Classroom Procedures

Day 2



Norms and Community Agreements

- Participate to the best of your abilities
- Speak your truth- Use “I” statements
- Ask clarifying questions and provide feedback
- Listen with respect
- Honor confidentiality (What’s said here stays here, what’s learned here leaves here)
- Expect and accept a lack of closure
- Push your growing edge



Connection Before Content

Clap if you learned something new yesterday.

Stand if you made connections to some of your current practices.

The Name Game
What is the story of your
NAME?

What we'll do:

- Pair Share
- Share the story of your name
- 3-5 minutes to share with partner(s)
- Whole Group share out



What do you remember from Day 1?



Tier 1: Professional Learning Roadmap

8 Classroom Management Practices

1	Physical Environment	
2	Expectations and Rules	
3	Procedures and Routines	
4	Class-Wide Group Contingencies	
5	Active Supervision	
6	Behavior Specific Praise	
7	Multiple Opportunities to Respond	
8	Behavior Pathway/Continuum of Response Strategies for Inappropriate Behaviors	

MULTIPLE OPPORTUNITIES TO RESPOND





Opportunities to Respond

- An opportunity to respond is...
 - An instructional question, statement, or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale, 2006).
 - A teacher behavior that prompts or solicits a student response (Simonsen et al., 2008).
 - Reading aloud
 - Writing answers to a problem
 - Verbally answering a question
 - Responding to a teacher's cue (action)



The Value of Providing Opportunities to Respond

- The more time students are involved, the more that is *learned.*
- Increased rates of responding and subsequent improved learning tend to increase the amount that can be covered.
- On-task behavior and correct responses increase while disruptions decrease.
- Has been shown to improve reading and math performance.
- Provides continuous feedback to the teacher on student learning and the effectiveness of teaching strategies.



Key Components of Opportunities to Respond

<u>Prompt</u>	<u>Response</u>	<u>Feedback</u>
<i>Teacher Provides:</i> Prompts & Wait Time	<i>Student Responds:</i> Read Write Verbal Answers Motor/Gesture	<i>Teacher Provides:</i> Specific, Positive Feedback



Example

Prompt	Response	Feedback
<p>Teacher says:</p> <p><i>“When I gave the signal, I want everyone to answer this question:</i></p> <p><i>What is the square root of 49?”</i></p> <p>Teacher waits 3-5 seconds and gives signal.</p>	<p>Students respond:</p> <p>- <i>Chorally “7”</i></p> <p>or</p> <p>- <i>Written on whiteboard and displayed “7”</i></p>	<p>Teacher says:</p> <p><i>“Yes! The correct answer is 7.”</i></p>



Response Strategies

- There are a variety of creative response strategies that teachers may choose to implement.
- There are verbal and non-verbal strategies:
 - Verbal – students respond orally to teacher prompts or questions.
 - Non-verbal – Student use a signal, card, writing, or movement to respond.



Strategies

- Individual or small group questioning: use a response pattern to make sure that all students are called on (tally on seating chart/popsicle sticks etc..)
- Choral Response: all students in a class respond in unison to a teacher question. Suitable for review, to teach new skills, as a drill, or as a lesson summary. Use **wait/think time** by pausing after asking a question for five seconds.
 - Count inaudibly, use a stopwatch or follow second hand on a clock or use peer coaching/video-taping which helps develop awareness.
- Non-Verbal Responses: students respond using symbols, tools, or gestures



Non-Verbal Response Strategies

- White Boards: students have personal white board to write answers to teacher's questions with an erasable pen.
 - Letters, words, numbers, draw symbols, or solve problems and when cued, hold up board to display answers.
- Response Cards: pre-printed cards that have choice words on each side.
 - Yes/No or True/False or Odd/Even
- Signaling or Movement Activities:
 - Thumbs up/thumbs down
 - Stand up/sit down
 - Move to four corners, etc.





Frequent Responses

Oral Responses	Unison Responses	Team Responses	Written Responses	Action Responses
<ul style="list-style-type: none">• Choral response• Think-pair-share• Partner response	<ul style="list-style-type: none">• Choral response• Whiteboard responses• Response cards	<ul style="list-style-type: none">• Numbered heads together• Jigsaw	<ul style="list-style-type: none">• Response cards• Whiteboard responses• Jot-pair-share• Pair and write	<ul style="list-style-type: none">• Touching or pointing• Gesturing• Acting out• Hand signals• Facial expressions

Which type of response strategy do you use most frequently?



Example of Opportunities to Respond

This scenario demonstrates the practice of providing numerous opportunities to respond and engage students.

How many opportunities to respond can you identify in this scenario:

Shortly after science class started, the teacher announced, “We have a small block of ice and the same size block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.” A few minutes later, the teacher told the students to share with their neighbor what they had written.

Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked students to give a thumb up if they agreed, or a thumb down if they disagreed.



Example - Answer

- *Shortly after science class started, the teacher announced, “We have a small block of ice and the same size block of butter. **Tell your neighbor** which one would melt first.” A few seconds later the teacher said, “Please **write down in one sentence an explanation for your answer.**” A few minutes later, the teacher told the students to **share with their neighbor what they had written.** Shortly thereafter, the teacher **called on one student to tell the class her answer.** The teacher then asked students to **give a thumb up if they agreed, or a thumb down if they disagreed.***

(Colvin, 2009, p.48)



Apps for Non-Verbal Responses in the Classroom

- Technology makes many things easier and schools can benefit from its use. Now you can use computers, tablets and other devices for educational purposes.
- Many apps, programs and websites can help teachers diversify ways to engage students in their lessons. This helps meet the needs of the teacher (to motivate students, keep students engaged, continually assess and give feedback) and of the students (for staying engaged, learning concepts and completing work).
- Remember to always pre-correct expectations for using the apps, as well as the equipment. “An ounce of prevention is worth a pound of cure”.
- <https://www.nwea.org/blog/2018/the-ultimate-list-65-digital-tools-and-apps-to-support-formative-assessment-practices/>



Video Examples



Opportunities To Respond

Stand Up, Hand Up, Pair Up

Think Tac Toe

- Students either choose or are assigned three adjacent or diagonal tasks to complete
- They are easily adapted to a subject area.
- Give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned
- Can show mastery and understanding of a topic.

Think-Tac-Toe

Name _____ # _____ Date _____

Scientific Process Tic-Tac-Toe

Design an experiment about something that you would like to know.	Reverse Key The answer is "science safety." What are five questions?	Write a rap, rhyme, or song that helps you to remember the scientific process.
Find a picture in a magazine and write a paragraph about how it relates to the scientific process.	Create a poster on the scientific process and then BAR it. (Make something bigger, add something, and replace something) to make it even better.	Illustrate and identify at least five different science tools that we use.
Illustrate what it looks like to be a safe scientist.	Create a t-chart comparing science safety and playground safety.	Write a how-to on what to do if you break a glass beaker during a science experiment.

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LEARNING MENUS

- Learning menus outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

Spall's Digital CAFE



Brenham ISD, Texas



Tom Spall (Creator)
@tommyspall

Creative Book Trailer Ideas

Entrees (Main Creation)



Google Slides

Google Drawing Poster

Google Document

Powtoon

Educreation

Thinglink

Sides (Teacher led)

Teacher can set up a FlipGrid or Padlet for student responses

Link to **Project Rubric:**
goo.gl/9nTP41

Student group could create their own FlipGrid or Padlet for presentation and reflection.

Appetizers (record audio/video)

Screencastify

WeVideo

Vocaroo



Beverages (Non-Digital)



Cardboard Poster

Create a Skit or Play

Create a Cereal Box Display

Dress up and Present

Create a Diorama

Desserts

(Static Pages or Embed Areas)

Smore Page or Google Site



Menu



Developing Guided Notes

- Guided Notes: teacher prepared handouts leading students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts.
 - Increases attention and engagement
 - Provides a standard set of notes (lessons need to follow the guided notes) and helps with outlining skills
- Identify **key facts, concepts, or relationships** that could be left blank for students to fill in.
- Consider inserting concept maps or a chart, diagram, or graph to help with understanding. Provide students with formatting clues such as blank lines, numbers, bullets, etc.



Turn & Talk

What are some ways you can increase Opportunities to Respond in your classroom and be culturally sensitive to how your students are the most comfortable expressing what they have learned?



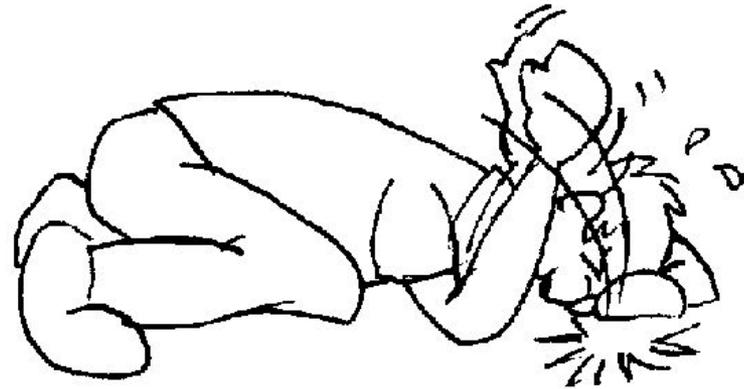
UNDERSTANDING BEHAVIOR





Thinking About Challenging Behaviors...

All Behaviors Communicate Something – Children Engage in Behaviors for a Reason!





Behavior Basics

- There is a **function** to all behavior
 - All Behavior Has Meaning!!!
- Behavior is **predictable**
 - “If you can predict it you can prevent it”
- Behavior is **Learned & is Teachable**
 - It is influenced by culture, context and experiences...



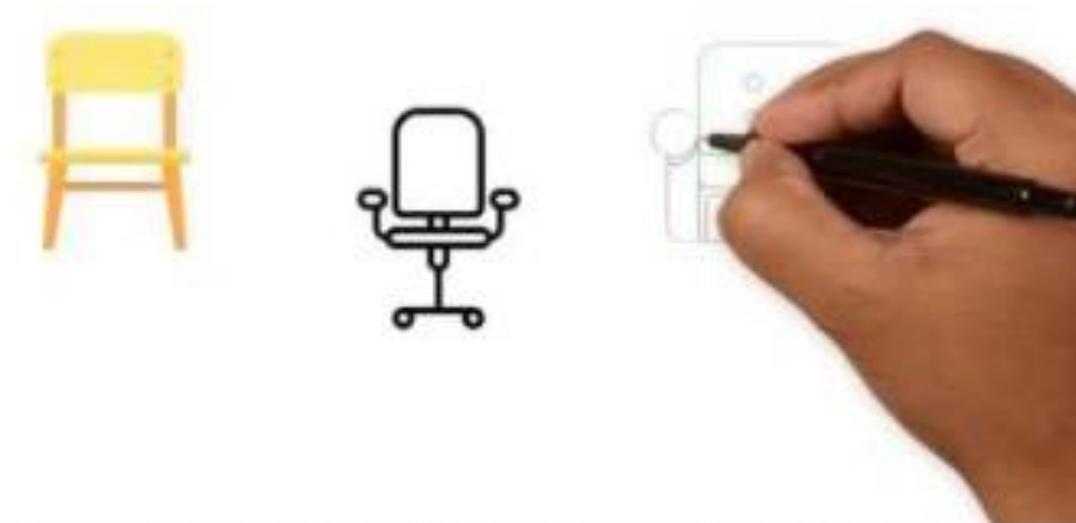
"The goal of Positive Behavior Support is not "perfect children."

Rather the goal should be creating the perfect environment for enhancing their growth."

-Randy Sprick

The neuroscience of implicit bias

Schemas



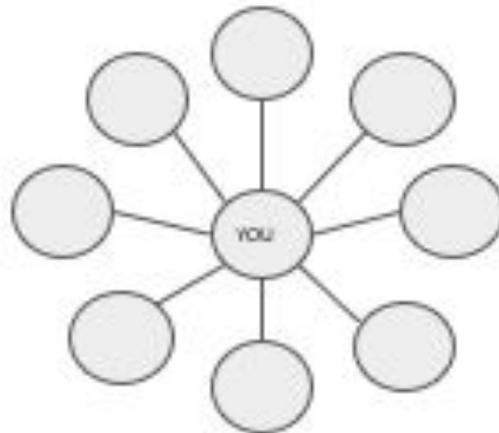
<https://www.youtube.com/watch?v=OQGlgohunVw>

Cultural Programming

Where did we learn our values, beliefs, attitudes, and patterns of thinking and acting?

Where did you receive your cultural programming?

Take a few minutes to list on a sheet of paper the various influences on your cultural programming



Cultural Programming that Shapes our Cultural Lenses

- **Cultural lenses** are **shaped** by the programming we receive.
- Some of the misinformation constituted **stereotypes**.
- These stereotypes become “**mental tapes**” that affect what we think and how we feel about people who are different from us or contribute to bias’s we develop.
- These “**mental tapes**” affect how we respond and interact with people.



Adapted from: Penn State Extension: <https://extension.psu.edu/an-overview-of-diversity-awareness>

Activity: On “Automatic”

Read each word or phrase below one at a time. For each one, note the first thought that comes to your mind without spending too much time thinking about it:

politician

homeless person

lawyer

black male teenager

professor

police officer

man in a wheelchair

farmer

Californian

300-pound woman

Cultural Programming in Shaping Our Lenses to Respond in...“Automatic”



Politician:	liar, government, white male
Lawyer:	evasive, expensive, snake, someone who compromises
Professor:	absent-minded, intelligent, educator, lifelong learning
Man in a wheelchair:	weak, helpless, dependent, pity, suffering, asexual
Californian:	surfer, physically fit, blond, tan
Homeless person:	irresponsible, dangerous, drug and alcohol addicts, unfortunate
Black male teenager:	good athlete, drug dealer
Policeman:	power hungry, helpful, trust, fine, beater/ abuser, risk-taker
Farmer:	hard worker, unsophisticated, country bumpkins, American
300-pound woman:	motherly, lacking in discipline, lazy, greedy, unattractive, jolly



Big Ideas

- Student behavior won't change until adult behavior changes – **Adults Matter!**
- ALL behavior change is an instructional process – **Instruction Matters!**
- It's all about probability - what's the simplest way to make a difference in the success : failure ratio of a student? -- **Practices Matter!**



WHAT IS FUNCTION?



Functional Thinking

Motivation

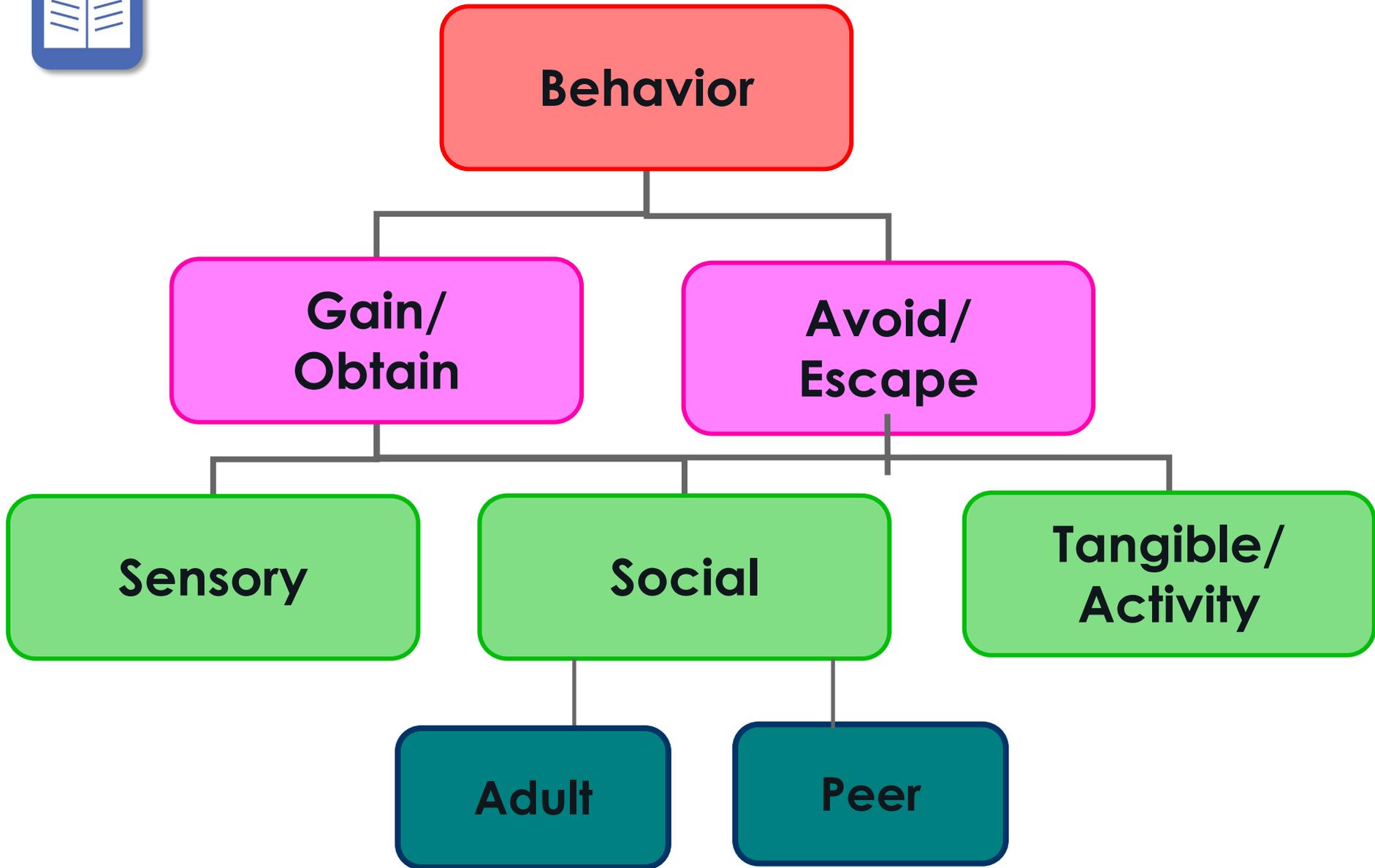


2 basic premises:

To “get/obtain” something



To get out of/avoid/escape” something



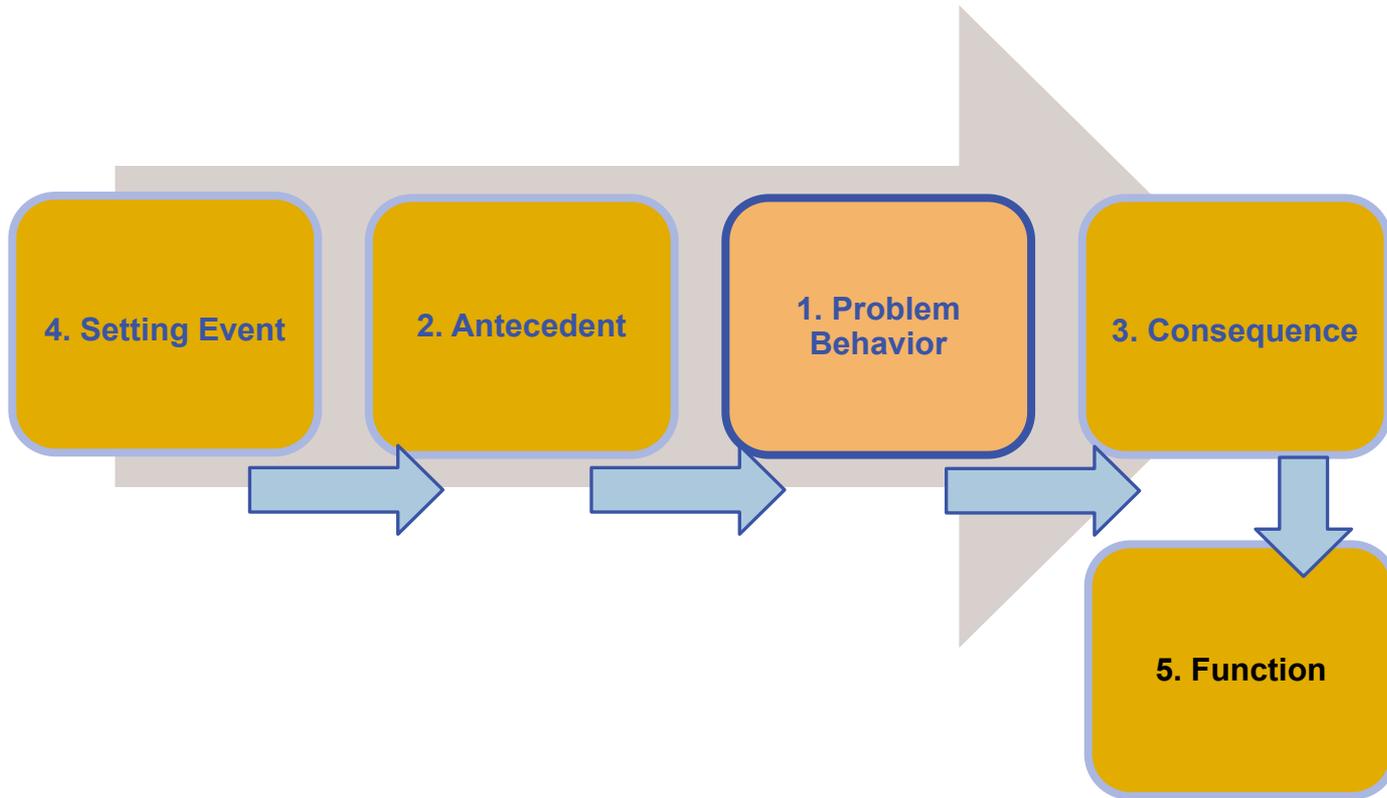
We need to know the “Function”

- ▶ **Medical**: rule out first
- ▶ **Escape**: to get out of or avoid something or some task
- ▶ **Attention**: to get someone's attention (positive or..... negative, aka.... 'punishment')
- ▶ **Tangible**: to get something (e.g. toy, food, etc.)
- ▶ **Sensory**: to get some kind of sensory stimulation (e.g. vibration, noise, pressure)

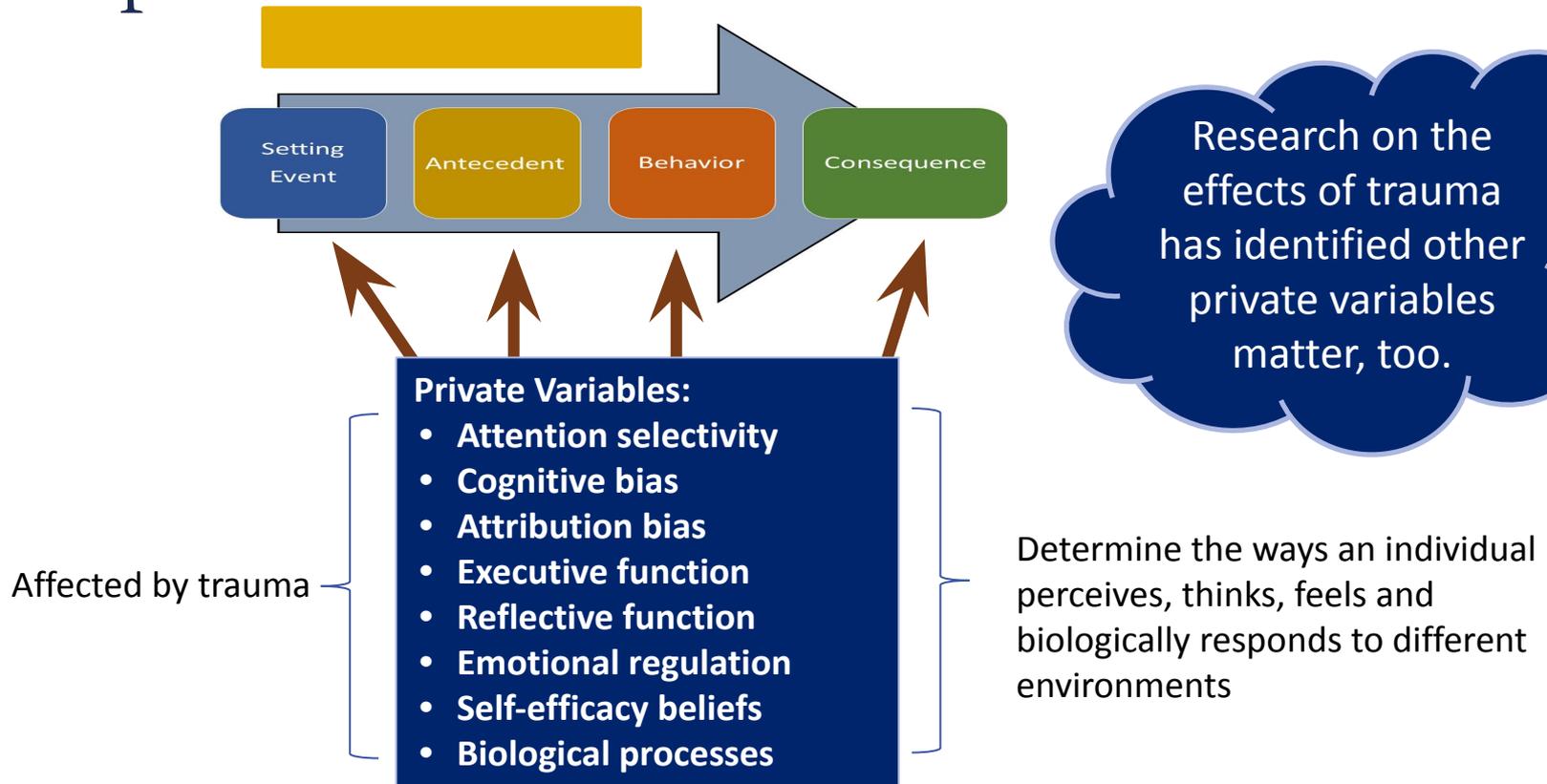


The A-B-Cs of Behavior

The Behavior Pathway



Impact of Private Variables





Step 1 – Define the Behavior

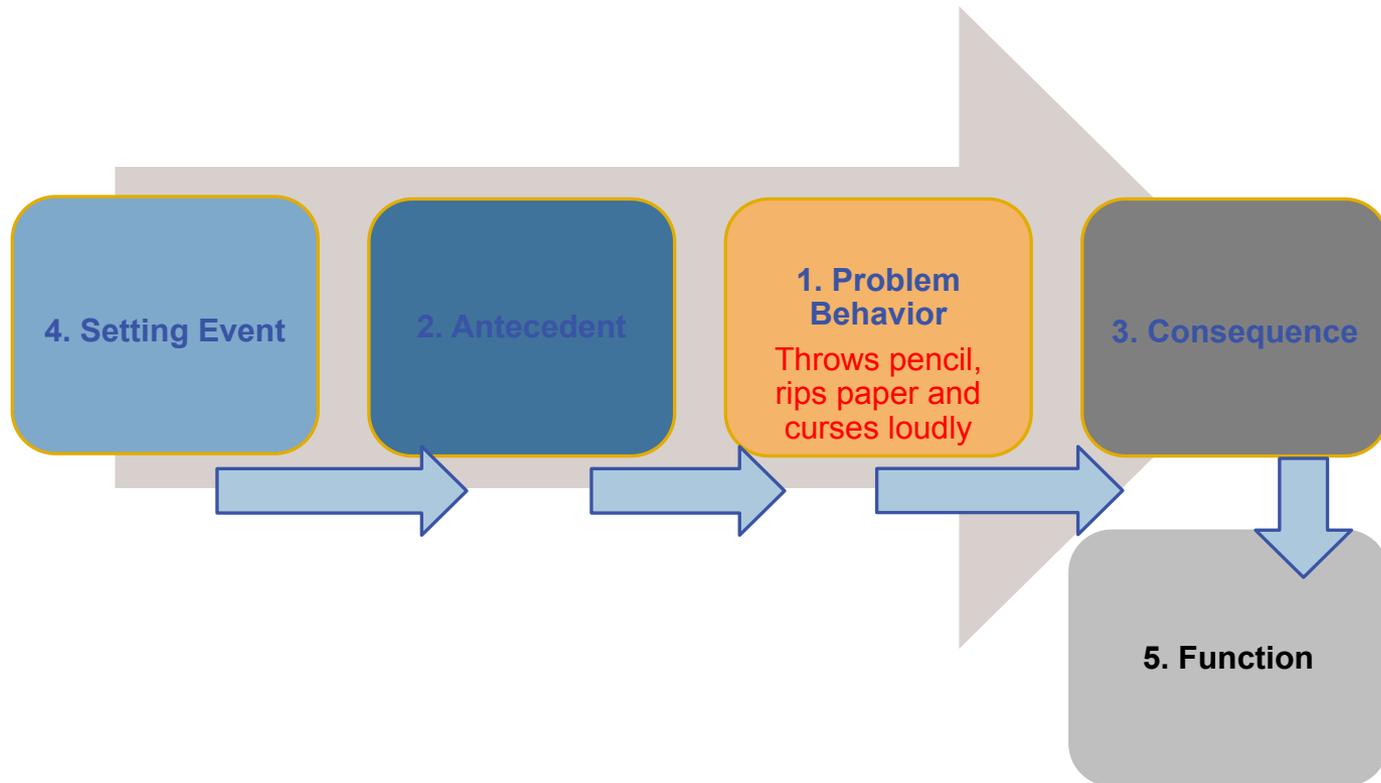
- The first step of the process is to define the observable behavior or what the student is doing.
- Definitions of behaviors need to be:
 - **Observable:** The behavior is an action that can be seen.
 - **Measurable:** The behavior can be counted or timed.
- Defined so clearly that a person unfamiliar with the student could easily recognize the behavior.

CASE STUDY: Joe's Behavioral Pathway...

When given double-digit math problems, Joe throws his pencil, tears his paper and curses loudly in order to get sent to the principal's office thereby allowing Joe to escape the task. This is more likely to happen if Joe misses the bus in the morning.



Joe's Behavior Pathway





Step 2- Identify the Antecedent

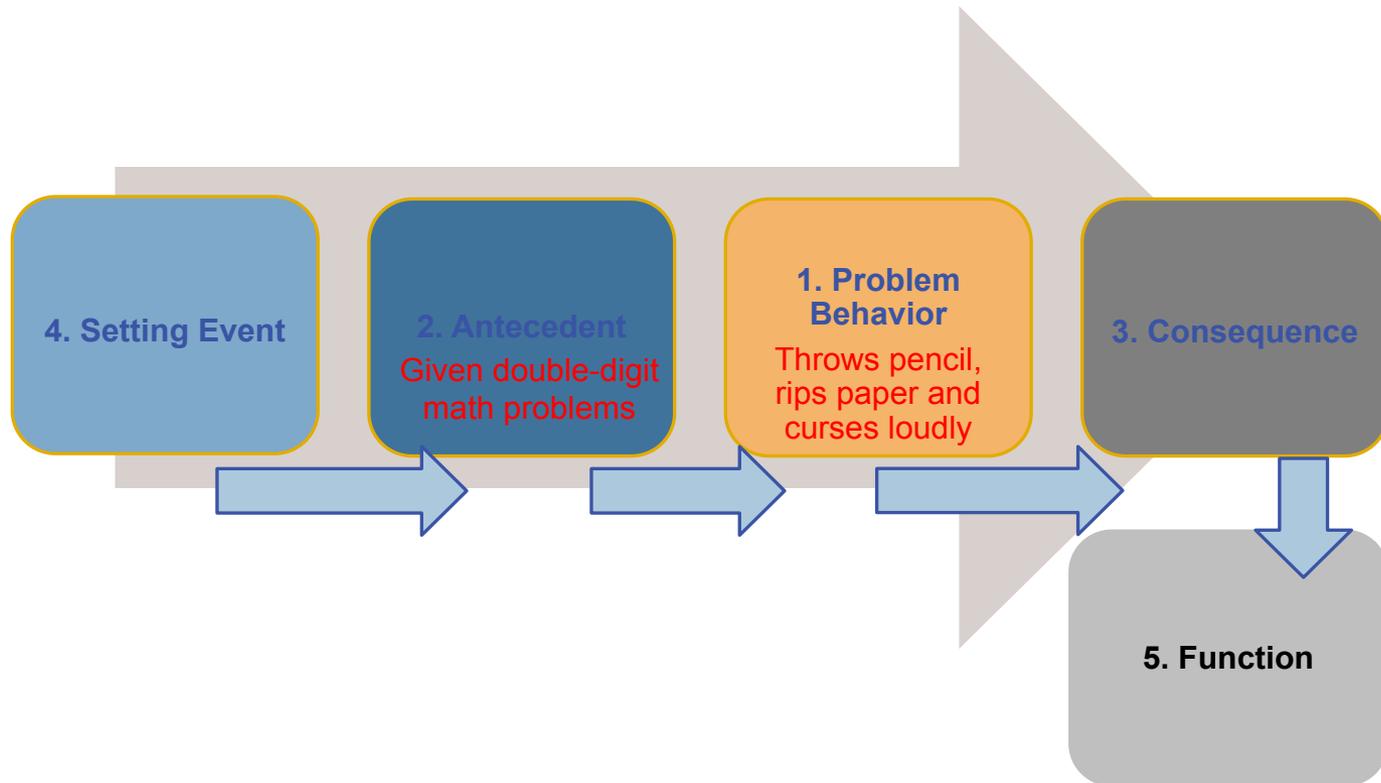
- Once the behavior has been defined, you can begin to identify the antecedent.
 - **Remember:** the antecedents are observable and measurable events that happen right before a behavior occurs.
- *Though the antecedent occurs first, it is important to remember that you must identify and define the behavior before you can determine the antecedent.*

CASE STUDY: Joe's Behavioral Pathway...

When given double-digit math problems, Joe throws his pencil, tears his paper and curses loudly in order to get sent to the principal's office thereby allowing Joe to escape the task. This is more likely to happen if Joe misses the bus in the morning.



Joe's Behavior Pathway





Step 3 – Identifying the Consequence

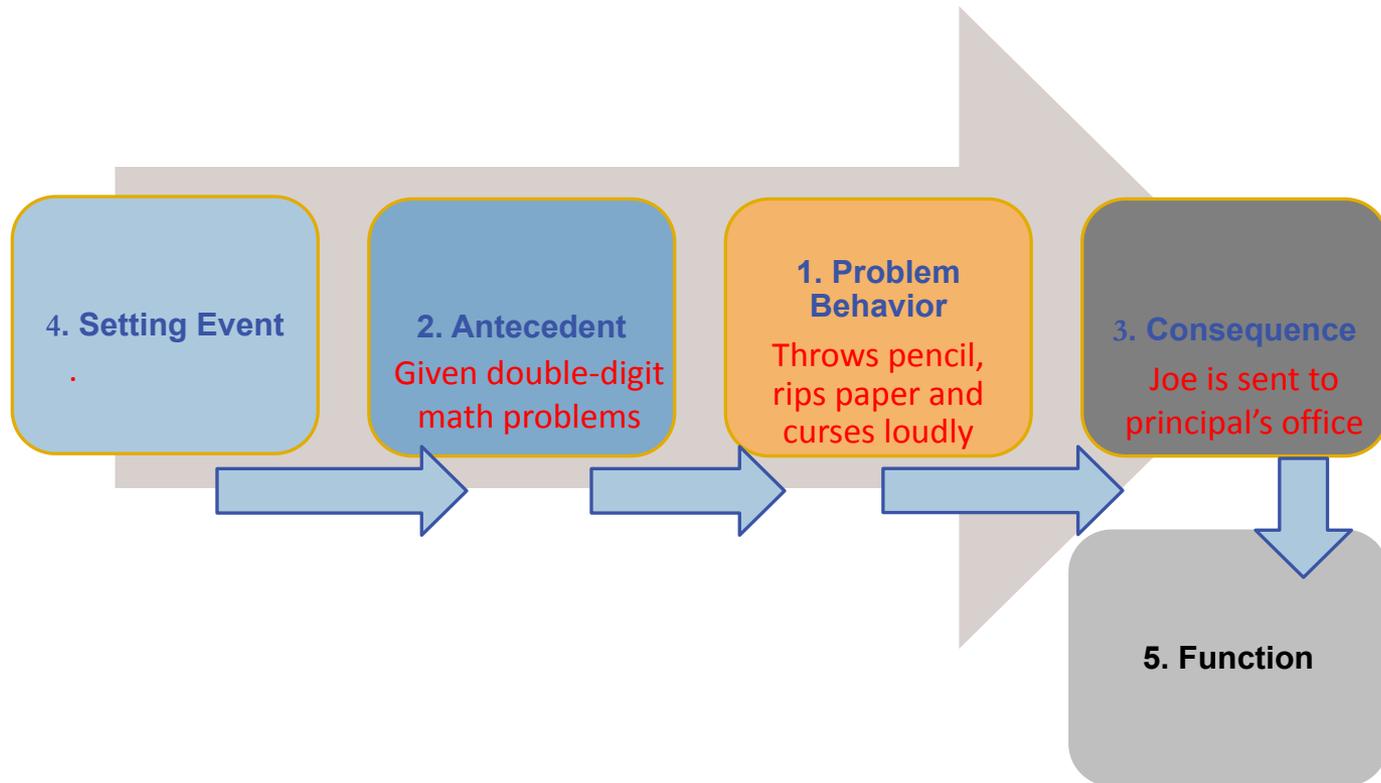
- Once the behavior and the antecedent have been identified, the next step is to determine the consequence of the behavior.
 - What is the observable and measurable item, activity, or event that immediately follows the behavior.
 - The consequences can sustain/strengthen (reinforce) or weaken/suppress (punish) that behavior.

CASE STUDY: Joe's Behavioral Pathway...

When given double-digit math problems, Joe throws his pencil, tears his paper and curses loudly in order to get sent to the principal's office thereby allowing Joe to escape the task. This is more likely to happen if Joe misses the bus in the morning.



Joe's Behavior Pathway





Step 4 – Identifying the Setting Events

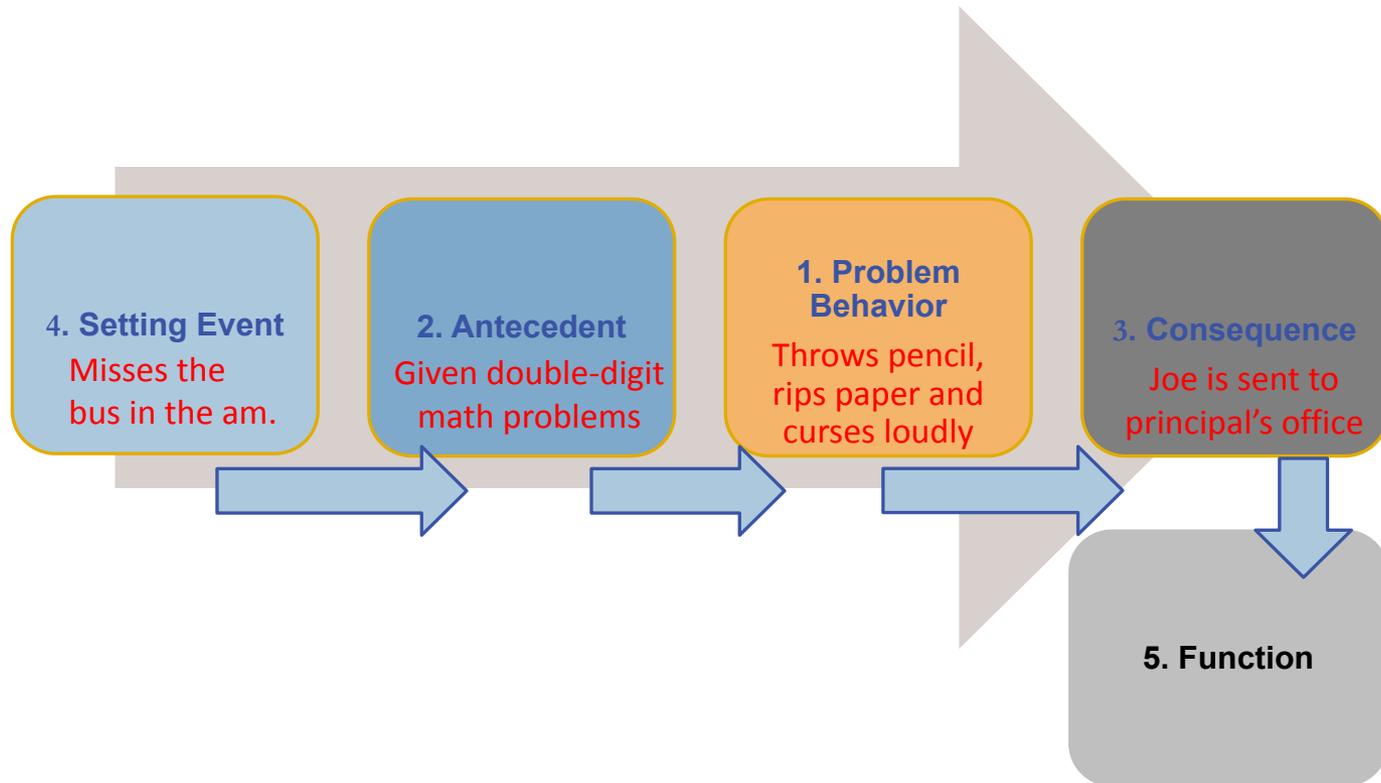
- Once the behavior and the antecedent have been identified, the next step is to determine the consequence of the behavior.
- What is the observable and measurable item, activity, or event that immediately follows the behavior.
- The consequences can sustain/strengthen (reinforce) or weaken/suppress (punish) that behavior.
- Outside of the routine that “sets up the behavior” or makes it more likely to occur.

CASE STUDY: Joe's Behavioral Pathway...

When given double-digit math problems, Joe throws his pencil, tears his paper and curses loudly in order to get sent to the principal's office thereby allowing Joe to escape the task. This is more likely to happen if Joe misses the bus in the morning.



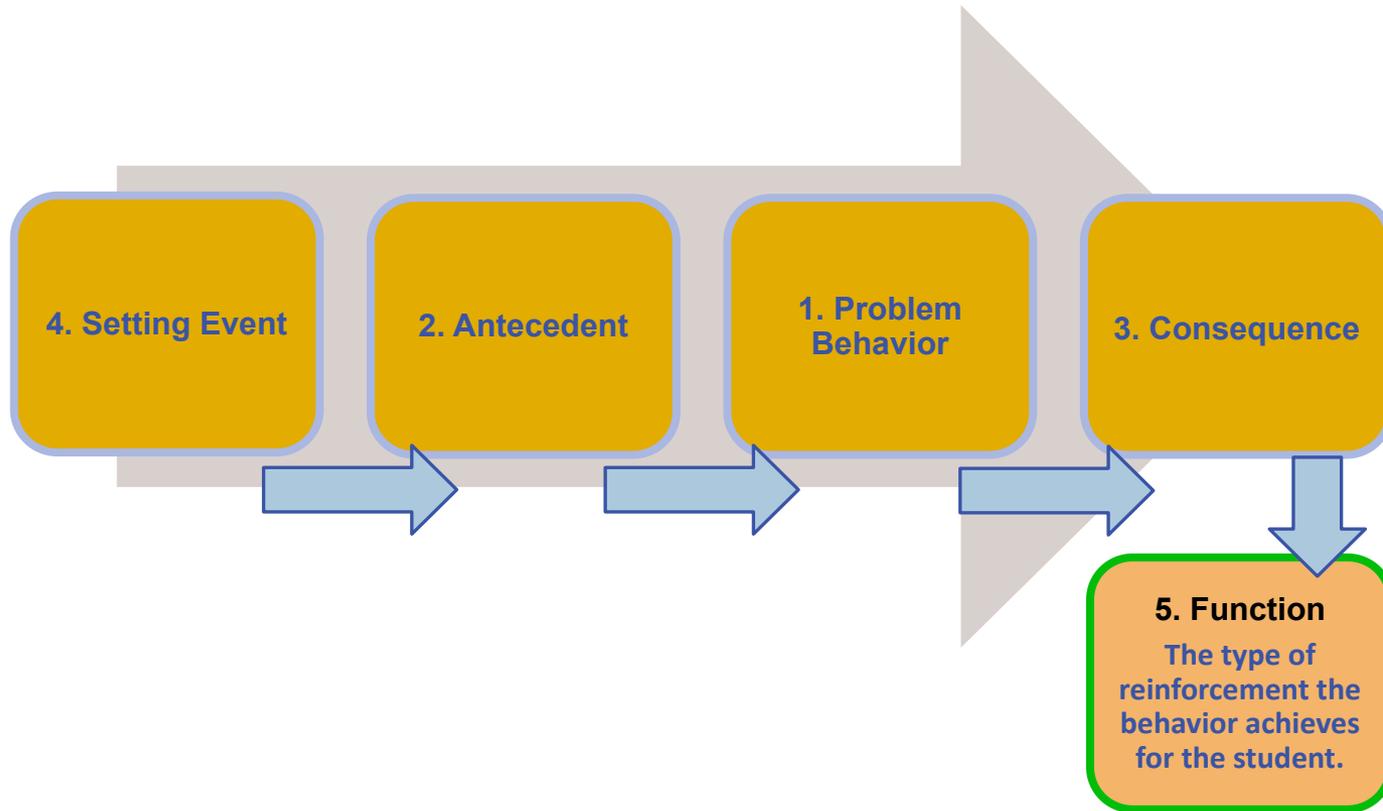
Joe's Behavior Pathway



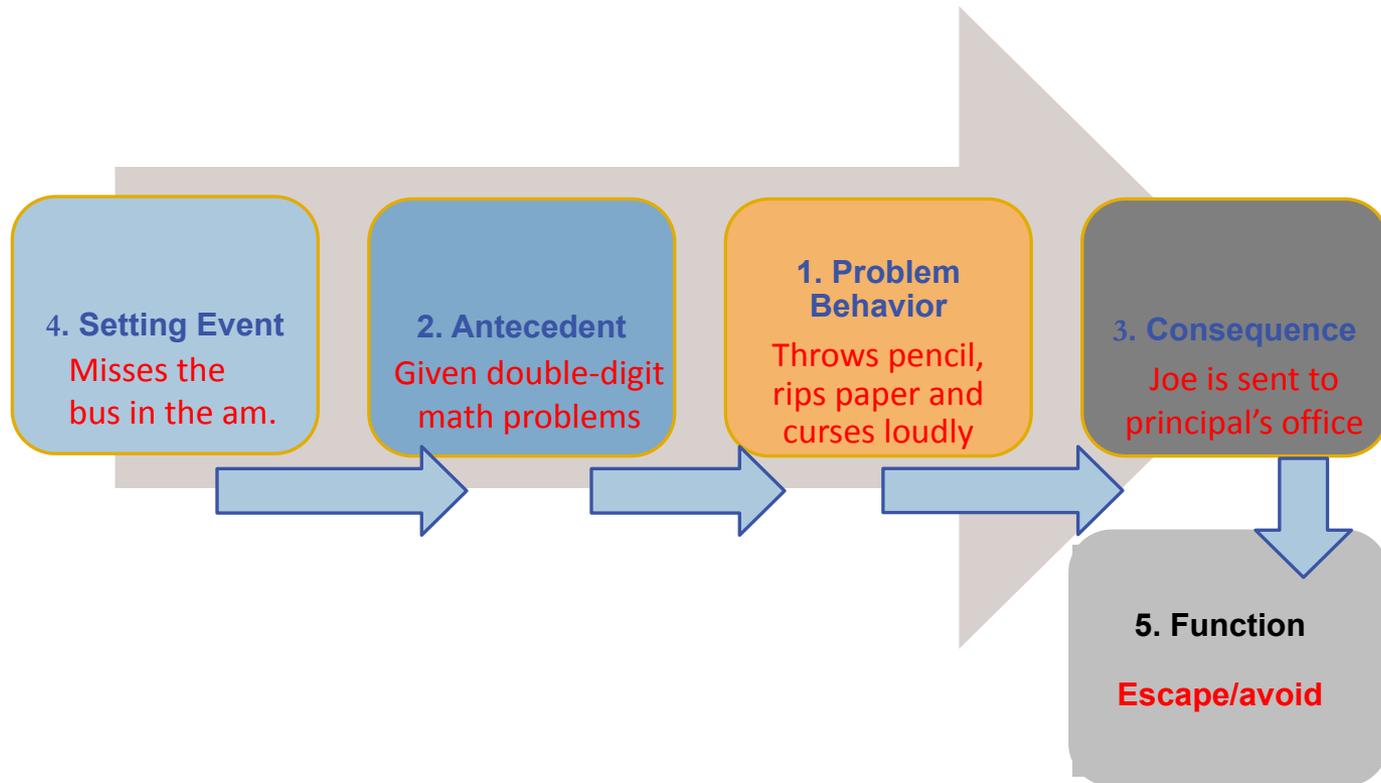


Putting it all together

The Behavior Pathway



Joe's Behavior Pathway



Scenario 1

Using the Behavior Pathway Tool

Define the behavior, antecedent, consequence, setting, (if), and the function of behavior.

During math when the students in the class are engaged and listening to the teacher, Jacklynn starts tapping her peers and making silly faces at them. The students begin to laugh and the teacher addresses Jacklynn's negative behaviors. The teacher has indicated that this behavior is more likely to occur on days when Jacklynn's mother has to work before Jacklynn is awake.

Scenario 2

Using the Behavior Pathway Tool

Define the behavior, antecedent, consequence, setting, (if), and the function of behavior.

During English class when instructed by the teacher to get into their assigned groups to complete an assignment, James screams “I am not working with those jerks” as he bangs his fist on his desk. The students in his group scowl at James as the teacher allows James to work on the assignment independently. This is more likely to happen on the days James has PE right before English class.

Scenario 3

Using the Behavior Pathway Tool

Define the behavior, antecedent, consequence, setting, (if), and the function of behavior.

When the Teacher and TA begin directing students to circle time, CJ will run in the opposite direction of the teachers, tipping chairs down as he yells “no circle”.

The teacher calls the office for assistance from administration and CJ is then removed from the classroom by school psychologist to her room where he sits in his favorite bean bag chair. It has been determined that CJ displays these behaviors on the days when he chooses to not eat the school breakfast.

CONTINUUM OF RESPONSE STRATEGIES FOR INAPPROPRIATE BEHAVIORS





**Remember:
everyone in the
classroom has a
story that leads
to misbehavior
or defiance. Nine
times out of 10,
the story behind
the misbehavior
won't make you
angry. It will
break your heart.
~ Annette Breaux**



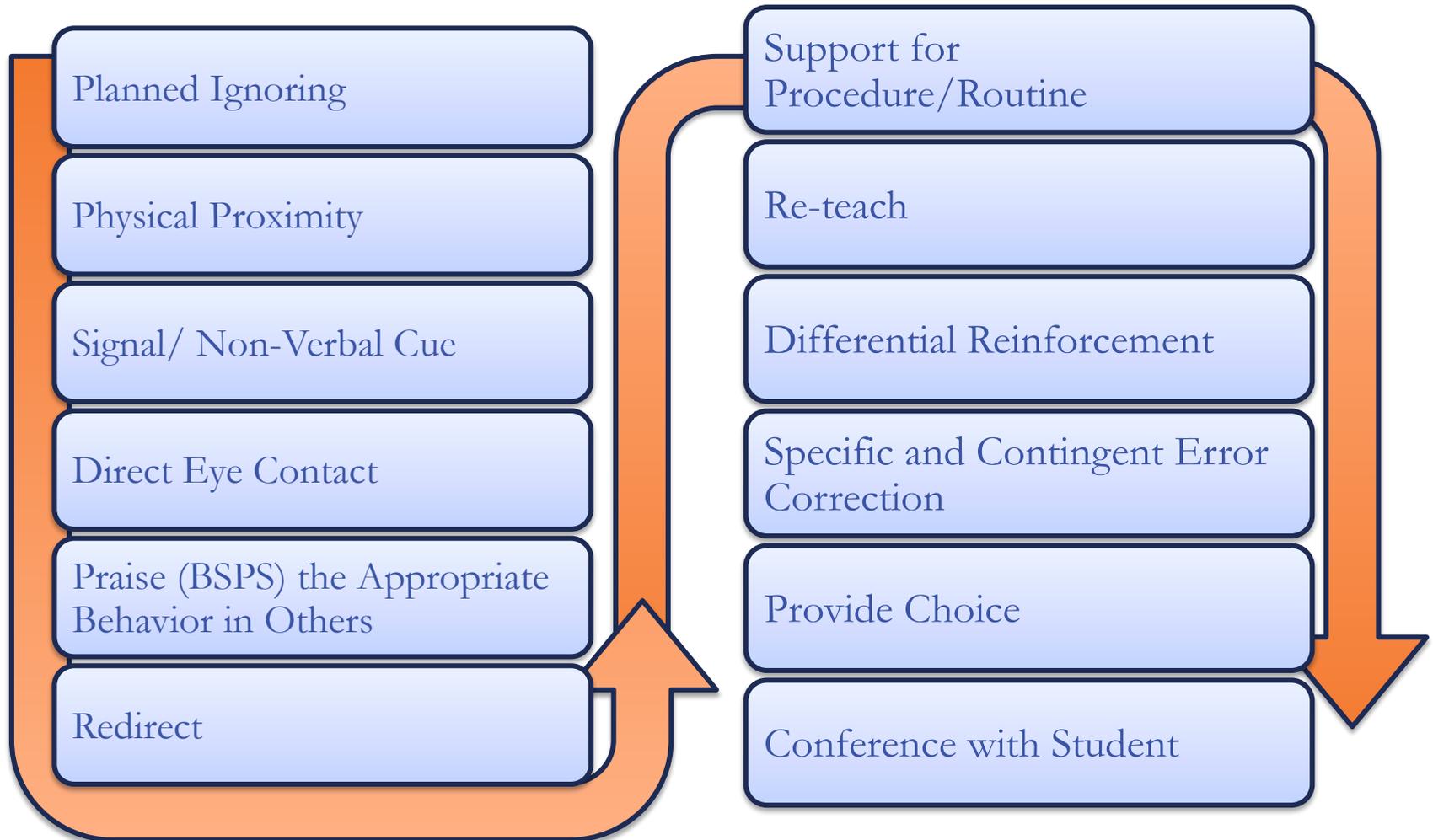


Rationale for Using a Continuum of Strategies to Respond to Inappropriate Behavior

- Highly effective teachers have a toolkit of respectful strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors.
- A continuum is necessary because no single strategy is effective for all students or all behaviors.
- Strategies should recognize the function of the behavior and be applied with a growth mindset toward student development.



Continuum of Strategies to Respond to Inappropriate Behavior





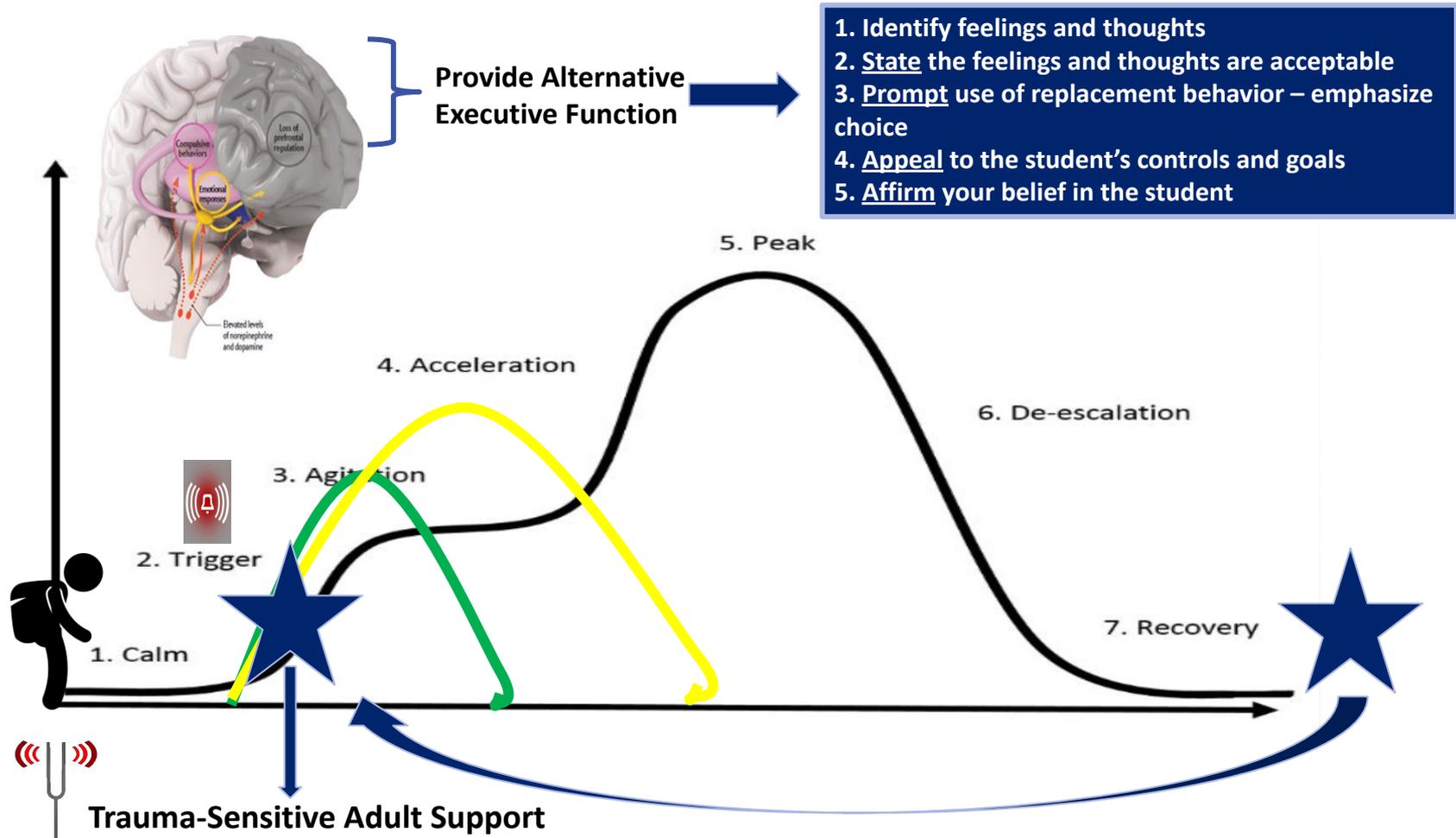
Definitions of Strategies

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix



Definitions of Strategies

Support for Procedures/ Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.





Specific and Contingent Error Correction Definition

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior.

It is *contingent* (occurs immediately after the undesired behavior); *specific* (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and *brief* (after redirecting back to appropriate behavior, move on).



Tips for Delivering Error Correction

- Inappropriate behavior is delivered in a **calm, consistent, brief, immediate** and **respectful** manner
- Teacher ensures error correction is followed by behavior specific praise as soon as student displays appropriate behavior
- Use error correction as a teaching opportunity to clarify and reteach expectations
- Use the same calm instructional approaches used to correct academic errors
- Error Correction is a part of a Teacher's continuum of strategies to respond to inappropriate behavior

Sprick, Knight, Reinke & McKale, 2006



Steps to Specific and Contingent Error Correction:

1 minute or less!

Example: “Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that *Doing your Best* means to focus on your own work. Start on your work again, and I’ll stop by to catch you focusing on your own work.”

Your Turn!

Give a sample Error Correction statement that includes these steps and is brief!

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to expectation on Matrix (Best Practice)

5. Redirect back to appropriate behavior by ending with encouragement



Error Correction Examples

■EXAMPLES:

- After a student calls out in class the teacher responds, “Please raise your hand before calling out your answer, that is showing respect”
- After students are talking too loudly during group work, the teacher responds, “Kristen and Nadia, I can hear you across the room. Remember to show respect by using a quieter whisper voice while working with your partner”.
- A student is out of her seat when she should be working at her desk, the teacher responds, “Ayo, instead of walking around the room, return to your seat and show *Respecting Yourself* by finishing all work”

■NON-EXAMPLES:

- How many times do I have to tell you to work quietly?
- Why are you talking when I’m talking?
- Do you want me to send you to the office?



Let's Practice using Error Corrections

- Kevin is singing/making noises during guided reading time.
- Cassie is lying on the floor stomping her feet when the teacher is talking during Morning Meeting.
- Madison is on you-tube instead of completing the math I-Ready Assignment.
- Joe is on his phone instead of working with his group during small group work during social studies class.

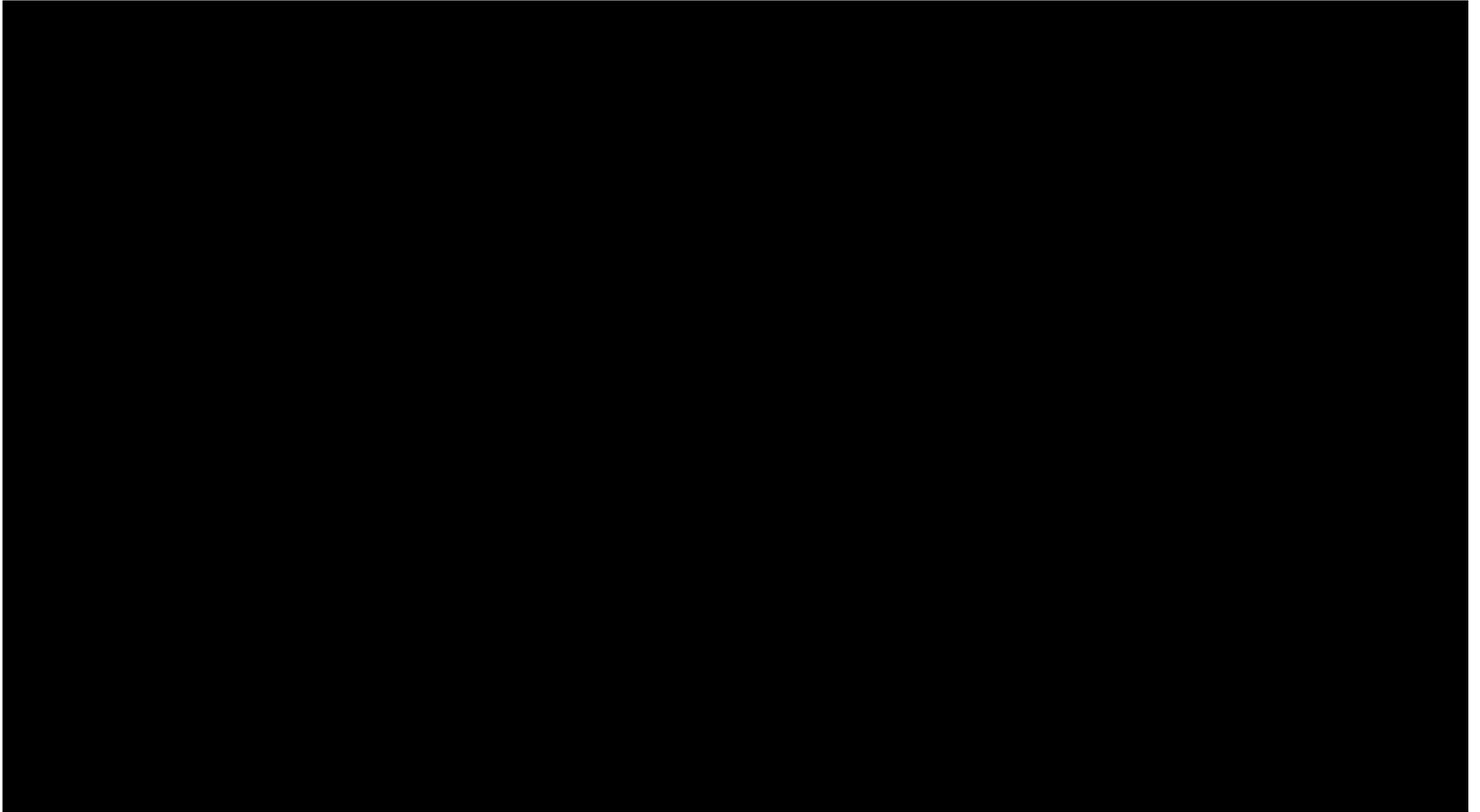


Using effective behavior strategies

- Co-create, explicitly teach, and frequently review class rules and expectations.
- Explicitly teach and integrate social-emotional learning strategies.
- Pause and question your initial reactions to a student's behavior.
- Review school policies and demographic data to see which students may be disproportionately impacted.
- Instead of exclusionary discipline practices, use restorative practices.



A few words from Kid President...





Wrap-up and Questions

- What questions do you have?

Share with us:

- What reinforced or challenged your thinking today?
- What questions do you still have?



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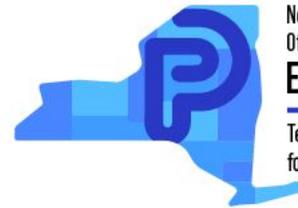
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New York State
EDUCATION DEPARTMENT

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

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