New York State Education Department
Office of Special Education
Educational Partnership

Classroom Procedures

Day 1 of 2

Produced by the Technical Assistance Partnership for Behavior.

¡*Bienvenido/as!*
Jere jeff!
환영합니다!
Welcome!

Introductions

Name
Title
email/region/nothing-your choice

Name
Title
Region/email/nothing-your choice

Name
Title
Region/email/nothing-your choice

Connection Before Content

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

SIPRESS

Where are you at?

School-Wide Systems for Student Success:
A Multi-Tiered System of Supports

Academic 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

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
•FBA-BIP
•Parent Training and Collaboration
•Wraparound Systems of Care

5-15%   **Tier 2/Secondary Interventions**
•Check In, Check Out
•Behavior Contracts
•Daily home/school notes
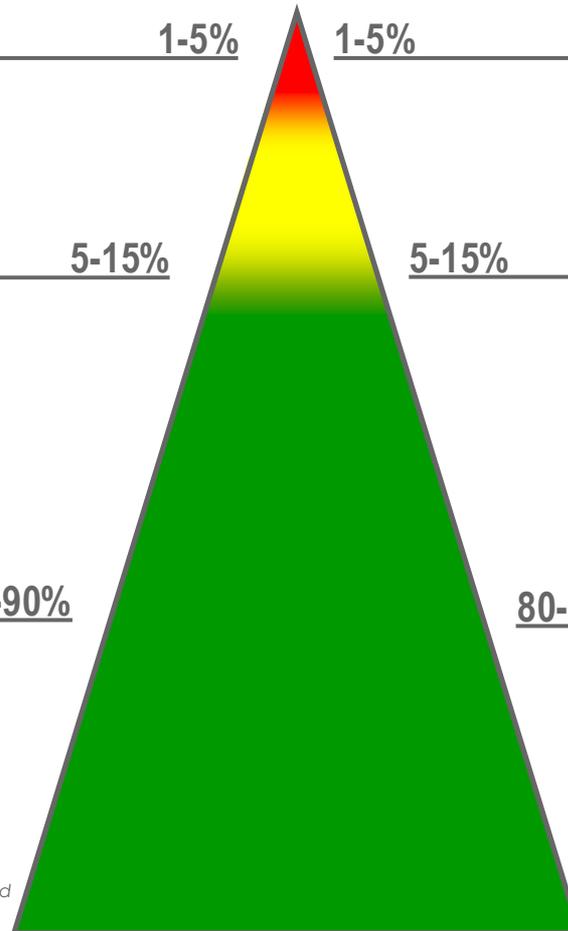•Small group social skills training
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•Core Behavioral and SEL curriculum
(School and Class-wide)
•Social Skills Teaching and
Reinforcement Systems
•All Students/ All Environments

*Adapted from Illinois PBIS Network, Revised
May 15, 2008. Adapted from "What is
school-wide PBS?" OSEP Technical
Assistance Center on Positive Behavioral
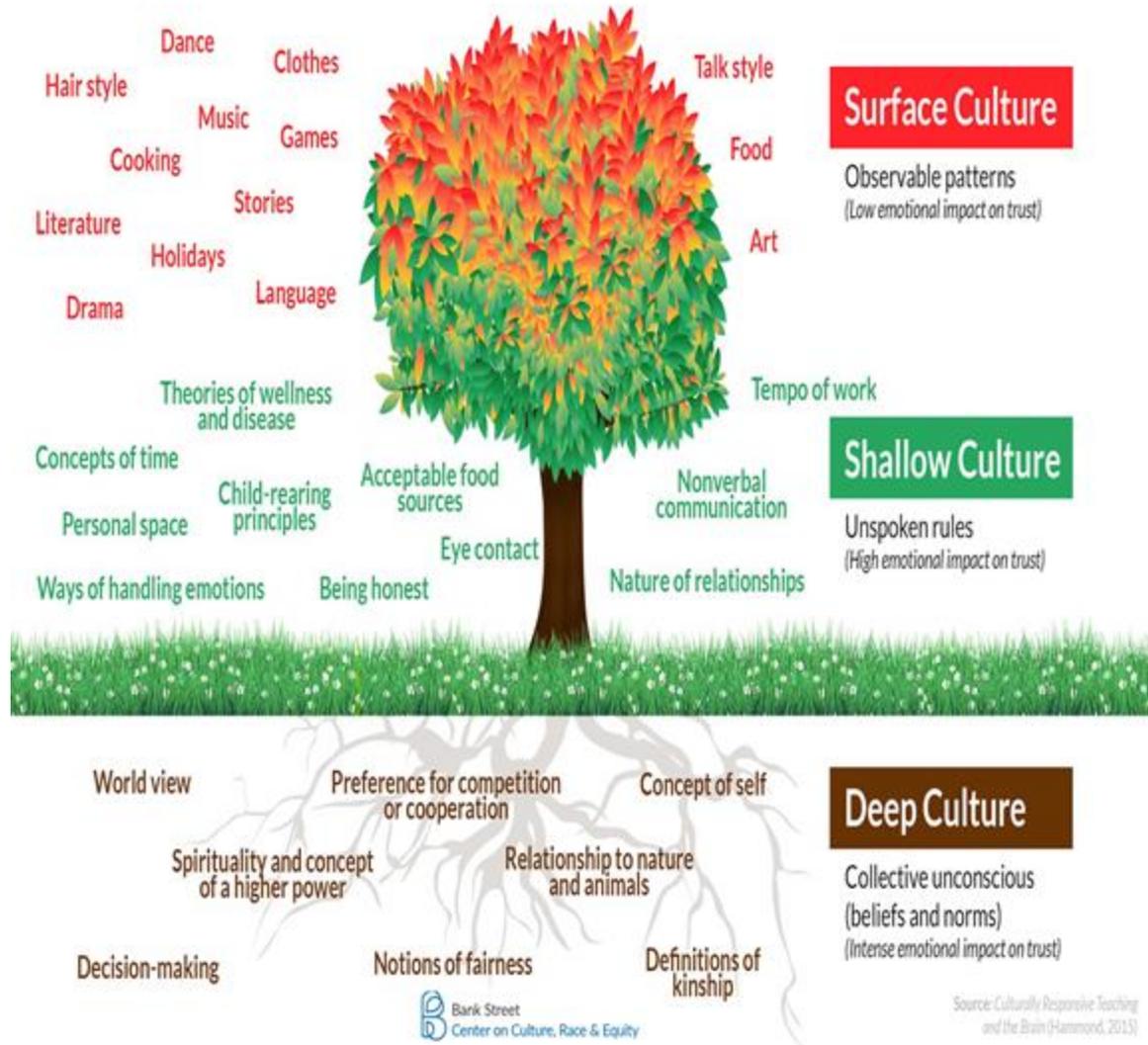Interventions and Supports. Accessed at
http://pbis.org/schoolwide.htm*

TFI 1.8 Classroom Procedures

Equity, Cultural Responsiveness, & Multi-Tiered Systems

- Culturally Responsive curriculum, instruction, and assessment
- IEP Development
- Professional Learning priorities
- Teaming structures
- Data review
- Shared responsibility
- Asset-based thinking
- Educational environment & climate
- Family & student voice

8

Culture

- Race
- Economic Background
- Gender
- Language
- Sexual orientation,
- Nationality
- Religion
- Ability

Dance • Clothes • Hair style • Music • Games • Cooking • Stories • Literature • Holidays • Language • Drama • Talk style • Food • Art

Surface Culture
Observable patterns
(Low emotional impact on trust)

Theories of wellness and disease • Concepts of time • Child-rearing principles • Acceptable food sources • Personal space • Eye contact • Ways of handling emotions • Being honest • Nonverbal communication • Nature of relationships • Tempo of work

Shallow Culture
Unspoken rules
(High emotional impact on trust)

World view • Preference for competition or cooperation • Concept of self • Spirituality and concept of a higher power • Relationship to nature and animals • Decision-making • Notions of fairness • Definitions of kinship

Deep Culture
Collective unconscious
(beliefs and norms)
(Intense emotional impact on trust)

Bank Street
Center on Culture, Race & Equity

Source: Culturally Responsive Teaching and the Brain (Hammond, 2015)

Activity: Reflecting on our Culture

- Where did you grow up? (country, urban, suburban, rural, region of U.S., neighborhood, etc.)

- What's the story of your family in America?

- What folklore/stories did you grow up with? What are some of your family's traditions?

- What did your family members, neighbors, caregivers and other authority figures tell you about "respect"?

- What physical, social, or cultural attributes were praised/punished in your community?

- (How) Were you allowed to question/talk back to authority figures in your life?

- How were you trained/conditioned to respond to different emotional displays (anger, fear, crying, happiness)?

(Hammond, 2015)

In what ways do similarities/differences in educators' & students' answers to these questions impact student experiences & outcomes?

- Curricula & Content
- Teaching Methods
- Behavioral Systems
- Student Support & Special Education

- Physical Environment
- Relationships & Interactions
- Family Engagement
- Extracurricular activities

Developmental and Cultural Considerations

✦Your students' developmental ages and cultural backgrounds shape their behavior

✦Classroom management strategies should be developmentally appropriate

✦Seek to understand and be responsive to your students' cultural frameworks in the classroom

Relationships! Relationships! Relationships!

People will forget what you said
People will forget what you did
But people will never forget how you made them feel.

(Maya Angelou)

The vehicle for change and learning

Thoughts to Consider

- "The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection to buffer children from developmental disruption.

- They also build key capacities – such as the ability to… regulate behavior – that enable children to respond adaptively to adversity and thrive."

- (Center on the Developing Child, Harvard University, 2016)

Every Kid Needs a Champion!

Prevention Strategy:
Positive Greeting at the Door

Underlying Philosophy

- **BEHAVIOR** is *learned*

- **BEHAVIOR** is *teachable*

- **BEHAVIOR** occurrence is affected by the *environment*

- **BEHAVIOR** is *changeable*

- **Target BEHAVIOR** is more likely if *taught, practiced and reinforced*

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?"

"**Why can't we finish the last sentence as automatically as we do the others?**"

(Herner, 1998)

Shift in Philosophy

- 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?

Prevention Strategies	Behavior Teaching Strategies	Reinforcement Consequence/ Responding Strategies

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Instructional Concepts

1. Be Explicit
2. Model and Demonstrate
3. Engage Students
4. Guided Practice
5. Frequent Feedback

An ounce of Prevention is
Worth a Pound of Cure
- Benjamin Franklin -

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 Continuum of Response Strategies for Inappropriate Behaviors

PHYSICAL ENVIRONMENT

Definition

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

Hints for Success

- Have a variety of physical arrangements planned and diagramed before students arrive

- Practice setting up classroom for whole class instruction, small group activities and small group instruction combined with independent work

- Be sure all students can see instructional presentations and displays

- Plan for "desk creep" by having floor markers or posters of seating arrangements for self-correction

Activity: Guided Questions for Planning

Guiding Questions

1. How many students will you have in the room at one time?

2. How should student desks/seats be grouped?

3. What kinds of activities will be taking place in your classroom and where will they take place? Will student desk arrangement change to best suit activity?

4. How is movement in the classroom to be regulated? High traffic areas?

5. What can you do to create a sense of well-being and safety for your students in your classroom?

6. Does the physical arrangement of the classroom maximize the opportunity for positive teacher–student interaction while minimizing the possibility for disruptions? Teacher desk placement? Clutter or teacher view obstructed?

7. What else would you like to consider?

DEFINE, TEACH, ACKNOWLEDGE EXPECTATIONS AND RULES

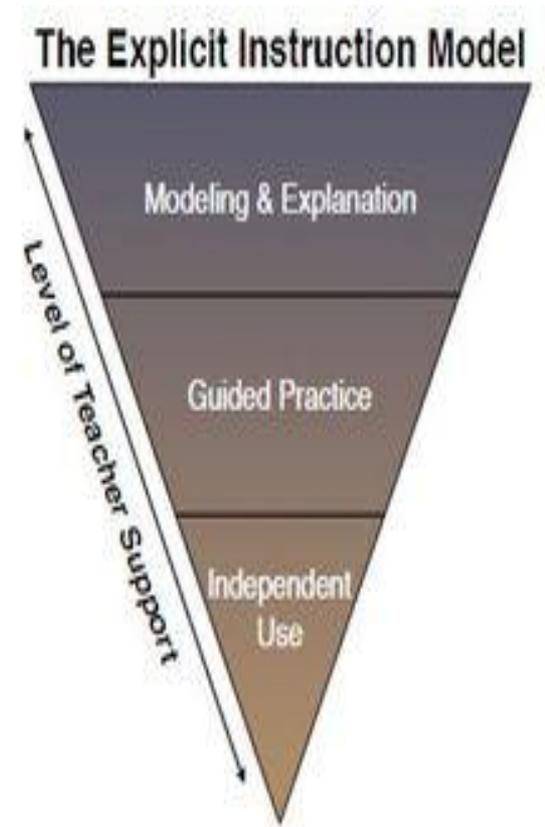# Definition: Expectations

- **Expectations** are outcomes

- **Classroom expectations** are the same as school-wide expectations

- This is the "**why**"

- Builds **common language** and **consistency** in language across all settings

- **3-5** positively stated expectations

Teaching Behavior and Academic Expectations

Learner Profile Traits
Reflective
Open Minded
Balanced
Communicators
Knowledgeable
Inquirer
Caring
Thinkers
Principled

The Explicit Instruction Model

Modeling & Explanation

Guided Practice

Independent Use

Level of Teacher Support

TFI 1.8 Classroom Procedures

Definition: Rules

- **Rules** provide clear meaning of what the expectations look like in the classroom.

- **Classroom rules** are aligned with school-wide expectations.
  - Posted
  - Taught
  - Referred to regularly

Guidelines for Creating Classroom Essential Agreements (Rules)

Rules should be defined early in the year and be:

- Observable

- Measurable

- Positively stated

- Understandable

- Always applicable

Creating the Rules

- 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

Classroom Essential Agreements

Examples

- Turn in completed assignments on time.
- Walk at all times in the classroom.
- Keep hands, feet, and objects to yourself.
- Raise your hand and wait for permission to speak.
- Do what your teacher asks immediately.
- Be in your seat when the bell rings.
- Be on task during work times

Non-Examples

- Be responsible
- Be a good citizen
- Respect authority
- Stop talking
- Be ready to learn
- Don't run
- Be kind to others
- Be polite
- No cell phones

The non-examples are vague, unmeasurable and subject to interpretation. In contrast, the examples are explicit, unambiguous, and indisputable statements of appropriate behavior for the classroom.

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Teach 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

Tier 1 Teaching Matrix Including Trauma-Informed Competencies

FIGURE 4: Sample Tier 1 Teaching Matrix with Trauma-informed Competencies

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset...
Respectful	• Raise hand • Track the speaker • Follow directions	• **Greet the teacher and classmates** • **Talk in soft voices**	• **Listen to understand** • **Take turns speaking** • **Say, "I like that idea, AND…"**	• **Consider the feelings of others before posting**	• **Ask for a break** • **Express feelings by making "I statement"**
Organized and Achieving	• Walk quietly • Keep hands and feet within your bubble	• Start on opener assignment	• Clean up the area when time is up	• Turn on privacy controls	• **Ask my teacher to break down the assignment into smaller chunks.** • **Talk to someone if it will make you feel better**
Responsible	• **Stay on task** • **Offer to help** • **Apologize for mistakes**	•	• "Jump in" to help others • Manage time carefully	• Double check sources before I post • Pause and reflect before I post	• **Use the face chart to identify what you are feeling "I feel…"** • **Use cool off strategy (walk away, count to 25, deep breaths)**

- (Eber et al., 2020)

Activity: 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		