Behavior Management and Classroom Support: Fostering and Managing a Safe and Positive Learning Environment

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The Road Ahead

• Implementation Science—how practices are implemented successfully
• Creating the culture you envision
  • Good Behaviors
  • Build student social emotional well-being and prevent coercive interactions
• Function-based classroom supports

MORE TEACHABLE MOMENTS
Franklin Elementary Video

- What is the culture of Franklin Elementary?
- How are students acknowledged for social emotional successes?
- What impact on students?
- What impact on families?
Why Is Implementation Important?

- Innovation Activities (5D, PBIS, MTSS)
- Implementation Science

→ Student Outcomes

5 Dimensions – “The What”

- Assessment for Student Learning
- Student Engagement
- Classroom Environment & Culture
- Professional Collaboration & Communication

Leadership Team

- District Level Action Plan and Scaling Strategy
- Funding
- Visibility
- Political Support

- Active Coordination
  - Training
  - Coaching
  - Behavioral Expertise
  - Evaluation
  - Cadre of Trainers/Coaches
  - Site Based Behavioral Expertise
  - Evaluation Plan Data Use
  - Local School Teams/Demonstrations
Implementation Support

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Percentage of Teachers Demonstrating the Following After Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion (A)</td>
<td>10%</td>
</tr>
<tr>
<td>A + Demonstration in Training (B)</td>
<td>30%</td>
</tr>
<tr>
<td>A + B + Practice and Feedback in Training (C)</td>
<td>60%</td>
</tr>
<tr>
<td>A + B + C + Coaching in Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

Team Talk:
1) What inference do you pull from this slide?
2) What will it take for us to really implement PBS in the classroom?
Citation: Joyce & Showers, 2002

Reflection and Write

- How do evidence-based practices “stick” or reach sustained use?
- What are the keys for implementation in your building or classroom?
STUDENT WELLBEING

- It is estimated that the number of students being identified as having an Emotional/Behavioral Disorder has doubled in the last 30 years (US Dept of Ed, 2007).

- One in five (20%) of students are in need of some type of mental health service during their school years, yet 70% of these students do not receive services (Surgeon General's Report on Mental Health, 2011).

Opportunity Gap for Youth with ED

- Limited access to core academic prevention
  - educated in self-contained settings primarily (Wagner et al., 2005)

- Federal initiatives require that all youth have access to effective core (tier I) prevention (e.g., National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010; Individuals with Disabilities Education Improvement Act, 2004)

- 30% (less than 2 hours) of the school day on academic instruction (Wehby, Lane, & Falk, 2003).

Academic Performance

- Overall: 2 grade levels behind, on average

- Reading
  - 24th percentile in reading comprehension
  - Four out of 5 have reading difficulties

- Language
  - Nearly 9 out of 10 (88%) have language deficits

- Math
  - 42-93% math challenges
  - Declines 20 PR from childhood to adolescence
Power Struggles

How does it make you feel when a student wants power?
What are three ways to respond to it?

It's About Time

- K-12 students: 42% of instructional time (6 hrs.) engaged in learning.
- 17% of the day students are engaged and are successful in academic tasks (one hour)
- High school: 90% non-academically engaged time (Lewis, 2012).

CLOSING THE ACHIEVEMENT GAP BEGINS WITH CLOSING THE ENGAGEMENT GAP
Creating a Safe, Positive, and Healthy Classroom Culture: A Basic Need
Positive Behavioral Interventions and Supports for Students with EBD
The Starting Point: Positive Behavioral Interventions and Supports

- Creating the culture you envision
  - Good Behaviors
  - Student Centered
  - Outcome: Develop Schoolwide Behavior Matrix

- Catching Kids Living It
  - Outcome: Plan for rewarding student behavioral success

- Build student self-regulation and prevent coercive interactions
  - Outcome: Plan for responding to challenging behavior in and outside of classrooms

What is School-wide PBS?

- **School-wide PBS is:**
  - A framework, establishing the social culture and behavioral supports needed for schools to be effective learning environments for EVERY students.
  - This also correlates to the 5D™ Framework used in TSD, specifically Student Engagement, Assessment for Student Learning, Classroom Environment & Culture, and Professional Collaboration & Communication.

- **Evidence-based features of SW-PBS**
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - Collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation
Stress, anxiety, & burnout

- 3-4 more hours of instruction per week
- Less job-related stress
- Happier
- Greater job satisfaction
- Improved self-efficacy
- Better health
- More likely to stay in profession
- Greater student engagement

CARDINAL CULTURE

C are
A chieve
R espect
D ream
S uceed

Be Responsible
Be Respectful
Be Safe
Be a Learner
Dear Thunderbird Families:

We are 100% committed to the academic and social/emotional success of all students at Cascade View Elementary. To help support the social and emotional impact of teaching, we are implementing Positive Behavioral Interventions and Supports (PBIS) for a data-driven approach for establishing the social culture needed for schools to achieve academic success for all students. We have devoted much time over the last eight months to collaborating on the details of a new school PBIS Program and will be implementing it on the first day of the 2010-2011 school year. Part of this process included developing and piloting specific behavioral expectations for our students. These behaviors will be positively reinforced throughout the school for the remainder of the 2010-2011 school year.

We are 100% committed to the academic and social/emotional success of all students at Cascade View Elementary. To better support the social and emotional success of all students, we are also adding a new column for “Home.” What does it mean to keep the Thunderbird Promises and behavior expectations at home? We encourage each family to fill in the column, and then return the slip at the bottom of the page. Each child who returns the slip will be positively reinforced throughout the school for the remainder of the 2010-2011 school year.

Please take a moment to look over the matrix and review the details of the Thunderbird Promises. What does it mean for your child to be a Learner at home? We encourage each family to discuss the Thunderbird Promises with their child and to complete the matrix. Please return the slip at the bottom of the page. Each child who returns the slip at the bottom of the page will be entered into a drawing for prizes at school.

We also extend an open invitation to parents who would like to be on the Community PBS Council. Please complete the slip at the bottom of this page and return it to the school by the end date specified. We will pick 5 winners from the Community PBS Council Drawing.

We expect all students to live the four Thunderbird Promises: Be Safe, Be Respectful, Be Responsible, and Be a Learner. We have developed and used a behavior matrix to help teach these behavioral expectations. We expect that students will be positively reinforced throughout the school for the remainder of the 2010-2011 school year.

Sincerely,

Cascade View Staff

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### Cascade View Thunderbird Promises

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Expectation</th>
<th>Action (at school)</th>
<th>Action (home)</th>
<th>Action (bus)</th>
<th>Action (park, ride, or walk)</th>
<th>Action (family expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Keep hands, feet, and objects to self</td>
<td>Walk, Run, Roll</td>
<td>Walk, Run, Roll</td>
<td>Walk, Run, Roll</td>
<td>Walk, Run, Roll</td>
<td>Walking, Rolling, Running</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Use appropriate language</td>
<td>Speak</td>
<td>Speak</td>
<td>Speak</td>
<td>Speak</td>
<td>Speaking</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Put toys and materials away</td>
<td>Clean up</td>
<td>Clean up</td>
<td>Clean up</td>
<td>Clean up</td>
<td>Cleaning</td>
</tr>
<tr>
<td>Be a Learner</td>
<td>Come prepared to learn</td>
<td>Learn</td>
<td>Learn</td>
<td>Learn</td>
<td>Learn</td>
<td>Learning</td>
</tr>
</tbody>
</table>

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**REMEMBER TO FOLLOW:**

*The T-Bird Way*

- Take Responsibility
- Be Safe
- Integrity Counts
- Respect Everyone
- Do your best work

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June 24, 2010

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Sincerely,

Cascade View Staff
<table>
<thead>
<tr>
<th>Our Way, The T-Bird Way!</th>
<th>Hallway Expectations</th>
</tr>
</thead>
</table>
| **I** Take Responsibility | ✓ Be on time to every class  
 ✓ Put trash in proper cans  
 ✓ Walk away from negative situations |
| **B** Be Safe | ✓ Stay to the Right  
 ✓ Mind personal space with kindness  
 ✓ Be where you’re supposed to be |
| **I** Integrity Counts | ✓ Always have a valid pass  
 ✓ Help others when necessary |
| **Respect Everyone** | ✓ Keep your hands and feet to yourself  
 ✓ Keep posted materials up  
 ✓ Respect classrooms in session |
| **D** Do your Best Work | ✓ Move swiftly to your destination  
 ✓ Speak quietly and appropriately  
 ✓ Take the shortest route to class |

**Day 2**

### Hallways

- **LINES:**
  - Looking Forward
  - In Control of Hands, Feet and Objects
  - Number 0 Voice
  - Equipment and Materials Held
  - Stay in Your Spot
- Students will walk in two rows side by side.
- Students will walk on the right side of the hall.
- Teachers are encouraged to escort students in the hallways supervising from the back of the lines.
- Classes will stop at designated stopping points denoted by BEAR stop signs.
- Students transitioning to instructional areas without a teacher (i.e. Walk To Intervention, Resource, etc.) are expected to observe LINES as individuals.
- Students in the hallways for special purpose (e.g. bathrooms, office, nurse, errand, etc) must have a hall pass.

**Tbird Way promo**

**Length: 1:45**
Straight lines in line order.

Talk quietly, Noise level 0-2.

All take a seat until teacher dismisses.

Read or visit.

Turn and stand on signal for pledge.

Mustang Moment

1- Sit/Attention
2- Voice Level 0
3- Belongings Away
4- Straight Line
5- Stand for Pledge

PBIS Before School Video
<table>
<thead>
<tr>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay seated facing forward</td>
<td>Use a quiet voice</td>
<td>Report inappropriate behavior</td>
</tr>
<tr>
<td>Hands, feet and objects to self</td>
<td>Good language</td>
<td></td>
</tr>
<tr>
<td>SH</td>
<td>U-G</td>
<td>R</td>
</tr>
</tbody>
</table>

**Student Ownership**

**Think, Pair, Share**

- Why should school-wide positive behavior support start outside the class?
- How much does student ownership matter to sustaining PBIS in your school and classroom?
- 5 minutes
Example of Setting Expectations

• Example: High School Remedial Math

• Start of class
  • Materials ready (Be responsible)
    – Pencils sharpened, book on desk, notebook under desk.
  • Personal issues taken care of (Be responsible)
    – Bathroom, meds taken, enough food and drink.
  • Hands and feet to self (Be safe)
  • Voice level at completely quiet (Be respectful)
  • Ready to start CBM probe (Be respectful & responsible)
    – CBM packet open, pencil in hand, eyes on me.
Strategy for Defining Expectations

- Conversation
  - About what, to whom, how much, voice level.

- Help
  - How should kids signal for help during independent work, group work?
    - Sure-fire work
      - Hand raising, help card on desk, names on chalkboard.

- Activity

- Movement
  - Can kids move during the context (e.g., independent seat work? How much? Under what conditions?)

- Participation
  - What does participation look like?

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Hazelwood’s Guidelines For Student Success

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>Work Time</th>
<th>Transition/Free Time</th>
<th>Recess Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOICE LEVEL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Self</td>
<td>Silence</td>
<td>Talking Voice</td>
<td>Talking/Lead Voice</td>
</tr>
<tr>
<td>Respect Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Space/Property</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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MORSE CLASSROOM GUIDELINES FOR SUCCESS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mini Lesson</th>
<th>Large Group</th>
<th>Small Group</th>
<th>Independent Work</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>K</td>
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<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Be Respectful
  - I am using respectful language.
  - My voice level is 3 or 2.
  - I am using respectful language.
  - My voice level is 2.
  - I am using respectful language.
  - My voice level is 2.
  - I am using respectful language.
  - My voice level is 2.

- Be Responsible
  - I am prepared.
  - I am ready to learn.
  - I am making the effort to participate.
  - I am focused on the assignment.
  - I am prepared.
  - I am researching.

- Be Kind
  - I am using friendly words and actions.
  - I am aware and helping others.
  - I am aware and helping others.
  - I am aware and helping others.
  - I am aware and helping others.

- Be Active Learner
  - I am following adult expectations.
  - I am participating actively.
  - I am participating actively.
  - I am following directions.
Evergreen Heights’ Guidelines For Student Success

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>Work Time</th>
<th>Transitions</th>
<th>Recess Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn off noise</td>
<td>Control your hands and body</td>
<td>Line up quietly</td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make your hands for questions &amp; comments</td>
<td>Help with learning</td>
<td>Quiet walking</td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hands to yourself</td>
<td>Use supplies safely</td>
<td>Storage self &amp; things</td>
</tr>
<tr>
<td>Be Productive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow and follow directions</td>
<td>Finish your work</td>
<td>Back to the task</td>
</tr>
</tbody>
</table>

CURTIS JUNIOR HIGH’S GUIDELINES FOR SUCCESS

First Five Minutes
1. Large Group Discussion
2. Small Group Work
3. Independent Seat Work
4. Last Five Minutes

SAFETY
- Keep hands, feet, and objects to self
- Keep hands, feet, and objects to self
- Keep hands, feet, and objects to self
- Keep hands, feet, and objects to self

RESPECT
- Voice Level 0 (quiet)
- Follow directions
- Voice Level 0 (quiet)
- Voice Level 0 (quiet)
- Voice Level 0 (quiet)
- Voice Level 0 (quiet)

RESPONSIBILITY
- Be on time
- Be an active listener
- Be an active listener
- Clean up after yourself and put away materials you use

COOPERATION
- Be nice to all
- Use appropriate language
- Be nice to all
- Be nice to all

EXCELLENCE
- Do your best work
- Do your best work
- Do your best work
- Do your best work

BE YOUR BEST AT

H. HONORABLE
1. Fill out planner
2. Materials out and ready
3. Hands, feet, objects to self
4. 4 legs of chair on floor

M. MOTIVATED
1. Follow teacher instructions
2. Do your best work
3. S.A.N.T
4. 4 legs of chair on floor

S. SAFE & SECURE
1. Follow teacher instructions
2. S.A.N.T
3. Work needs to be managed
4. 4 legs of chair on floor

Start of Class
- Follow teacher instructions
- S.A.N.T
- Work needs to be managed
- 4 legs of chair on floor

Teacher-Directed Instruction
- Follow teacher instructions
- S.A.N.T
- Work needs to be managed
- 4 legs of chair on floor

Small Group Work
1. Follow teacher instructions
2. S.A.N.T
3. Work needs to be managed
4. 4 legs of chair on floor

Small Group Work
1. Follow teacher instructions
2. S.A.N.T
3. Work needs to be managed
4. 4 legs of chair on floor

Independent Seat Work
1. Follow teacher instructions
2. S.A.N.T
3. Work needs to be managed
4. 4 legs of chair on floor

Last Five Minutes
1. Clean up area
2. Put away materials
3. Write homework in planner
4. Work to be dismissed

Transitions
1. Follow teacher instructions
2. Manage your materials
3. Get promptly to your next destination
4. 4 legs of chair on floor
**Social Behavior Mapping**

**Being in the Green Zone in the Classroom**

<table>
<thead>
<tr>
<th>Core behaviors</th>
<th>How the teacher reacts</th>
<th>How the student feels</th>
<th>How the situation is resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attending to teacher, staying late</td>
<td>Teacher feels expected</td>
<td>I feel good</td>
<td>From the teacher</td>
</tr>
<tr>
<td>2. Earned a positive behavior reward</td>
<td>Student feels proud</td>
<td>Positive feeling</td>
<td>Stays in place</td>
</tr>
<tr>
<td>3. Engaged in classroom discussion</td>
<td>Student feels informed</td>
<td>Interested</td>
<td>Views and shares ideas</td>
</tr>
<tr>
<td>4. Worked on a group project</td>
<td>Student feels productive</td>
<td>Productive</td>
<td>Teamwork and collaboration</td>
</tr>
</tbody>
</table>

**OEC07 - Classroom Environment & Culture – Classroom Culture: Attracts for Learning**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom norms are evident and encourage risk taking, but students are still working on developing good behavior.</td>
<td>Classroom norms are evident and encourage risk taking, but students are still working on developing good behavior.</td>
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</tr>
<tr>
<td>Possible Teacher Observations:</td>
<td>Possible Teacher Observations:</td>
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</tr>
<tr>
<td>Teacher sets the norms for the classroom, but students are still working on developing good behavior.</td>
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</tr>
</tbody>
</table>

**Possible Student Observations:**

- Wills description shows that the student understands the classroom norms but needs further assistance in developing good behavior.
- Illustrates a commitment to developing good behavior.

Possible Student Observations:

- Wills description shows that the student understands the classroom norms and demonstrates a commitment to developing good behavior.
- Illustrates a commitment to developing good behavior.

** SELF-MANAGEMENT **

- **Social & Emotional Learning**
  - **Social Awareness**
  - **Responsible Decision-Making**
  - **Relationship Skills**

** SELF-AWARENESS **

** RESPONSIBLE DECISION-MAKING **
Ongoing Teaching of Engagement Skills

We Have Skills: Listen

**SOCIAL EMOTIONAL LEARNING**

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**Hot Spot Routines**

- Start of class/day
- Active Engagement during instruction (or on-task)
- Independent practice
- Transitions

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**START OF DAY/CLASS**
Example of Setting Expectations

- Example: High School Remedial Math
- Start of class
  - Materials ready (Be responsible)
    - Pencils sharpened, book on desk, notebook under desk.
  - Personal issues taken care of (Be responsible)
    - Bathroom, meds taken, enough food and drink.
  - Hands and feet to self (Be safe)
  - Voice level at completely quiet (Be respectful)
  - Ready to start CBM probe (Be respectful & responsible)
    - CBM packet open, pencil in hand, eyes on me.

Class expectations – Beginning of Period

C – light/quiet conversation. Conversation ends when teacher initiates instruction

H – Raise hand, wait patiently

A – Start warm-up activity

M – Enter classroom and sit in assigned seat. Acceptable to quietly sharpen pencil, hand in/pick up materials.

P – YES... In seat, engaged in warm-up activity

NO.... Horse play, not in assigned seat, loud voices, turned around talking
Partner Talk and Stretch

- How would it make your feel if you were a student in this class?

- How will you start the day with your students?
  - List ideas for entering the classroom on your grid.

Classroom meeting BEAR Behavior

<table>
<thead>
<tr>
<th>Bear</th>
<th>Start of Classroom Meeting</th>
<th>During Classroom Meeting</th>
<th>Finish of Classroom Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear Safety</td>
<td>Follow rules, especially for</td>
<td>Practice empathy</td>
<td>Contribute to follow rules</td>
</tr>
<tr>
<td>Always</td>
<td>Small &amp; Soft, sit down &amp; be quiet</td>
<td>Practice empathy</td>
<td>Contribute to follow rules</td>
</tr>
<tr>
<td>Respectful</td>
<td>Small, soft, sit down &amp; be quiet</td>
<td>Practice empathy</td>
<td>Contribute to follow rules</td>
</tr>
<tr>
<td>Voice Level</td>
<td>If you have no talking, you have the ball</td>
<td>Practice empathy</td>
<td>Contribute to follow rules</td>
</tr>
</tbody>
</table>

- Teacher: No talking, unless you have the ball
  - Practice the talking, unless you have the ball
Start on Time

You have done an AWESOME job in the first weeks of school starting each class on time! Let’s keep it going TBirds! You are making a positive difference at our school!

• Make sure you plan ahead to get to class on time!
• Walk swiftly and take the shortest route to your next class.
• Take care of your personal needs before, at lunch, or after school.
• Save socializing for lunch and after school so you and your friends can be on time!

Let’s do it the Tbird Way!

ACTIVE ENGAGEMENT
Wildcats aRe Respectful Responsible & Safe

What does that look & sound like in Instructional Situations (Small group, peer-tutoring, or large group discussion)

S - Sit up
L - Listen
A - Ask and Answer
N - Nod/Note
T - Track the speaker

Wildcat Learning Behaviors Look & Sound Like

- S - Sit up
- T - Track the Speaker
- A - Ask and Answer Questions
- R - Respect those around you

Opportunities to Respond

- New material
  - 4-6 per minute
  - 80% accuracy

- Practice or fluency building
  - 9-12 per minute
  - 90-95% accuracy
Responding to Questions

• Cold Call

• Choral Responding

• Peer
  – Look, lean, whisper

• Written: Response boards, etc.
BOOSTING ENGAGEMENT DURING INSTRUCTION

Reflect: What two strategies would you like to bring back to your PLC?
Team Discussion: What should engagement look like in our building?
How can we reach a common understanding together by fall?

INDEPENDENT PRACTICE

<table>
<thead>
<tr>
<th>BE YOUR BEST AT</th>
<th>H. HONORABLE</th>
<th>M. MOTIVATED</th>
<th>S. SAFE &amp; SECURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-Directed Instruction (Focus Level 1)</td>
<td>Follow teacher instructions:</td>
<td>Do your best work</td>
<td>Hands, feet, objects to self</td>
</tr>
<tr>
<td>Small Group Instruction (Focus Level 2)</td>
<td>Follow teacher instructions:</td>
<td>If you are not in a small group:</td>
<td>S.L.A.N.T</td>
</tr>
<tr>
<td>Small Group Work (Focus Level 2)</td>
<td>Follow teacher instructions:</td>
<td>Required comments:</td>
<td>S.L.A.N.T: Raise your hand if you have a question</td>
</tr>
<tr>
<td>Independent Seat Work (Focus Level 2)</td>
<td>Follow teacher instructions:</td>
<td>Group responsibilities:</td>
<td>S.L.A.N.T: Raise your hand if you have a question</td>
</tr>
<tr>
<td>Last Five Minutes (Focus Level 2)</td>
<td>Clean up area:</td>
<td>Put away materials</td>
<td>Write homework in planner</td>
</tr>
<tr>
<td>Transitions (Focus Level 2)</td>
<td>Follow teacher instructions:</td>
<td>Manage your materials</td>
<td>Get promptly to your next place or location</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hands, feet, objects to self</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 legs of chair on floor</td>
</tr>
</tbody>
</table>
TRANSITIONS

School Wide and Classroom Attention Signal

- Teachers signal for student attention by raising their hand and stating, “SLANT, please.”
- Grades 3-5 then raise their hands and demonstrate “Perfect SLANT.”
- Grades K-2 raise their hands; verbally repeat the direction “SLANT, please; and demonstrate “Perfect SLANT.”

- Sitting or Standing Silently
- Listening
- Attention
- Number 0 Voice
- Total Eye Contact
Transitions

- Teach the expectations for the transition
  - Voice level off (conversation)—Respect
  - Raise hand if you need help (help)—Respectful
  - Keep hands and feet to self (movement)—Safe
  - Go directly to where you are supposed to be (movement)—Responsible
  - Get materials you need, put ones away you don’t need (participation)—Responsible

Three-step process for communicating expectations

1. **Teach Your Expectations**
   - Before the activity or Transition Begins

2. **Monitor Student Behavior**
   - By Circulating and Visually Scanning

3. **Provide Feedback**
   - During the Activity and at the Conclusion of the Activity

Begin the Cycle again for the Next Activity
Feedback System

- Establish standards based grading system for effort/behavior
  - Each day: O, S, or N
  - Each week: O, S, or N (note why if N)
  - Use these data for report cards and conferences

- Send behavior report card home for signature in Friday Folder.

Whole Class Response

- Explain that three times per day you will say, “Check Your Behavior” at some point.
- Students will pause, think about their behavior at that point, and rate themselves.
- You will then say, “Thank you for managing yourself, keep working.”
- The ratings should be kept in the Homework/Friday Folder and used to inform behavior/participation grade.

I am a STAR – I do my best and help the rest!

<table>
<thead>
<tr>
<th>School Rule</th>
<th>How is my behavior right now?</th>
<th>Does my teacher agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>🎉😊😊😊😊</td>
<td>☑ YES ☐ NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>🎉😊😊😊</td>
<td>☑ YES ☐ NO</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>🎉😊😊😊</td>
<td>☑ YES ☐ NO</td>
</tr>
<tr>
<td>Be Cooperative</td>
<td>🎉😊😊</td>
<td>☑ YES ☐ NO</td>
</tr>
<tr>
<td>Be Trustworthy</td>
<td>🎉😊</td>
<td>☑ YES ☐ NO</td>
</tr>
</tbody>
</table>

My goal is to get ______ points during _____________.

If I do, I will receive __________________________.
Misbehavior Recording Sheet
(Daily by Student Name)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>1st Hour</th>
<th>2nd Hour</th>
<th>3rd Hour</th>
<th>4th Hour</th>
<th>5th Hour</th>
<th>Total</th>
</tr>
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<tbody>
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</tbody>
</table>

- Helps teachers engage students effortlessly
- Tracks data - with no data entry required
- Uses real-time feedback to improve behavior
- Focuses on building positive behavior rather than punishing/discipline

Track and share real-time data with parents quickly and easily
Boost student engagement by allowing them to track their progress at home!

Teaching Routines and Expectations
Collaboration and Work Time

- Develop Routines aligned to Expectations for one hot spot in your class.
- First two pages of handout.
- Share ideas with your colleagues near you.

10 minutes
Acknowledging Desired Behaviors

“Celebrate what you want to see more of.”
-Thomas J. Peters

PATS Pat on the back!

Student Name: 
Grade: 
Description of behavior: 

Check the PATS Trait observed: 
☐ Practice Positive Attitudes
☐ Act Responsibly
☐ Treat Everyone with Respect
☐ Strive for Excellence

Teacher: 

HOCKINSON HEIGHTS INTERMEDIATE SCHOOL GOOD NEWS REFERRAL

Student: 
Grade: 
Home Room: 
Building Staff: 
Day of Week: 
Incident Location: 
Time of Incident: 

CHECK ONE: 
☐ Was Responsible
☐ Was Respectful
☐ Was Safe

Brief Description of incident:

TEACHER ACTION TAKEN: 
☐ Conference with Student
☐ Conference with Parent
☐ Called Parent
☐ Consulted Counselor

ADMINISTRATIVE CONTACT: (Note date)
☐ Contact with Student
☐ Contact with Parent
☐ Contact with Teacher/Staff Person
• What Methods Could You Use to Recognize & Reinforce Students?
  – Ideas for High Level and Low Level Reinforcement
  – Who Will Manage the Reinforcement System?
  – How Will you Reinforce Staff?
Healthy Interactions: Background

- Clear communication
  - Direct & unemotional
  - Nonverbal
  - Precision request
- Predictability is critical to a healthy/safe classroom environment
  • G—Guidelines
  • M—Monitoring
  • C—Consequences
- Nattering is central to the development of negative and coercive interactions
  • This means that problem behaviors are a chain rather than an event

Clear Communication

Case 2: Students are working independently on a writing project. Ben is out of his seat disturbing two other students.

Teacher: "Ben, what do you need to do?"
Ben: "Sharpen my pencil."
Teacher: "You don't have a pencil."
Ben: "I was going to borrow one from him."
Teacher: "What is the rule about leaving your seat?"
Ben: "I have to put my hand up."
Teacher: "Well, go back to your seat and put up your hand."
Coercion Theory (Patterson, 1982; 1995)

Children become aware that if they continue to misbehave or respond to the parent/teacher behavior with severe disruptive behavior, they can shape parental/teacher behavior for their own benefit.

Ratio of Interactions
Plan to interact at least five times more often with each student when he or she is behaving appropriately than when he or she is misbehaving (5:1 ratio)

Best Behavior (Sprague & Golly, 2004)

Ratio of Interactions
Plan to interact at least five times more often with each student when he or she is behaving appropriately than when he or she is misbehaving (5:1 ratio)
Groups of three
Pause: How did the teacher acknowledge on-task behavior?
Step 2: How did the teacher offer academic support?
Implementation: How do we support our staff to practice and implement the two-step successfully?

VIDEO: THE TWO-STEP

Primary Prevention: System for Responding to Behavior
• 5 Chances to Self-Manage
  – First: Non-verbal
  – Second: Precision Request
  – Third: Focus
  – Fourth: Reset
  – Fifth: Principal Reset
Student Misbehaves

Major?  Minor?  Consistent Protocol

Admin Referral

Non-Verbal Cue

Misbehavior Continues

Precision Request

Misbehavior Continues

Option: Intervention Chart 1
1 on 1 conversation; buddy room; review rules / expectations; explain/ model wanted behavior; problem solving sheet

Positive Reaction, back to class / work

Negative Reaction and/or Misbehavior Continues

Major

Admin Referral

Major?

Minor?

Admin Referral

MINOR BEHAVIORS

Talking out of turn

Excessive

Bothering others

Not working on assignment

Out of seat

Poor academic performance

Sleeping

Constantly off-task

Etc.

Admin referral may be made for chronic minor behaviors

Do not need immediate removal from class

MAJOR BEHAVIORS

- Drug / alcohol anything...

- Assault – fighting

- Non-compliance

- Turn over cell phone / flat refusal to work

- Failure to identify

- Sexual harassment / misconduct

- Weapons

- Profanity / vulgarity

- Etc......

Admin referral is made

Warrants immediate removal from class
Student Misbehavior

Major

Minor

Admin. Referral

Non-Verbal Cue

Continues

Precision Request

Misbehavior Stops

Continues

Option Intervention

3x in a week = Major – Admin Referral

2x in a week = Parent phone call & counselor notification

1 on 1 conversation, buddy room,

review rules / expectations,

Positive Reaction,

Back to class / work

Negative Reaction and/or

Misbehavior Continues

Major

–

Admin Referral

2x in a week = Parent phone call & counselor notification

3x in a week = Major – Admin Referral

Use Catch Phrases

Reasonable Requests

Remember Where You Are

Respect Differences

Reach Your Potential

1 on 1 conversation, buddy room,

review rules / expectations,

Positive Reaction,

Back to class / work

Negative Reaction and/or

Misbehavior Continues

Precision Request

Misbehavior Stops

Continues

Option Intervention

Chart 1

1 on 1 conversation, buddy room,

review rules / expectations,

explain / model wanted behavior,

problem solving sheet

Positive Reaction,

Back to class / work

Negative Reaction

Major – Admin Referral

Reset!

We are Self Managers!
How can Reset help?

We use Reset at our school so you learn to

**MANAGE YOURSELF!**

Sometimes we have trouble staying in control and managing ourselves

Negative Words
- Not Working/Refusing
- Disrespectful/Rude
- Negative Words
- Loud/Disruptive

I’m going to give YOU a chance to follow directions!

- If you are having trouble with following directions, I will:
  - Stand close to you.
  - Give you “The Look”.
  - Raise an eyebrow.
  - Shake my head.
  - Keep teaching because I think you can do it on your own.
Your job is to stop and think about what you are doing.

Do NOT say, “WHAT? I DIDN’T DO ANYTHING!!!”

What is “THE LOOK”? 
Move, Discussion, and Share-Out

• What is the advantage of using non-verbals to respond to minor classroom behavioral issues during instruction?

• Share what non-verbals work for you. How do you teach them to the students?

What happens if you still are not following directions?

Your teacher will say to you: “Check Yourself”

Your teacher will say this to you once and only once!

This is your last chance to manage your behavior by yourself!
CHECK YOURSELF!
If you don’t know what to do, silently look at your neighbors or me to see what we are doing if you did not hear the directions the first time.

FOLLOW THE DIRECTIONS!

PRECISION REQUESTS

Chinook
Tahoma Jr. High
Dick Scobee
Tacoma
Pearl Street
Washington
Hazelwood

“Think about your choices”
“REP up”
“Check your behavior”
“Check Yourself”
“PS 3”
“Back on task”
“Keep your Promises”

Differentiating Precision Requests
“I need to see your learner skills.” means I should...

1. Control my voice and body
2. Read and listen to directions
3. Get back on task and do my work

PLC Discussion and Share-Out

• How can we support students to show self-management when do the precision request?
  – How can we be culturally and linguistically-responsive?

• Practice doing the precision request with your colleagues.

Be a One-Timer!

Celebrate and reinforce compliance to precision request
What happens if I am still not managing my behavior?

Your teacher will **NOT** stop teaching to talk to you. Your teacher will put the FOCUS pass on your desk and walk away OR tap three times on the focus desk and look at you.

This is your opportunity to move up to the FOCUS area and FOCUS on what you need to do.

1. Move to the FOCUS area.
2. THINK about what you need to do.

**Focus: Debriefing**

- If you show your best learning, the teacher will give you a thumbs up or say, "you are focused".

- You can move back to your seat or stay in the focus area if you want.

- You will be expected to finish following the directions.
Your teacher will NOT stop teaching to talk to you. She will put a Reset Pass on your desk.

This is your opportunity for you to leave the classroom briefly and THINK about a better choice!

Take the Think Time Pass and quietly go to the Think Time desk in the other classroom. The pass tells you which classroom to go to for Think Time.

**STEP #4 - TEACHER**

☐ If I see you make a bad choice, I will keep teaching and put a Reset Spot pass on your desk.

☐ I will walk away and give you the chance to follow my direction.

**YOUR JOB - STUDENT**

☐ I will go to the Reset Spot in our classroom to think about a better choice.

☐ I will get ready to follow the steps.

☐ I will fill out a form and wait to talk to my teacher.

☐ I will remember that the teacher is not mad at me.
An adult will ask you a very important question—"What was your behavior?"

If you can answer, you will get a form to complete.

If you are not ready to answer, the adult will say, "I'll be back with you."

Primary and Intermediate

Think Time Behavior Debriefing Form

Student Name ___________________ Grade _______ Referring Teacher ___________________

Teacher: _______ Date: _______

Did you answer ( ) Yes ( ) No

What was your behavior?
- Not being safe
- Not being on task
- Not having an awesome attitude
- Not being respectful

What do you need to do?
- Be safe
- Be on task
- Have an awesome attitude
- Be respectful

Can you do it? ( ) Yes ( ) No
Think Time Choices Sheet

Student Name: ___________________ Group: ______________ Date: ___________

Reasoned Action: ____________________ Reviewed by: ____________________

What was your behavior choice?

- Not a Listener: Ignoring Directions
- Not Respectful: Talked About Minimal
- Not Responsible: Avoiding Work
- Not Safe: Harmful, Dangerous

My Choice:

What do you need to do?

- Be a Listener: Give Attention
- Be Respectful: Acknowledge
- Be Responsible: Do Your Work
- Be Safe: Be Careful, Alert

I need to:

Reset

Name: ___________________ Date: ___________

1. What was your behavior?

2. What do you need to do?

3. Can you do it?

OR

Keithley Middle School

Behavior Accountability Reflection Form

Name: ___________________ Date: ___________

Seding Teacher: _____________ Receiving Teacher: ______________

Arrival Time: _______________ Departure Time: _______________

1) What was your behavior?

2) Which Kolt Pride attribute did you struggle with? Circle below:
   - SAFETY / RESPONSIBILITY / RESPECT / LEARNER

3) What behavior do you need to display when you go back to your classroom to live up to the Kolt Pride attributes? In a similar situation, what could you do differently?

4) Will you be able to do it?
   - [ ] YES  [ ] NO

**Reminder:** If any answers are left blank, are answered with “I don’t know”, or are answered with inappropriate language, you will have to redo it. Remember that if behavior disruptions become repetitive parent/guardian contact will be made.
Your teacher will **NOT** stop teaching to talk to you. Your teacher will put a Reset Pass on your desk.

This is your opportunity to leave the classroom briefly and **THINK** about a better choice!

Take the **RESET** Pass and quietly go to the **RESET** Zone in our buddy classroom.

**What happens if I am still not managing my behavior?**

Let’s See What it Looks Like…
During a RESET

• An adult will ask you a very important question- “What was your behavior?”

• If you can answer, you will get a form to complete.

• If you are not ready to answer, the adult will say, “I’ll be back with you.”

Think Time Behavior Debriefing Form

Name: ______________________________  Grade: ____________  Date: _________________
Sending Teacher: _____________________   Receiving Teacher: ________________________
Arrival Time: ________________________   Departure Time: _______________________

1. What was your behavior?

______________________________________________________________________________
______________________________________________________________________________

2. What behavior do you need to display when you go back to your classroom?

______________________________________________________________________________
______________________________________________________________________________

3. Will you be able to do it?  _______ Yes       _______ No

4. I would like to see the teacher.  _______ Yes       _______ No
1. Recognize the signs of agitation.
Agitation can show itself in one of two ways. The agitated student may either:
- Become more active
- Shut down and become withdrawn

2. Address the agitation.
Once you recognize the signs of agitation, here are the steps in addressing it:
- State the task
- Communicate concern
- Allow space
- Attend to other students
- Help student begin work
What are the steps we should take to de-escalate our students?
Groups of 3

Problem Solving
• Space and patience
• Small amount of work at instructional level
• Capstone
  – Restorative justice
  – Problem solving
• Agreement
• Reenter the class and do classroom reset procedure
• Administrator praise
• Teacher praise

RESTORATIVE PRACTICES
Name of Student: ____________________  Grade: ____________________

Act (behavior):

Referring Person: ____________________  Location: ____________________  Time: ____________________  Date: ____________________

Person or Community Harmed by my Behavior (Primary):

Engaged – Attitude – Grit – Learning – Everyday - Safe

What Eagle Expectation was most impacted by my behavior? ____________________

Why or How? ____________________

What are you taking responsibility for:

______________________________

______________________________

______________________________

What is (could be) the effect/harm of your action(s) on the Class (community) and/or the person harmed by my actions? How do you think you made them feel?

______________________________

______________________________

______________________________

What are your feelings about this? (Avoid using bad/good)

______________________________

______________________________

______________________________

How will you make amends (make things right) to the relationships, by the harm caused by my actions.

______________________________

______________________________

______________________________

Consequences that I am ready to DO (Initial):

Letter of Understanding: ____________________  Community Service: ____________________

Letter of Apology: ____________________  (Cleaning lunch room)

Lunch Detention: ____________________  (Cleaning the grounds)

After school Detention: ____________________  (Volunteer in “special needs” class)

______________________________  (Cleaning stairs)

______________________________  (Organize PE storage)

______________________________  (Support home games)

Follow up meeting:

Staff: ____________________  Location: ____________________  Date: ____________________

Staff Member Overseeing Community Service: ____________________

Date of Completion: ____________________
Behavior Problem Solving & Goal Setting Form

Step one: State the problem (i.e., why were you in school detention).
__________________________________________________________________________________________
__________________________________________________________________________________________

Step two: Brainstorm at least three possible solutions (i.e., what can you do to avoid the problem in the future).
1. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________

Step three: Evaluate the solutions.
a. Can we agree to cross any solution off the list?
   _______________________________________________________________________________________

b. What are the advantages and disadvantages of each solution?
   _______________________________________________________________________________________

Step four: Pick a solution.
__________________________________________________________________________________________
__________________________________________________________________________________________

Step five: Monitor the effectiveness of the solution (how will you know if it is working?).
__________________________________________________________________________________________
__________________________________________________________________________________________

Function-Based Classroom Interventions
Tier II and III supports

Functions

Problem Behavior

Obtain/Get Something
Escape/Avoid Something

Social

Tangible/Activity

Adult

Peer

Pos Reinf
Neg Reinf

Stimulation/Sensory


Escape

Function-based Classroom Interventions

C5 Independent Work Intervention

- **Challenge:**
  - Can you do these in two minutes? Point to clock on wall or timer.

- **Circle:**
  - The problems the student chose to do.

- **Commit:**
  - Do you really think you can do it? Okay, I’ll check with you in 2 minutes. Set timer or point to clock.

- **Circulate:**
  - Move around unpredictably, monitor all students, non-verbal praise.

- **Celebrate:**
  - “Wow, you did it” (break if needed, fist bump). Start over with Challenge, add one more problem or item.
## Breaks Are Better Point Card

### Breaks Are Better

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>2 = great job</th>
<th>1 = OK, try again</th>
<th>0 = hard time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
<th>2 Minute Breaks I Can Take</th>
<th>Took Breaks Appropriately (if needed)</th>
<th>Breaks Are Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>O O O</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>O O O</td>
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<td>Check-Out</td>
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<td>0 1 2</td>
<td>O O O</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

**Today's Goal:**

**Today's Total Points:**

**Number of Breaks Used:**

**Parent's Signature:**

---

**ZONES Check-In**

I love how I feel.

I'm in the Zone.

Icons of the Four ZONES.

---

Did not mention the colors, but it seems like there are four zones: Blue, Green, Yellow, and Red.
Cool Down Place

Smile, take a break, I feel it, I might have a big head.

My choices:
1. Blow up a balloon and feel the air in my lungs.
2. Take a slow stretch with my arms out to the sides.
3. Take a nose breath - put my nose over and think about my brain.
4. Do a fun lap dance.

I can manage myself and calm down.

TAKE A BREAK

Walk quietly.
Sit and take 5 deep breaths.
Wait quietly.
Take 5 more deep breaths.

A teacher will check on you and send you back to class when you are ready.

Take a Break Strategies
- lavender
- sand timer
- deep breaths
- word wall words
- push the wall
My choices:

I am feeling frustrated.
(I feel like I might get angry)

I am really mad.
(I feel like kicking or hitting or crying)

I can manage myself!
I can use good learner skills and stay on task!

1. I can sit at the back table and
   • Blow up a pretend balloon with 4 big breaths and then let my balloon float away.
   OR
   • Take a mini "vacation". Put my head down and think about my favorite place. For one minute.

2. I can go to a Think Time desk and when I am calm the teacher will bring me a form.

Mrs. Carter's "TAKE A BREAK" PASS

Please go to the back table

I can go to the Think Time desk and when I am calm the teacher will bring me a form.

I can go to the back table and blow up a pretend balloon with 4 big breaths and then let the balloon float away.

I can manage myself!
I can use good learner skills and stay on task!

Think Time “TAKE A BREAK” Debriefing Form
(Use with the Take A Break pass to debrief with student)

Student: __________________________ Date: __________
Debriefing Teacher: __________________________

1. What were you feeling?
   ______ angry ______ sad ______ frustrated ______ worried ______ nervous ______ distracted
   Other: __________________________

2. What did you do to manage your emotions?
   ______ I took deep breaths ______ I relaxed my shoulders, arms and hands
   ______ I closed my eyes ______ I waited quietly
   Other: __________________________

3. Did the break help you get on task? ______ Yes ______ No

(The TAKE A BREAK does not count as a THINK TIME) 11/23/09
Small Group or One on One Instruction

Function Based Intervention for Peer Attention
Adult Attention
Teacher-Student Learning Game

Wildcats aRe Respectful Responsible & Safe

What does that look & sound like in Instructional Situations (Small group, peer-tutoring, or large group discussion)

S - Sit up
L - Listen
A - Ask and Answer
N - Nod/Note
T - Track the speaker

Teacher | Students
---|---
15 pts. | 30 pts.
**MJ C4 Intervention**

- **Motivate Just C4 (before) instruction**
  - Challenge
    - "Your team can't win without you. It's on you. You need to be _____ (favorite athlete) in 2 minutes when we play the game. You gotta bring it."
  - Commit:
    - "Will you win the game for your team today?"
  - See:
    - He needs to see you are watching, non-verbals to motivate, before and during instruction. "I see you, Kalil. You show the 5, you get 5 for your team."
  - Celebrate:
    - "Kalil, you won the game for your team. You played just like _____ plays ______. Like a champion!"

---

**Learning Centers, Small Group Time, Teacher Led Instruction (to table groups or rows)**

Function Based Intervention for
Peer Attention
Adult Attention

---

**Sample: Classroom Game**

<table>
<thead>
<tr>
<th>Rockets</th>
<th>Bears</th>
<th>Team Flash</th>
<th>Panthers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal: 2 or less
Supports for Students that Struggle with Reset or Think Time

Escape Motivated Behaviors

About 1-10% of kids
Classroom management basically involves organizing the activities of 25-35 young people. What a daunting task! Few teachers feel that they have mastered management and often when they do, an extremely challenging class comes along that disrupts their newfound self-efficacy. Making improvements in one’s skill level typically involves some assessment of starting skill level, establishing goals, and then determining specific steps, use of certain strategies, or other actions that one will take to achieve the goals. Once goals and specific actions steps are identified, teacher reflection and performance feedback are utilized to monitor progress. This tool was designed to help teachers who wish to make improvements in their management skills begin the process of self-assessment, action planning, reflection, and arranging for performance feedback.

**Using the Tool**

The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies. (See Marzano, R. J. (2003). *Classroom management that works.* Alexandria VA: ASCD.)

1. Rate yourself on each of the items.
2. For the positive to negative ratio tally, you will want to consider maybe only an hour in the day. Specify how you counted (i.e. used an observer, put chips into apron)
3. The 1 to 4 scale represents a continuum:

   1 = I have not yet implemented -- the element described has not been a part of my management plan.
   2 = I have made some attempts at implementation, but overall my effort has not been strong or sustained.
   3 = I have planned and implemented, but struggled with follow-through or improvements along the way. My initial planning could have been better.
   4 = YES, I have implemented and followed through, monitoring and improving my use of the strategy as needed.
4. After completing the rating, add your total points for each of the 10 areas or categories. Divide by the number of items in the area to get an average.
5. Identify your areas of strength. Plan for ways to maintain these areas of strength. You might want to share this with the PBS team as you might become a resource for others.
6. For those areas that you rated not as strong decide for which areas you might write goals.
# Self Assessment of Classroom Management (SACM)

Teacher________________________ Rater (if used)____________________ Date_____________

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratio² of Positives to Negatives: _____ to 1

## Classroom Management Practice

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
<th>Scale total /3 =</th>
<th>5D Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maximize structure and predictability in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) I establish and explicitly teach student procedures.</td>
<td>1 2 3 4</td>
<td>CECC5</td>
<td></td>
</tr>
<tr>
<td>b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.</td>
<td>1 2 3 4</td>
<td>CECC1</td>
<td></td>
</tr>
<tr>
<td>c) I actively supervise (move, scan, interact, reinforce).</td>
<td>1 2 3 4</td>
<td>CECC5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
<th>Scale total /4 =</th>
<th>5D Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Establish, teach, and positively stated classroom expectations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) My rules are stated as “do’s” instead of “nos” or “don’ts.”</td>
<td>1 2 3 4</td>
<td>CECC5</td>
<td></td>
</tr>
<tr>
<td>b) My classroom rules are aligned with the school-wide expectations.</td>
<td>1 2 3 4</td>
<td>PCC5</td>
<td></td>
</tr>
<tr>
<td>c) I actively involve students in establishing classroom rules.</td>
<td>1 2 3 4</td>
<td>CECC3 SE5</td>
<td></td>
</tr>
<tr>
<td>d) I explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.</td>
<td>1 2 3 4</td>
<td>CECC5 PCC5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
<th>Scale total /4 =</th>
<th>5D Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Manage behavior through effective instructional delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) I conduct smooth and efficient transitions between activities.</td>
<td>1 2 3 4</td>
<td>CECC4</td>
<td></td>
</tr>
<tr>
<td>b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, anchor activities)</td>
<td>1 2 3 4</td>
<td>CECC4 CP4</td>
<td></td>
</tr>
<tr>
<td>c) I provide a clear explanation of outcomes/objectives.</td>
<td>1 2 3 4</td>
<td>P4 P5</td>
<td></td>
</tr>
<tr>
<td>d) I end lessons/activities with specific feedback.</td>
<td>1 2 3 4</td>
<td>A3</td>
<td></td>
</tr>
</tbody>
</table>

---

¹ Sugai & Colvin (2004) Adapted by Sandy Washburn
<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
<th>5D Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1= Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2= Basic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3= Proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4= Distinguished</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Actively engage students through use of varied instructional strategies.

<table>
<thead>
<tr>
<th>Sect. total /3=</th>
<th>SE3</th>
<th>SE4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (ie. Response cards, choral responding, think-pair-share, movement, manipulatives, writing, and other methods)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly implement a variety of student centered instructional strategies (ie. Cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are frequently and observably engaged in instruction—(students are “doing” things that can be seen, i.e. communicating, manipulating, creating, reflecting etc.)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Evaluate Instruction.

<table>
<thead>
<tr>
<th>Sect. total /3=</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of the activity, I know how many students have met the objective(s).</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide extra time and assistance for students who struggle.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I consider and note needed improvements (to lesson) for next time.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. Maximize positive interactions.

<table>
<thead>
<tr>
<th>Sect. total /3=</th>
<th>CEC5</th>
<th>CEC6</th>
<th>CEC7</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I maintain a ratio of 4:1 positive interactions</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I positively interact with every student at least 2-3 times per hour on average.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After correcting rule violations, I use acknowledgement and positive reinforcement for rule following</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Use a continuum of strategies to acknowledge expected behavior.

<table>
<thead>
<tr>
<th>Sect. total /3=</th>
<th>CEC5</th>
<th>CEC6</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide specific and immediate contingent acknowledgement for following classroom expectations.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use differential reinforcement strategies to address behavior that violates classroom rules.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Classroom Management Practice</td>
<td>5D Component</td>
<td>Rating</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>L = Learning</td>
<td>B = Behavior</td>
</tr>
<tr>
<td>8. Use a continuum of strategies to respond to rule violations.</td>
<td>Sect. total /3=</td>
<td></td>
</tr>
<tr>
<td>a) I provide specific, contingent, and brief corrections (i.e. stating expected behavior) for academic and social errors.</td>
<td>1 2 3 4</td>
<td>CEC5 A3</td>
</tr>
<tr>
<td>b) In addition, I use the least restrictive procedure to discourage rule violating behavior (non-verbals, proximity, anonymous corrections, redirects, etc.) and proceed to more restrictive procedures.</td>
<td>1 2 3 4</td>
<td>CEC5</td>
</tr>
<tr>
<td>c) I respond to rule violating behavior in a calm, emotionally objective, and business-like manner.</td>
<td>1 2 3 4</td>
<td>CEC5</td>
</tr>
<tr>
<td>9. Develop caring and supportive relationships.</td>
<td>Sect. total /4=</td>
<td></td>
</tr>
<tr>
<td>a) I learn, use and can correctly pronounce student names by the end of week 2.</td>
<td>1 2 3 4</td>
<td>CEC6</td>
</tr>
<tr>
<td>b) I use explicit activities to learn about students and their cultural backgrounds.</td>
<td>1 2 3 4</td>
<td>CEC6 CEC7</td>
</tr>
<tr>
<td>c) I communicate with students/families before school starts and continue frequent contact.</td>
<td>1 2 3 4</td>
<td>PCC3</td>
</tr>
<tr>
<td>d) I speak to students with dignity and respect— even when providing correction!</td>
<td>1 2 3 4</td>
<td>CEC6</td>
</tr>
<tr>
<td>10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.</td>
<td>Sect. total /4=</td>
<td></td>
</tr>
<tr>
<td>a) I use general classroom procedures and student jobs to enhance student responsibility.</td>
<td>1 2 3 4</td>
<td>CEC3</td>
</tr>
<tr>
<td>b) I provide students with self-control and self-monitoring strategies.</td>
<td>1 2 3 4</td>
<td>CEC3 CEC5</td>
</tr>
<tr>
<td>c) I provide social skills instruction and problem solving strategies.</td>
<td>1 2 3 4</td>
<td>CEC3 CEC5</td>
</tr>
<tr>
<td>d) I provide specific activities for students to get to know one another and solve problems collaboratively.</td>
<td>1 2 3 4</td>
<td>CEC3 CEC7</td>
</tr>
</tbody>
</table>
Summary for Tallying School-wide Areas of Need

Please transfer your average section scores from you self assessment in the chart below. This data will be used to determine some common areas for improvement.

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1= Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>2= Basic</td>
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<tr>
<td></td>
<td>3= Proficient</td>
</tr>
<tr>
<td></td>
<td>4= Distinguished</td>
</tr>
</tbody>
</table>

<p>|                                                                                             | Section Average |
| 1. Maximize structure and predictability in the classroom.                                   |                |
| 2. Establish, teach, and positively stated classroom expectations.                           |                |
| 3. Manage behavior through effective instructional delivery.                                |                |
| 4. Actively engage students through use of varied instructional strategies.                  |                |
| 5. Evaluate Instruction.                                                                    |                |
| 6. Maximize positive interactions.                                                          |                |
| 7. Use a continuum of strategies to acknowledge expected behavior.                          |                |
| 8. Use a continuum of strategies to respond to rule violations.                             |                |
| 9. Develop caring and supportive relationships.                                            |                |
| 10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom |                |</p>
<table>
<thead>
<tr>
<th>Current Strength Area</th>
<th>Maintenance Strategies</th>
<th>Date started</th>
<th>Date evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Areas for Improvement</td>
<td>Improvement Strategies (Specific Action Steps)</td>
<td>Date started</td>
<td>Date evaluated</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------</td>
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</tbody>
</table>
Classroom Planning Worksheet
Expectations for a Routine
Tacoma Whole Child Initiative

Name ___________________________ Date __________________

DEFINING & TEACHING BEHAVIORAL EXPECTATIONS & ROUTINES

1. Circle a classroom routine: Independent practice, small group work, teacher led instruction, transitions, start of day/class period, end of day/class period, or other (list it) __________.

<table>
<thead>
<tr>
<th>Primary Behavioral Expectations</th>
<th>Primary Steps for the Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

2. Develop and describe your plan/schedule for how you will teach each of the expectations/routines above during the first days/week of working with your students.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

After explicitly teaching student the Behavioral Expectations and Routine during the first days/week you work with them:

3. Describe the process you will use to quickly review/revisit the expectations & routines on a daily basis prior to the start of the routine.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**ACKNOWLEDGING EXPECTED/DESIRED BEHAVIOR**

4. Prioritize 5 specific statements you will use to regularly acknowledge students for *each* of the behavioral expectations you identified above. Be sure to explicitly label the desired behavior within each statement.

<table>
<thead>
<tr>
<th>Specific Statements to acknowledge Student Desired Behavior. Be sure to clearly state behavior student is engaging in, as well as the expectation they are following.</th>
<th>Match w/ Expectation or Routine above (E3 or R1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>

5. How will you consistently acknowledging desired student behavior for the whole class or group? What will your system look like (e.g. Teacher’s Game, handing out tickets/stickers for positive behavior, Point Cards, etc.)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What would be potential incentives for the group or for students.

________________________________________________________________________

________________________________________________________________________

7. With the system described above, what would be the criteria for the group of students to earn the incentives?

________________________________________________________________________

________________________________________________________________________
### RESPONDING TO PROBLEM BEHAVIOR/ CONSEQUENCES

8. **Identify 3 problem behaviors you anticipate seeing most often in your classroom**
   Plan your responses in advance
   
   1. **Verbal/Visual redirect** - What specifically would you say in response to occurrence of this problem behavior -- (see handouts – ‘9 variables’ & ‘Sequence of Steps’)
   
   2. **Pre-planned consequences** – what consequences would you assign to student refusal to comply and engaging in this problem behavior (best to focus on remedial/teaching responses and limit loss of instructional time)
      
      Example Consequences – time owed, loss of privilege (recess, computer time), practice expected behavior, write a problem solving form, contact parent, time-out, etc.)

<table>
<thead>
<tr>
<th>PROBLEM # 1 =</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Redirect to Expected Behavior</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Planned Consequences</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM # 2 =</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Redirect to Expected Behavior</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Planned Consequences</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM # 3 =</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Redirect to Expected Behavior</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Planned Consequences</strong></td>
<td></td>
</tr>
</tbody>
</table>
Module 4: Reducing Agitation

The teacher first follows reasonable procedures in trying to get Michael to start work, but the situation escalates because she does not recognize or address his agitation. His body posture, facial expressions and curt responses are all signs that he is agitated.

**Why is it important to reduce agitation?**
Serious problem behaviors are usually preceded by agitation, so if we address agitation we can avert more serious problems. Besides, when students are agitated, their class involvement is limited because they are distracted.

There are two critical steps in reducing agitation:

1. **Recognize the signs of agitation.**
   Agitation can show itself in one of two ways. The agitated student may either:
   - Become more active
   - Shut down and become withdrawn

2. **Address the agitation.**
   Once you recognize the signs of agitation, here are the steps in addressing it:
   - State the task
   - Communicate concern
   - Allow space
   - Attend to other students
   - Help student begin work

Here are some strategies for dealing with agitation:
- Give recognition and support
- Provide space
- Present options
- Allow for preferred activities
- Stay in proximity to the student
- Allow for independent activities
- Allow for movement
- Provide relaxation activities
- Involve the student in the plan
Module 1 - Summary of Power Struggles

In the video presentation, Mr. Stevens becomes upset when Tony saunters into class late, attracts the other students’ attention, sits down, puts his feet on another student’s desk, and talks back when Mr. Stevens tells him to arrive on time and take his feet off the chair.

<table>
<thead>
<tr>
<th>FIND</th>
<th>ASSESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find an action verb that describes Tony’s behavior</td>
<td>Mr. Stevens reaction</td>
</tr>
<tr>
<td>Talks Back</td>
<td>Upset/Angry</td>
</tr>
</tbody>
</table>

Mr. Steven’s reaction has fueled the fire of Tony’s goal:

Power

In power struggles, students are trying to take control. Understanding that a student’s effort to gain power is often a misdirected desire to belong can help you:

- Recognize how your own behavior contributes to the dynamic
- Shift the dynamic by changing your behavior
- Encourage the student to make constructive bids for influence (rather than power)

These strategies will help to reduce power struggles at any point in a challenging situation.

When a student makes bids for power, try using the appropriate responses from this table.

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOR</th>
<th>TEACHER REACTION</th>
<th>APPROPRIATE RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>being aggressive, talking back, ridiculing, stubbornness, ignoring, hostility, bullying, vandalizing, refusing, being disruptive, contradicting, being argumentative</td>
<td>upset, angry, challenged, provoked, threatened</td>
<td>arguing, threatening, giving ultimatums, punishing, humiliating, giving in</td>
</tr>
</tbody>
</table>

Here’s how Mr. Stevens shifted the dynamic by changing his own behavior. When Tony says he’s late because the school clocks are wrong, Mr. Stevens acknowledges that the clocks might be off, but those are the clocks they go by.

When class is over, Mr. Stevens asks Tony to stay behind a minute to speak with him. He tells Tony the other students in the class look up to him and asks for Tony’s help in keeping things on track in class. Tony, appearing a bit surprised and pleased, shrugs his shoulders and says, “Yeah, sure.”
When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

<table>
<thead>
<tr>
<th>1=Never</th>
<th>2=Rarely</th>
<th>3=Sometimes</th>
<th>4=Often</th>
<th>5=Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am happy.</td>
<td></td>
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<tr>
<td>2. I am preoccupied with more than one person I [help].</td>
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<tr>
<td>3. I get satisfaction from being able to [help] people.</td>
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<td>4. I feel connected to others.</td>
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<tr>
<td>5. I jump or am startled by unexpected sounds.</td>
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<tr>
<td>6. I feel invigorated after working with those I [help].</td>
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<tr>
<td>7. I find it difficult to separate my personal life from my life as a [helper].</td>
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<tr>
<td>8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].</td>
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<tr>
<td>9. I think that I might have been affected by the traumatic stress of those I [help].</td>
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<tr>
<td>10. I feel trapped by my job as a [helper].</td>
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<tr>
<td>11. Because of my [helping], I have felt &quot;on edge&quot; about various things.</td>
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<tr>
<td>12. I like my work as a [helper].</td>
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<tr>
<td>13. I feel depressed because of the traumatic experiences of the people I [help].</td>
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<tr>
<td>14. I feel as though I am experiencing the trauma of someone I have [helped].</td>
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<tr>
<td>15. I have beliefs that sustain me.</td>
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<tr>
<td>16. I am pleased with how I am able to keep up with [helping] techniques and protocols.</td>
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<tr>
<td>17. I am the person I always wanted to be.</td>
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<td>18. My work makes me feel satisfied.</td>
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<tr>
<td>19. I feel worn out because of my work as a [helper].</td>
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<tr>
<td>20. I have happy thoughts and feelings about those I [help] and how I could help them.</td>
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<tr>
<td>22. I believe I can make a difference through my work.</td>
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<tr>
<td>23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].</td>
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<tr>
<td>24. I am proud of what I can do to [help].</td>
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<tr>
<td>25. As a result of my [helping], I have intrusive, frightening thoughts.</td>
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<tr>
<td>26. I feel &quot;bogged down&quot; by the system.</td>
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<tr>
<td>27. I have thoughts that I am a &quot;success&quot; as a [helper].</td>
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<tr>
<td>28. I can't recall important parts of my work with trauma victims.</td>
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<td>29. I am a very caring person.</td>
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<tr>
<td>30. I am happy that I chose to do this work.</td>
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</tbody>
</table>

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**YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING**

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

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**Compassion Satisfaction _____________**

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

The average score is 50 (SD 10; alpha scale reliability .88). About 25% of people score higher than 57 and about 25% of people score below 43. If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 40, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job.

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**Burnout _____________**

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

The average score on the burnout scale is 50 (SD 10; alpha scale reliability .75). About 25% of people score above 57 and about 25% of people score below 43. If your score is below 43, this probably reflects positive feelings about your ability to be effective in your work. If you score above 57 you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern.

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**Secondary Traumatic Stress _____________**

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other’s trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others’ traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

The average score on this scale is 50 (SD 10; alpha scale reliability .81). About 25% of people score below 43 and about 25% of people score above 57. If your score is above 57, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional.
WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on each section, total the questions listed on the left and then find your score in the table on the right of the section.

**Compassion Satisfaction Scale**

Copy your rating on each of these questions on to this table and add them up. When you have added them up, you can find your score on the table to the right.

<table>
<thead>
<tr>
<th>3.</th>
<th>6.</th>
<th>12.</th>
<th>16.</th>
<th>18.</th>
<th>20.</th>
<th>22.</th>
<th>24.</th>
<th>27.</th>
<th>30.</th>
<th><strong>Total:</strong> _____</th>
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</thead>
<tbody>
<tr>
<td>____</td>
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<td>____</td>
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</tbody>
</table>

The sum of my Compassion Satisfaction questions is _____ So My Score Equals _____ And my Compassion Satisfaction level is _____

- 22 or less 43 or less Low
- Between 23 and 41 Around 50 Average
- 42 or more 57 or more High

**Burnout Scale**

On the burnout scale, you will need to take an extra step. Starred items are “reverse scored.” If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. “I am happy” tells us more about the effects of helping when you are not happy so you reverse the score.

<table>
<thead>
<tr>
<th>You Wrote</th>
<th>Change to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
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<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

*1. _____ =  ____
*4. _____ =  ____
8. _____
10. _____
*15. _____ =  ____
*17. _____ =  ____
19. _____
21. _____
26. _____
*29. _____ =  ____

**Total:** _____

The sum of my Burnout Questions is _____ So my score equals _____ And my Burnout level is _____

- 22 or less 43 or less Low
- Between 23 and 41 Around 50 Average
- 42 or more 57 or more High

**Secondary Traumatic Stress Scale**

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up, you can find your score on the table to the right.

<table>
<thead>
<tr>
<th>2.</th>
<th>5.</th>
<th>7.</th>
<th>9.</th>
<th>11.</th>
<th>13.</th>
<th>14.</th>
<th>23.</th>
<th>25.</th>
<th>28.</th>
<th><strong>Total:</strong> _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
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</tbody>
</table>

The sum of my Secondary Trauma questions is _____ So My Score Equals _____ And my Secondary Traumatic Stress level is _____

- 22 or less 43 or less Low
- Between 23 and 41 Around 50 Average
- 42 or more 57 or more High