Classroom PBIS: Evidence-based Classroom Management Practices
Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

Critical Features of Classroom Management

1. Maximize structure in your classroom.
   • Develop **Predictable Routines**
     o Teacher routines
     o Student routines
   • **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     o Arrange *furniture* to allow easy traffic flow.
     o Ensure adequate *supervision* of all areas.
     o Designate staff & student *areas*.
     o *Seating* arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

   **Establish** Behavioral expectations/Rules
   • A small number (i.e., 3-5) of *positively* stated rules.
     *Tell students what we want them to do*, rather than telling them what we do not want them to do.
     o Publicly *post* the rules.
     o Should match SW Expectations
   • **Operationally define** what the rules look like across all the routines and settings in your school.
     o One way to do this is in a **matrix** format.
     o This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

   **Teach** rules in the context of routines
   • Teach expectations directly.
     o Define rule in operational terms—tell students what the rule looks like within routine.
     o Provide students with examples and non-examples of rule-following within routine.
   • Actively involve students in lesson to check for their understanding.
   • Provide opportunities to practice in the natural setting.

   **Prompt** or remind students of the rule
   • Provide students with *visual prompts* (e.g., posters, illustrations, etc).
   • Use *pre-corrections*, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - Move around
  - Look around (Scan)
  - Interact with students
    - Reinforce
    - Correct

Collect data
  - Are rules being followed?
  - If there are errors, who is making them? where are the errors occurring? what kind of errors are being made?

Summarize data (look for patterns)

Use data to make decisions

3. Actively engage students in observable ways.
   - Provide high rates of opportunities to respond
   - Consider various observable ways to engage students
   - Link engagement with outcome objectives
   - Range of evidence based practices that promote active engagement
     - Direct Instruction
     - Computer Assisted Instruction
     - Class-wide Peer Tutoring
     - Guided notes
     - Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.
   - Specific and Contingent Praise
   - Group Contingencies
   - Behavior Contracts
   - Token Economies

5. Establish a continuum of strategies to respond to inappropriate behavior.
   - Error Corrections
   - Differential Reinforcement
   - Planned ignoring
   - Response Cost
   - Time out from reinforcement
Strategies to Support Classroom Management

What do we know from the empirical literature?

- **Teachers typically receive little pre-or in-service training in classroom management** (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)
- **Multi-component training packages** (didactic training + coaching + performance feedback + etc.) **result in desired behavior change**, especially when trained skills are effective (e.g., Abbott et al., 1998; Allan & Forman, 1984; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974; Simonsen, Myers, & Deluca, 2010).
- **Bottom line:** “training by itself does not result in positive implementation …or intervention outcomes” (Fixen, Naoom, Blase, Friedman, & Wallace, 2005, pp. 40-41)

What about self-management?

- **Self-management:** Individuals manage their own behavior in the same manner as they manage anyone else’s—“through the manipulation of variables of which behavior is a function” (Skinner, 1953, p. 228).
  - Self-manipulation of antecedents
  - Engaging in other (self-management) behaviors to affect probability of target behaviors
  - Self-monitoring and self-evaluation
  - Self-manipulation of consequences (e.g., self-reinforcement)

What does our initial research indicate?

- **Self-monitoring** may lead to increases in monitored behaviors (i.e., specific praise), and frequency counts may be the preferred self-monitoring strategy. (Simonsen, MasSuga, Fallan, & Sugai, 2012).
- Self-monitoring may work for some, but it may not be sufficient for all teachers. (Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)
- **Self-management** with coaching prompts resulted in desired increases in specific praise across teachers, but effects did not maintain for all teachers during follow-up. (Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation)
- **Consultation** approaches may provide intensive supports for new or in-service teachers. (Briere, Simonsen, Myers, & Sugai, 2013; MacSuga & Simonsen, 2011)
- As Myers and colleagues (2011) suggest, we need to think about a **Response to Intervention (or Multi-tiered Support) Framework** for teachers.

Multi-tiered Support for Teachers

(Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, in press)