

Managing Behavior in Non-Classroom Settings: Using the PBIS Logic for Instruction

What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

Instruction	Environment	Relationships
<ul style="list-style-type: none"> • Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students 	<ul style="list-style-type: none"> • Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students 	<ul style="list-style-type: none"> • Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

Success Enhances Relationships



Teaching in Common Areas

- Explicit Instruction
 - Examples
- Engagement
 - Opportunities to Respond
- Feedback
 - For positive and negative behaviors

Managing Common Area Environments

- Active Supervision
- Traffic Flow
- Assigned Areas
- Routines and Consistency
- Proximity

Schedule



November 2003	
9:00 - 9:30 spelling	-page 23
9:30 - 9:40 restroom break	
9:40 - 10:30 math	-workbook p. 19
10:30 - 11:15 music	-walk quietly
11:15 - 11:25 wash hands	
11:25 walk to lunch	
11:30 - 12:30 lunch and recess	

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

Physical Arrangements

- Sight lines
 - KEY: Student Eye Contact**
 - Adult movement
 - 1-second rule
- Furniture and Areas
 - KEY: Consider Prevention**
 - Assigned Seating



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Proximity

- Proactive Proximity
 - Movement about the room
 - Assigned seating
- Reactive Proximity
 - Start with eye contact
 - Approach and eye contact
 - Hover and eye contact
 - Hover and question
 - What should we be doing?



Maintaining Positive Relationships in Common Areas

- Unconditional Positive Regard
 - Talk to your students
 - Take a genuine interest in all students
- Consequences are a choice the student is making
 - Don't threaten
 - Present as a problem for the student – not for you
 - Tell student you are sorry he/she made that choice
- Maintain professionalism
 - Don't let student behavior control your emotions
 - OK to step back and gain calm

Facilitating a Positive Relationship

BIG IDEA

Trick and trap student success – then give the student all the credit for it

- Speak privately and genuinely with students
- Frame misbehaviors as problems for them – not you
 - Offer solution and make it a choice for the student
 - You hope the student makes a good decision for him/herself
 - Students earn consequences with their behavior
 - You're role is to teach them how to earn more positives
- Find time for personal interactions – even if very brief

Disruptive Behaviors

Keys to Addressing Disruption

- Recognize agitation early
- Redirect student in a clear and neutral manner
 - ✓ Provide **one very clear direction** for student to follow – should focus on the behavior that was taught
 - ✓ Express as a choice the student makes – not an ultimatum
 - ✓ Break complex directions into smaller steps and direct the first step
- Communicate concern for student – not for you
 - ✓ Present options for student – not ultimatum
 - ✓ Be private as much as possible – but don't hover
 - ✓ Remind and assist student to use appropriate behavior

Non-Compliant Behaviors

Keys to Addressing Non-Compliance

- Provide **one very clear direction** for student to follow
 - ✓ Break complex directions into smaller steps and direct the first step

Initial Direction: move to desk, get out book, get paper, begin work
After Non-Compliance: move to desk

Initial Direction: complete all problems on page 76
After Non-Compliance: get started on work

- Be neutral but direct to student and stay with the direction – broken record
- All other student requests and issues are contingent upon compliance
- Follow-up with student quietly rather than in front of group
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in a neutral manner

Terry Scott
 Professor and Distinguished University Scholar
 Director, *Center for Instructional and Behavioral Research in Schools*
 College of Education and Human Development
 University of Louisville
 Louisville, KY 40292
t.scott@louisville.edu
 (502) 852-0576

