

FACILITATOR: Please join me in welcoming Dr. George Sugai.

GEORGE SUGAI: Thanks. Hello. Does it sound like it is working okay? Great, good, let's get started. We have a full afternoon and I am going to try to keep you at least awake until the cookies show up. The purpose of this session is to spend a little bit of time going over what we have been effectively called "Effective Classroom Behavior Management Practices." And it is called an overview because what we are trying to do here in this session is give you an idea about what effective classroom managers do and how we might think about taking those back into our schools and our classrooms.

Let me ask a quick little orientation question. How many of you were in the morning session with me this morning? Okay, great. This gives me a little bit of an idea of how much I should repeat and not repeat and so forth. Um and how much I need to make sure that I cover some materials for the newbies in the room as well.

I am at the University of Connecticut and what I do there is I teach courses on classroom behavior management, school wide discipline, and I also as was mentioned am the co-director of a national center on positive behavioral supports. I will describe a little bit more about that in a second.

This session is really important to me because what we have been learning is that many folks who come out of teacher training programs go into their first teaching jobs and many of the folks that are in teaching jobs haven't been really exposed in a systematic way to good classroom management practices and part of school wide discipline is making sure that good behavior management is in place and that people are fluent with the best practices. And one thing we're trying to do is think about how do we make sure that people get access to the smallest number of things that could have the biggest impact in supporting academic outcomes as well as maintaining positive school climates.

Just as a little side note here so you get an idea of where this content came from, umm, about five years ago when I moved to the University of Connecticut one of the first requirements or tasks that I had was to set up a classroom management course at the University of Connecticut. And the reason why they asked me to do that because new teachers coming out of the University of Connecticut, are there anybody for the University of Connecticut in this room, okay I will go ahead anyway. When they , when they uh, when I got there, there was no course on classroom management. And what I was told is that teachers were given the basic two step sequence for classroom behavior management. And well I should stay three step. First step was if you teach really well you really don't need classroom management, right, which makes sense. And the second step was if you do have by chance have a kid with some behavioral

challenges don't worry about it. Just send them to the office. They will take care of it for you. Right, so that is what our new teachers were told. And they were also told if you really want to learn about classroom management there are different models and approaches out there just pick one and try one and that will be okay.

Well they did a survey of the graduates out of the University of Connecticut one year out of their teaching program and the number one concern as new teachers was what?

AUDIENCE MEMBER: Classroom management.

GEORGE SUGAI: And the least amount of training they got was on?

AUDIENCE MEMBER: Classroom management.

GEORGE SUGAI: So they said well we need to do something about that, so we developed a 15 week sequence on classroom management. Now what is interesting about this sequence is that we did, we chose not to go through the different models of classroom management. Here's the humanistic approach, here's the behavioral approach, here's the psychoeducational approach, whatever. What we learned is that teachers really want to know what to do on the first day and what to do on a regular basis throughout the classroom routines. So we said well let's go back at the research and look at what the evidence based practices are. And emphasize the top 8 or 9 strategies that are the most important that most effective classroom teachers do and really stress those strategies.

So what I'm going to share with you is a little bit of what that content looks like and what do effective classroom teachers do and what should you invest in as you think about this change process. So what I am going to do as I mentioned before is give this broad overview and I've changed it a little bit from what I was going to do which is just focus on classrooms, I'm also going to expand it out and look at non-classroom settings as well. Hallways, bathrooms, parking lots, and so forth, places, school dances, sporting events, you know, assemblies, places where you don't always have instruction in place to help you manage behaviors. So I am going to do two of those together. Um and again I am going to try to emphasize what are those best practices and what can you take away from this particular session.

I am going to divide it up into three parts. One is a little bit of on what are, we I have to call guiding principles. What are the most important things to have established when you start looking at classroom and non-classroom behavior management practices. Right after that we will focus on non-classroom settings and tell you what are the main things that all staff should be doing on a regular basis to maintain a positive climate in these non-classroom settings as I mentioned before. And the third thing I will

do is focus on the practices and systems that go with classrooms which is behind the four walls, rehab instructional strategies being put in place. And at the end I will give some examples and we will have some time for questions, I think. All right, as we go through the materials. Um, I'm going to talk at you a little bit, if you have questions or comments feel free to interrupt, the people who were here this morning did a good job of that already. Um and it's okay to do that, I'm just going, I'll have very short answers just because of time and if I cut you off it is not because I don't like you it's just that we need to keep going so be prepared for that as well.

Okay so, website, those of you that weren't here this morning I gave a, gave a little plug for this website. I am really, really fortunate to be the co-director of this national center that allows us to gather and disseminate best practices. The slide show that I'm going to show you today and much of the material I'm going to reference you can go to presentation resources and the slide show will be up there in about two days and you can just grab what you need to have. You don't need to take notes unless you really want to. Um and I will point out some things that I want you to emphasize as to emphasize as you're thinking about the materials. The other thing about the website you should know is that everything is there is free, we basically stole what's up there so you can steal it back. We really have learned quite a bit from researchers as well as implementers like yourself and we've tried to come up with good examples as well as best practices and strategies and what not. Um and it is a useful place to kind of get materials about thinking about systems change as well. So encourage you to go there and kind of take a look if you can.

All right this morning we talked about schools as being large host environments. Where lots of things go on, and it's very hard to think about changing school culture unless we can systematize how we operationalize what goes on inside of schools. One thing we talked about this morning was how do we think about behavior management practices. And we've organized them around five critical domains.

One is school wide, school wide is defined as all kids, all staff, all settings. And what you missed from the morning, those of you who are here this afternoon, is we focused on how do you build a positive school wide climate? How do you teach those things we want to have kids do the right way? How do you build positive relationships with kids by having positive contacts with them? And so forth. What I promised for this afternoon was to focus specifically on classroom environments and also on non-classroom settings. We're not going to talk much about individual kids except in the context of classroom and we'll spend a little bit of time talking about family interactions. But mostly we're going to focus on classroom strategies and practices. And if that doesn't line up with what you thought, you, you won't hurt my feelings if you go someplace else. Um or whatever. Alright.

So a little bit about guiding principles. I think it's really important that you not think about what you're going to hear today as a set of tricks. That you actually think about them as practices that are kind of contextualized in a system. And these systems are places that support the adults who do, who do the implementation. And that we use data to guide our decisions—guiding our decision making, and that we make sure that we select evidence based practices. And those systems are really important in making sure that these practices get put in place with accuracy as well as fluency. But as you think about classroom and non-classroom settings there are five things I want you to remember.

Guiding principle number one. Good teaching, good instructional teaching, how you teach your academic, how you teach your specials, music, art, whatever, is really an important part of classroom and behavior management. We know that good instruction is one of our best behavior management tools. When kids are engaged, when they are successful, when they are succeeding at the materials which are presented, it's not too challenging but it's challenging enough and so forth and so on. What we learn is kids are better behaved. Not always, but most of the time. We know that good instruction is one of the prerequisites for good behavior management but it's not sufficient. And that's what we're going to talk about today. We know student achievement, getting those state, getting you to meet the Pennsylvania benchmarks, making sure that we do well on tests and so forth is linked to how well kids are engaged, how good our instruction is, they go together. So good classroom, good instructional strategies and materials is a prerequisite for good behavior management. However we also know that in non-classroom settings we don't have instruction to help us. So we are going to focus on what are those strategies that we can use when you don't have academic content to support you. We talked this morning a little bit and I want to make sure you understand again that in the state of Pennsylvania as well as around the country there is quite a bit of focus around this thing called response to intervention. Putting place continuums of interventions that are linked together so we know who the non-responders are, who we can give extra assistance too. That's true on the academic side as well as on the behavioral side. They go together again. Alright. What we're learning, is from some of the work that we're doing, is that kids who have behavioral problems sometimes display their behavioral challenges through their academic successes or failures. And some kids who have academic challenges are showing it through their behavioral uh repertoires and so forth. We know they go together, you got to look at both at the same time. So that gets us to our picture then, as we go through this session I am going to focus on the behavioral side of things but continue to remember that the two triangles do interact with each other and you got to have both in place. All the other sessions going on at this conference, or many of them, have to do with instructional practices that support good academic outcomes.

Guiding principle number two. We're going to apply this notion of a three tiered logic to the behavior side in classrooms just like we're going to do it to the academic side. Many of you are familiar with the triangle, you've seen it before, it applies both to academic and behavioral side of the world. The most important thing I want you to remember for classrooms. If you have a classroom of 30 kids, if you are in the high school and you have 175 kids in your English Literature three period sequence, what we are hoping for is that you got good instructional practices and good behavior management practices that will capture about 80% of your kids. If you do a good job of that those kids who need a little extra at the top 2 tiers, that number will shrink, and we'll be able to identify how to best support them. At the end of today's session I'm going to show you a little study that operationalized how that really works on the behavior side and I will talk about a tier two intervention as well. So if you think about your classroom, we're thinking about applying the triangle to that, with that group of 30 kids, or that group of 175 and what we're going to focus on this afternoon are what are those practices that grows that green zone area. So that we have most kids being successful so they can engage on the academic side of the content. Now one of your, I did this, this morning, the people that were here this morning don't knee to worry about this but the new people in the room this is your new homework assignment. By the end of the session I'm hoping that you'll be able to fill out a continuum for your classroom, for your classroom. And what that means that for your classroom of 30 kids what do you have behaviorally for all the kids inside your classroom? Do you have a responsive classroom model? Do you have a teaching matrix that focuses in 3 to 5 expectations? Do you have a morning routine where you go over the schedule for the day? What do you have in place for all kids to help them be successful in the routine of the classroom? And then what do you have in place for the kids who need a little extra than that morning announcement, who need to carry a card around with what's going on every period? Who need to have a peer friend who reminds them of what's needed for the next time. Do you have an organized formal system in place for the kids who are unresponsive to your general classroom management practices? And then third what do you have in place for the kids who need something more intensive and individualized on the behavior side inside your classroom? What does that look like for the kids who are unresponsive to the peer based systems, to small group instruction, who need something more individualized? We focused on this, this morning, class, school wide, and we said school wide we have to have a continuum as well and we have to have something that will support the classrooms. We talked about having school wide expectations that are taught for primary tier. We talked about having peer based support at the secondary tier. And we talked about having function based support at the tertiary tier. That same logic of having a continuum placed for school wide is also going to be applied for the classroom and I'll help you fill in that box by the end of the period, at the end of the session. If you will.

Guiding principle number three, Classroom management, effective management is linked to school wide. Now the important message behind that is if you're worried about what's going on inside your classroom I'm hoping that you have something going on that's more proactive and positive at the school wide level as well. Because good classroom management is actually linked to good school wide management. It's very difficult to maintain a classroom with good classroom management if the school is a yell and scream school. We know that there's a link between the two and kids better understand the transition from classroom to school wide if there's a consistent model in place for both. So it is not uncommon for me to be asked to come to a school to do a session on classroom management and as I walk down the hallway to get to cafeteria for the inservice there is kids running in the hallway, pushing each other and so forth in the hallways or outside waiting for the bus. It's hard to talk about classroom management when the non-classroom settings are not effectively being managed as well. So it goes back to those five circles I mentioned at the very beginning. We know that the more of those that you have in place the better. Successful school wide systems and successful class wide systems have three critical criteria that define and effective school. I am going to brag for a second, my wife is an elementary school principal in a K-4 school, it's a neat little school, it's got its significant challenges but one thing that is true about her school are these three features. Everybody in the school knows the purpose of the school and where it's going. They have a common vision. Second thing to have is they have a common language. Everybody talks to each other with a common vocabulary and a common set of concepts. When you talk about respect and responsibility and some problem solving, when you talk about mediation all the kids all the staff have that language down. When a kid gets sent to the office with an office referral the first thing she says is you violated this particular rule that is an example of not being very responsible so she has a language that she can use that all staff and all kids can interact with. And we also have inside her school, every kid and every staff member knows the routine. There's a common experience. First day of school, first week of school, first day back from vacations, the last day before breaks, there is a common predictable routine. Everybody has a common experience inside the school. What's neat about that then is you have this organization that has a way of holding itself together. I'm going to argue in a few minutes that a classroom has to be the same thing. A substitute teacher should be able to walk into a classroom and know what this classroom is about, what the language of the classroom is, how you talk to each other, what the rules are, and what the experiences and routines are. How do you deal with homework, how do you come in to the class, how do you deal with transitions. Successful school classroom environments are those that have these three features in place. The question you might be asking is where do those come from? Those actually come from the business literature. Successful business have those three features. They know where they're going, they know their product, they have a language by which they get the work done, and there is a common experiences for the workers, the

managers, the bosses. They know what's expected and how things operate. School is the same thing. So one of the guiding principles is to think about the classroom and schools to being linked and trying to create a culture in which people have a common language about how they do business.

Guiding principle number four, almost done with the boring part and then we'll jump into more interesting things. Guiding principle number four is the notion that social behaviors, people from this morning can take a little nap, social behaviors are taught in the same way that academic skills are taught, exactly the same. Now why that's important is because out in our schools, not here in Pennsylvania, but other places, we tend to teach social skills through punishment and we tend to teach academic skills through teaching. So for example if a kid is learning how to spell the word encyclopedia the first thing we do is say "You're going to learn to spell the word encyclopedia, here it is." And they write it up on the board and you say the letters, and you turn to the kid and say kid what's that word up on the board and he says, "encyclopedia." Spell it for me please and the kid looks at it and spells it. Then you erase it and say to the kid spell it for me, nice job you got it right. If the kid makes a mistake and leaves out the "y", I go back up to the board I write it out and I underline the "y" and say don't forget the "y" next time it follows the....right and we actually model the correction and then I ask the kid to spell it again and I wipe it out and have him spell it. We do that for concepts, for physics, for math formulas, we always teach by modeling, practicing, and giving feedback on performance. When a kid makes a social behavior error what we tend to do is say wrong, that's bad, you violated section 7 paragraph 2 of the code, go to the office. Now that's not to say that you shouldn't have consequences for rule violations. But what we got to think about is do we, are we actually treating the behavioral error, like we would treat a academic error? The literature is quite clear, if you hit a kid on the side of the head they will not spell encyclopedia better. You have to re-teach it. The same thing is true of problem solving, the same thing is true of anger management. You gotta think about doing the same thing for all of those. You gotta define the skill, you gotta model it, you gotta make sure the kid has a chance to practice it, you gotta make sure the kid has a chance to practice it, you gotta make sure the kid has a chance to monitor if he gets feedback because we are monitoring and we are adjust or instruction based on their performance. I recently did some work on someplace, I will tell where the someplace is in a second, and I said what's your biggest problem and they said we got kids leaving the classroom without permission. Really? What are they doing? Well some of the kids are going outside and they're urinating in the bushes. I said what are you doing? Oh we are writing them up and sending them to the office. You're not supposed to leave the classroom; you're not supposed to urinate on the bushes. You're not, violates the code. Well it turns out to be one of the islands out in Micronesia, these kids are being bused to the school, they don't know about the routines for bathrooms at school because from the villages they are coming from they

do what? They urinate outside and it's acceptable in that culture. What are we doing for those kids, we're punishing them and we are saying to them you've got an office referral for urinating behind the bushes, don't do that again. When the kids still hasn't learned the routine for what it means to go to the bathroom. So again think about what the kids walk in with. And we have kids coming from some of our urban challenged environments that don't know the social skills associated with the routines of the school. So you got to teach the stuff. Even if they make an error and they know the skill you gotta re-teach it. Which we'll come back to in a second.

Last guiding principle. And this is the one that's as I teased before is tattooed on our ankles because this is how we do business. We're going to focus the rest of the session for the most part on the practices circle and the practices circle are the tricks, the strategies, the interventions that the kids experience. The social skills program, the behavior management strategy, the practice. That's that practices circle. However it's only as good as the data that we have to select that practice. It's only as good as the link between what the promised outcomes of the practice are to what we need to have inside the classroom. We often times put practices in place not knowing what the outcome is supposed to look like. But we do it because we think it's a good thing. I know that in the state of Pennsylvania you are always struggling with we don't have time to do that. Some of the cost studies we have indicated we've studied, indicate there is time inside of schools because we're doing some things that don't make sense or link to critical outcomes. The last circle is systems. Systems are one of the supports that are in place for the adults. To adopt and implement the practice with fidelity. How do you make sure that the practice is implemented with fidelity. I'll share with you some of the strategies as we go. I would like everyone of you, excuse me for spitting, everyone of you as classroom teachers, as school leaders, as team members, or whatever your roll is, a specialist. To think about when you make a decision, make decisions about classroom management practices that you always start with what do our data say our needs are? What would we like our classroom to look like if it is successful? If we buy an intervention does this intervention actually have evidence that produces the outcome that we want? And do the adults have the capacity to implement with fidelity which are those four circles again. You gotta pay attention to all four even though we are going to focus on the practice one for the most part tonight, today, this afternoon.

Okay a couple more systems features, again I am gonna focus on the practices. When you walk away from here I don't want anybody to try any of the practices unless you start having discussions around these three features.

Classroom management is a school wide implementation. It's not individual classrooms. We want to make sure that all classroom teachers put in place the best evidence based practices and it's consistently being applied. It's very difficult to sustain



evidence based practices if it's a pocket of teachers implementing because the kids don't make the transfers across and because it's not sustained by the system.

Second I want you to think about a team being the implementer of the practice not a staff developer like me. What we have learned in our larger school wide PBIS effort is that you gotta work with a team from the school. You give the team the practices and they develop an implementation plan for taking it back to the staff. Cause they know better about the culture of the school then the trainer does. We've also learned that people like me are not very effective in changing adult behavior from a far. I know that I can do a one shot inservice and I know that I can get the content out in front of people. But I also know that I can't get anybody to do it on Monday unless there is an agreement inside the school and unless there is the structure in place to support it. So all of you should be thinking about, think about your school as a whole, your district as a whole, to what extent are we approaching this from a system wide perspective and do we have a team of implementers, a set of coaches who facilitates the implementation and so forth.

The last one do we have data to back up the need. Good example, one of our schools, they tell us we need classroom management. Great, we can provide that for you. What kind of classroom management do you need? We need it all they said. Okay, that's a big, that's a big challenge, right. Let me look at your data. Turns out when you look at their data that most of the problem behaviors that are occurring inside the classrooms are coming from about 10% of the kids inside those classroom settings. And most of those behaviors that they are presenting are harassment, bullying, teasing, and intimidation. Small number of kids doing most of the bullying, across the classroom. Right. So we now know a little bit about the challenge and who's providing it, and we now know that maybe it's not a classroom management comprehensive model maybe it's something more focused on how do we deal with teasing, harassment, and bullying which I will come back to as well. So think about using your data as a way to guide it.

AUDIENCE MEMBER: Quick question, you state the, are you primarily talking about office disciplinary referrals.

GEORGE SUGAI: Right. Question is when we talk about data what are we talking about and where that's coming from. First answer is we always go to schools and we try to look at what data are available inside the school. Usually most schools have disciplinary data available on hand of varying quality, varying intensity, and so forth, but we always start with what the school has. Suspensions, detentions, problem behaviors, you know, whatever they might have, you know in place. We always start there, we don't always trust the data but we always start there as the place to go, cause it gives a start. Second thing we do is we do quite a bit of, of, of, kind of ratings and

staff nominations, surveys from staff, because they know the kids pretty well, although they are a little biased because they got scars on their ankles and things like that so we know we have to be careful about that as well. When we work with our school wide systems whole teams, whole schools, we actually help them build data systems that creates more accurate information. So we have a screening, multiple gating strategies, and whatever, that's the way to start identifying and helping look for kids who have challenges. So his question is a good one. Where do we start, we go with what the school has. Second thing we do is we help them get other forms of data from staff who are interacting with the kids, and the third thing we do, once they get started we help them build data systems that are more sensitive to what's most important. Great question. Oh I should back up, we also look at academic data as well. What we've learned is that there is a really strong correlation between the kids who aren't meeting benchmark and the ones who are having some behavioral challenges. So there is often times a link between the two. Okay. Good question.

Moving forward, in the state of uh, in the state of Pennsylvania I know you are an RTI state, you are worried about the RTI implementation on the academic side. Same thing is true in the behavioral side, and the only reason I want to show this picture is because the way we think about RTI either academic or behavioral, I don't care, it has those features, continuous progress monitoring, universal screening, data based decision making, evidence based practices built into a continuum, and making sure that we catch kids early in the process so we prevent more serious problems from occurring. Be it reading, be it physics, be it behavior. So when we talk about classroom management we are going to be doing the same thing. Asking about classroom level screening, asking about using data for decision making, and what have you. I'll come back to some examples in a second. Okay.

Now this morning I went through this quickly but I am going to slow down and do this for you all because I think it's an important one that helps us identify the practices, as soon as I get done with this we're gonna jump in on non-classroom settings and I'm gonna tell you that there are four practices that you gotta do. How do we come to those decisions about what practices to share with you? Here are the criteria that we used. It is not going to be surprising to you but I want you to think carefully about how these work.

If George Sugai comes to your school and says do this, one of the questions you gotta ask is, is there evidence to support its use? Is it going to produce the outcomes that we want in an effective way? So first question, is there evidence to back it up, does it produce the outcomes that we want?

Second thing that you gotta look at which becomes the other key feature for us. Is can real human beings do the intervention? Some of the practices out there are fairly complicated and you gotta be like, you know, Mother Teresa, to be able to do it well, because you gotta be really good at it, it's very complicated, sometimes you have to spend time at it. The way I like to think about it, the kids that I work with, the serious problem behaviors, they're really good at those serious problem behaviors. They've got a lot of practice, and they know the variations that work, and now we are asking a teacher after a one day inservice to go take on that kid with those three strategies. We've got a kid who is fluent where the teacher is not fluent with the strategy. We gotta have strategies that are doable by real individuals. That might mean you adapt some of those practices to make it fit your context which we'll come back to as well.

It's gotta be relevant. What do I mean by relevant, means that it's gotta be contextually and culturally appropriate. Is it going to be the same on that Native American reservation school as it would be in an alternative school inside a lock down facility, or in a high school vs. a preschool. What about the school of 125 kids vs. the school of 2500. You probably have to adapt the program to the context in which it is occurring. In my wife's school 70% of the kids speak Spanish as their primary language. You can bet that the classroom management practices have to be adapted to the context to make that work. If it's not adaptable we're in trouble and you should probably set it aside. Durable means is it gonna, does it have some life to it. Will it last longer than the 90 day warranty. Cause I know that many of you as I look around the room are at as least as old as I am and you've seen the stuff come through before. And the real question is why didn't it stick? And do you have the systems in place to support the sticking. So again I'm setting you up again to think about before we move to those practices, have you really thought about the structures that are needed to keep those best practices going.

And almost last, scalable means, is it transportable? If I do it in the first grade is it also doable in the fifth grade? If I have the physics department doing this strategy is it also applicable in the athletic sports program? Are these program strategies generalizable across multiple settings and kids? Can we accommodate the developmental level of the kids when the kids are --- when you have a strategy across a K-8 school for example? How do we make sure that the practice is transportable? And lastly is it conceptually sound or theoretically based. We gotta make sure that what you're adopting is not something that George Sugai made up but in fact has some kind of support to using it.

Now all of those gotta go together. You can't just have one and say boy it is theoretically sound let's do it. You gotta make sure that they fit. I just need to go off

task for one second to give you an example. In a school someplace in America the principal came to us and said do you have any backpacks? I said backpack, what do you need backpacks for? Well we have a program that we're putting in place inside our school and we need to have some backpacks for our kids. I said, really that really sounds like a nice charity thing, you are giving kids backpacks..... no, no, no, it's an intervention. Really I've not heard of this intervention before using backpacks tell me what it is. So the principal says well we are going to try it out, we've heard about it make sense, what you do is we are going to give all of our kids with autism, all 28 of them with backpacks. I said that's very nice, you can give them backpacks, organizing materials, and you know..... no, no, no, we are going to give them the backpacks, they are going to wear them all day, we are going to fill them up with text books, so they are very heavy. Really, what are you going to do with those? Well the kids wear these backpacks throughout the day and the intent of this is to make sure that it weighs them down. Because the logic of this particular intervention is we want to ground the kids to the earth. We want to align them vertically with the earth to counteract gravity. We want to slow them down. That makes sense to me right there, right? We are going to have them carry, and because the compression is on the shoulder it's going to be like massaging their shoulder and it's going to realign there neuro-pathways and they are going to learn and behave better. Now from a conceptual framework, from a logic perspective if you squint that sort of makes sense, right? We'll slow them down and we'll ground them to the earth and they'll have to counter effect the weight of the weights and they'll stand up straighter and it will work great. You need to know there's no research for this particular intervention. Right, as you would probably predict, but it makes conceptual sense and they're gonna try it out. So this school tried it out for 28 kids and they had these kids wearing backpacks and the way it works is the following: Kids come in, they put the backpack on, teacher says that's a nice job putting your backpack on, then six times during the day they check to see if they are wearing back.... good job wearing your backpack, nice job walking down the hallway, you got your backpack... six time during the day they check and at the end of the day they take the backpacks back. So being a researcher I say well is it working? They say of course it's working. I say how do you know, right? And they say well the following is happening: First of all the kids are slowing down. Yeah I guess so, right. Two, is there are interacting more with adults. Well that's because the adults are six times during the day checking on them and there's now this opportunity to have a social engagement with the adults, so their "social skills" with adults are improving and they're slowing down, right, and so forth and so on. They are wearing these backpacks, other kids are paying attention to them now, saying can we help you with your backpack, you know. So one kid was actually stealing books and making it lighter for this one kid, you know, so the social engagements were improving as well. Now is it the weight of the backpacks or is it the social attention? Is it the peer attention, is it the... you know whatever. It's really an interesting question. If you go back up to the other era

elements no research to back up it up, it's conceptually sound. Efficient, I don't know, right you know, it's .... Maybe it is, teachers don't have to wear them the kids do. Is it relevant, I don't think so. It actually, it actually uh brings these kids so they stand out in the crowd. Oh you're a kid with autism you got a backpack on. It 's actually stereotyping the kids cause they know who they are. Lasting, it only lasted a week so check that one off. Transportable, yeah they are carrying books around. But anyway it's an interesting, it's an interesting problem. I want you to think about it broadly though. Are the interventions that you're putting in place inside your classroom or you school, do they meet those criteria? We often times stipulate on one or two. Our most sustainable interventions are those that meet more of those criteria.

Okay moving forward, skip that one. Get away from the guiding principles. That's sort of the foundational pieces those are the assumptions behind the models, whatever. I want to focus on non-classroom settings. You need, you don't know---- you know this already, about 60% of the problem behaviors that are happening in school happen in non-classroom settings. Because there are unstructured, because there is high social engagement, because, because. You are probably saying well not in my school. One of the reasons why is because there aren't a lot of people out there to catch where all those weird behaviors are happening. There are lots of inappropriate behaviors occurring in those settings. Why do we care about non-classroom setting? Because we know what happens in the non-classroom settings transfers into the classroom. What happens in the hallway carries over to the classroom. And who has to make up for that challenge, the classroom teacher. I am standing evidence of that. My daughter who is 17 who I talked about this morning, she goes to a high school and they have a seven minute transition between classes. In that seven minutes she can go through five boyfriends. I swear and depending on who that last boyfriend is before she enters math class effects her ability to follow that first direction. I think it's true, right. If she ends up with a boyfriend that's the one that she has always wanted, right then it makes her much happier and engageable. If it's the boyfriend oh my gosh I'm stuck with this----- you know then she into the classroom she is going to respond differently to the first direction. It works the other way as well. In math class if she fails her math quiz which unfortunately happens quite a bit, if she fails her math quiz and she goes out into the hallway, heaven protect that boyfriend because that boyfriend now has to deal with the carryover of the classroom. Now I'm making fun of all of this but at the same time think about classroom teachers that try and get the attention of the kids when they walk in and say it's time to get started and you get this range of responses. Now most of you are saying well kids need to turn it off at the door but we know a lot of kids can't turn it off at the door and they need a little assistance and we will come back to that strategy in a second.

So non-classroom settings. I am going to focus on one critical thing which is active supervision. I am really convinced from the research that's out there that we've really got to formalize what we do in non-classroom settings and we've got to get all staff involved in doing a small number of things. There are four of them in fact that link to this thing called active supervision. And that's what I want to focus on. Start with these examples, don't need to---- just follow along, we'll talk about these at the end.

This is an elementary school. The elementary school principal says that 45% of the behavioral incidence are happening from the playground. 45% of the behavioral incidence inside the school on a regular basis are coming from one setting, the playground. So then the team gets together and said what are we going to do about that. I will come back to that.

A high school assistant principal reports that 2/3 of the problem behaviors are coming from four corners and I describe four corners this morning, I'll do it really the fast way. It's a place where two hallways cross and down one hallway the lockers are tagged by the Bloods, the Crips down this hallway, and the Asian gang down that the third hallway. And all the problems are happening in the demilitarized zone right in the middle where they all cross. Non-classroom setting high rates of problem behavior, what are we going to do about it?

Third setting, this is a secretary who is complaining from the office that at least daily she gets a call from a neighbor saying your kids are in my bushes. I see kids in your parking lot letting the air out of or your tire---- you know, they're actually neighbors reporting what's going on in these--- outside the school. And there's this one parent who called and said, One of your kids is in our ---- in my backyard smoking a cigarette. Get over here now and suspend him. Right, anyway, so it's an interesting little thing about the neighborhood and the community and how they're responding.

Another example, one of my favorite ones, the school nurse reports that every transition there's a lineup of kids outside her nurses station to use the bathroom. Why are the kids wanting to use the nurse's station bathroom? Safer than the ones out in the hallway and cleaner as well. Non-classroom setting, what are we gonna do to try and solve the problem.

At least two times a month police are called to this school to settle arguments by parents in the parking lot. At the end of the day the parents show up to pick up their kids, I was at the school. There's two cars veed into one slot and the parents are staying outside, this is my slot and they're nose to nose arguing with each other. Right behind them are their two kids also arguing about their parent's arguing about the parking spot. And it's the schools responsibility, you know the site right.

One last one, this is a really odd one, it's not a typical one so you need to bear with me a little bit because it's not probably a good example but I love it. It's some school in this rural area and the campus is split in half and there's a road down the middle of the school. One side is classrooms and apartments, other side is office, gymnasium, cafeteria. Alright so its split. The road going down the middle is and interstate so they have to bus the kids over the exit whenever there's a transition that has to occur. I know it's weird. That's why it's not a good example but I love the example. Guess where most of the problem behavior is occurring five times a day? On the bus. So we'll come back to those at the end.

I wanted to set you up with those examples as a way to think about these strategies. Alright here we go. Non-classroom settings are basically the places where you don't have instruction to help you. You don't have instruction to help you. So you gotta have some pretty powerful strategies to compete against all this social stuff going on in those non-classroom settings where the routines are not academically focused. It's important to know that difference because in classrooms it's teacher directed. In classrooms there is an instructional focus and in classrooms you have a relatively small number of kids unless you are in PE or one of the larger---- right. You have a small number of kids who you know their names. In non-classroom settings it's student focused. As soon as my daughter walks out the doorway into the hallway she is not saying where's my next teacher? She is looking for her friends. It's socially driven. She doesn't walk out into the hallway and say now let's see what was that homework assignment he just gave me and what do I have to do---- no, she's looking for her friends, right, when she walks down that hallway. Exaggerating some but anyway. And there is a large number of kids walking down that hallway, in that cafeteria, at that assembly. Some of us as adults don't like those duties cause we say to the kids stop, kids says no, and you say what's your name, right. And the kid says John. And you say right, alright and it gets the little problem of how do you, how do you actually have good practices in place when you don't know the ---- little side note here, really effective strategy is the following. If you're in a building and don't know the kid---- I do this when I visit schools right and you stop a kid and you give them a correction or whatever it's going to be, I just make the, I just make up the kids name. Really your names Raymond, right, my names not Raymond it's James. Oh James, thank you. I just make it up, right. The kids usually corrects me and lets me know. I pick some absurd name you know and anyway. Your Luke Skywalker, no I'm not Luke---- so you pick a name and you start to interact with the students. Okay moving forward.

So when you're in these non-classroom settings what do you have control over? You have basically control over four things that you can manipulate.

One is the physical environment. You can make the doors wider, you can put traffic cones out, you can rearrange the tables. That's one thing you can do. You can

set up seating arrangements for the assembly. You can control some of, by manipulating the environment.

Second thing you can do. Change the routine. Teach something. Teach them how to make it easier. That's another thing we can do. Just make sure the kids know the routine. True story, my son, this is a classroom example, had a hard time in school in high school and he never turned in his homework. One of the reasons he said is I don't need to turn in the homework because I can do this already, right. Well that's fine but you still gotta demonstrate to the teacher that you know how to do this already. He said yeah but all my teachers have different ways and I can't keep track of them, cause they weren't taught to him and there was an agreement about how homework is dealt with and he will would get them all mixed up and whatever, whatever. So routines is another one.

Third area is staff behavior. Changing what the adults do. And it's third on the list because it's harder to do, right on purpose.

And the last one is changing the kids behavior which is even harder to do but depending upon the what your data say about the environment which you are working in you have choices about what you can do. So for the example of the cars veed into the lot. They just put traffic cones in so the traffic could only go one way. Simple solution for a difficult problem.

For routines and expectations just change the routine. In my wife's old school they had a lot of problems with misbehavior in the cafeteria. And it was usually kids running in the cafeteria to get outside for recess. So they reversed the order. When kids come out of class they go to lunch recess first. The bell rings they come in and sit and eat and after they eat they go back to class. Just changing the routine decreased the number of problem behaviors in half. That's actually and evidenced based practice, changing the routine but you got to teach it to he kids. The study that was done by Ron Nelson and some others did the following. They weighed the trashcan with lunch then recess and then recess with lunch. Guess which order had the lightest trashcans. Was it the lunch then recess or recess then lunch. Which would have the lightest trash cans. That's right, when you had recess then lunch the trashcans weighed less, why? They ate their lunch, that's exactly right. It's pretty interesting in the old order lunch then recess the kids would take one bite throw it and go what, out to play. When you reverse it then they go out and run, run, run. They come back inside and then they eat and the only other place to go after you eat is back to class so I might as well take my time and eat, right, and so they eat all their food. Simple strategy for--- and it also makes sense from a physiological respective, they were sitting all morning, go run a little bit, sit down eat calm down, go back to class. Simple little intervention, changing the routine as a way to solve the problem, right.



The staff behavior one is where we are going to focus next. Student behavior as an outcome associated with the last one. But again when we go through those examples and when you think about your school, your setting, think about where the challenges are that you are trying to address. Okay.

If you remember nothing else remember this slide. This is the big one. What are the four practices for non-classroom settings. Now I look at work by Randy Sprick, by Geoff Colvin, by Tim Lewis, by Terry Scott, by Michael Rosenberg. These researchers have look at these non-classroom settings. There is a small set of evidence based practices that all staff members should do in these non-classroom settings. The chaperones on field trips, the chaperones at dances, the hallway monitors, the playground supervisors, the bus drivers. What are the four things that we should invest in? These are the four.

We've gotta teach the routines for the setting in which the behaviors are needed. Second we've gotta actively supervise when we're there. Three we gotta let kids know when they are doing a good job and fourth we need to give them reminders before they move into those environments. That's it. You can capture 80% to 90% of your kids by doing those four things. Simple I think, hard to put in place but, those are them. If I had to invest in a ---- if I was to become a principal of a school tomorrow or a classroom teacher in a school I would want to make sure all my staff did at least these four things. Are there other things that we can do? Sure. But these are the minimum things that we want to try to apply because they have much that--- they effect most of the variants across those settings. Doesn't matter if you're high school, preschool, elementary.

Now the other thing you should know. There is a very strong overlap between these four and good parent training. Good parent training includes these four basic strategies. Know what your kid's doing behind the closed door. Say some nice things to your daughter, your 17-year-old daughter. Make sure you give her reminders before she goes out. Make sure, make sure, right. Those practices are things that Jerry Patterson and John Reid and Tom DeShaun (sp) and others have emphasized over and over again about good parenting. Nowhere up there does it say yell a little louder, right. So think carefully about the strategies that we apply in these non-classroom settings.

I'm going to task analyze each one of those next but those are the four. If you remember nothing else remember those four, it's gonna be on the final.

Okay, now at the website and I forgot to put on the PDF put the PDF on the PaTTAN site but I'll get on up there. There is a little tool called the self--- active supervision self assessment. It's a one page tool and it looks like this. Now let me give you a little side note on this. We've done this training lots and what we've learned is that one of the best ways to get the practices out to people is to have them have a tool

that they can use at the same time they're learning it. So Geoff Colvin who I work with dreamed up this little thing called the self assessment for non-classroom settings and there are eight items on it. Each of those eight items reflect something from those big four and we have people self assess and we teach from this as well. Think about all your staff at a faculty meeting, we hand it out and we say look at number six for a second. Let's talk about what that's going to look like. We teach from the tool, then we give the tool to them and say as you're walking down to your classroom and the kids are in the hallway, right. See how many of these things you do. When you get to the classroom check it off. Don't put your name on it, send it back in and we'll do a school wide assessment of how we're doing.

Oh my gosh we're not doing number four very well as a school. Guess what the discussion is at the morning faculty meeting the next day. It's number four. So they use the tool as a way to teach, to assess and to get feedback for the staff. Alright, it's not an evaluation for your salary. It's a way to look at what best practice looks like.

I'm going to back up just one second. At the very top you will notice on this one pager that one of the thing there it says please tally the number of positive contacts that you have and the number of negative that you have and calculate a ratio. What's your ratio. If it's four or more to one, good job, go home, take a vacation. If it's less than that you need to change the ration of your interactions. Why is that why is that number one? Because some work by Glenn Latham and some people at Utah State and University of Utah indicates that one of the most powerful of those four is the number of positives vs. the number of negatives you have with your kids. At a ratio of about 4 to 1. Now Glenn actually says 7 or 8 to 1.

Now again you don't want me visiting your school, but if you ask me to visit your school and get a sense of the culture of the school what I like to do is stalk adults. I'll find a teacher and I'll follow her down the hallway and I keep track of the number of contacts she has with kids and I count the number of positives vs. the number of negatives. She gives the kid a five, says good morning, she smiles, right all those are pluses. She says shut up, sit down, move to the right, that's a negative. So I want to make sure I calculate what the ratios are. Now you're kind of thinking gee that kind of simple but it's pretty fascinating to see what the ratios are in most schools. Most of them are catch kids be bad. There's not a lot of positives, alright. So again think about the ratios. I'll come back to that in I second.

So number one on there is you know 4 to 1, moves, scan, all those come out of the top four. So let me go through theses a little bit.

At least 4 positives for each negative student contact. Anytime you give a correction you gotta give four positives in that setting. Right, you forgot to put your tray

away, good job putting your tray away, appreciate, good morning, good to see you. Go on back to class do a good job. You gotta build up those positives. It doesn't have to be all verbal, you can give me five, touch them on the head, smile, whatever it's going to be. The goal here is to have more positives than negatives. The fascinating thing is from the literature is that teachers who engage in more positives than negatives, when people come to those settings, the cafeteria, the hallway, the outside observer says this is a positive environment. It's because of the nature of the interaction between the kids and the adults. That's one thing to kind of focus on. It's gotta be contextually appropriate, right you gotta make sure it's appropriate to the kids developmentally as well as culturally. Want to make sure it's genuine, genuine and effective. We got teachers out there who say good job move on, it doesn't have a big impact. Want to make sure it is specific. I really appreciate the way you move to the right thank you very much for following my direction. The kids need to know what it's for. And lastly it's varied again by type and form. What it's going to look like for a kindergartener is going to look different than it's gonna be for the eighth grader. You all know that you gotta be very careful about how we give out positives because it can backfire on us. Really interesting thing. I was walking down a hallway in this middle school, this eighth grade hallway transition and a staff member went up to a kid and said stop right now, I want to let you know you are doing a really good job being a good citizen in our school, right, kids are passing by. Kids says don't you don't need to tell me that forget that I don't need that. He didn't like hearing it. Right. Because why? Public, kids, peers, you don't want adult saying nice things to you in the presence of your peers. So we know that your not ---- you can't do it that way. You gotta go up to a kid, give him a five and walk away. Gotta dollar? Great, right. You want to make it quite, you want to make it private, you want to make it so it's acceptable to that kid. You gotta make sure it's appropriate to the setting . Which is what I want to kind of emphasize there. There's always the concern about adolescent age kids don't need positives. Oh my gosh they --- you know if you don't give it to em they will find a way to get it from you. And it may be through inappropriate behavior unfortunately. So the trick is how do we make sure.

An off task example. We had a high school with a school store in it and these kids would get these things call positive office referrals which means catching kids doing something exceptionally well and if you get a positive office referral then you get a key to the school, first in line, you know, whatever, whatever. You get a discount in the school store. So they asked the kids, you know the staff members, what should we stock the store with? Oh pencils and pens and binders. They asked the kids. They said Jolly Ranchers. The staff said no high school kids don't work for Jolly Ranches, they don't want Jolly Ranchers in the school store, the answer is no. Ask the kids they'll tell you what's most important for those settings. Off task.

Um oh this is a school, a little data for you, in Oregon. They've been doing non-classroom setting stuff, let me show you the picture first. I told an example earlier, I'm gonna elaborate a little bit this afternoon, they had a morning recess and an afternoon recess. And all the supervisors had these pads, the white ones were a level one minor warnings, you didn't put the equipment away, I need to give your teacher a warning, I put it in the teachers box and the teacher goes back and does a lesson after recess. So the supervisor doesn't do the correction just tells the teacher you need to follow up. These are level ones, not major infractions. The blue ones are called gotchas. Gotchas are a nice job helping her put the equipment away, I'm gonna give you a gotcha, the kids go back to class, teacher says did anybody get a gotcha? He says I got one. What did you get it for? Want to focus on the behavior not the piece of paper, right, it's just a communication tool. And as I mentioned this morning you'll notice there's more blues than there are whites. You can't get a new pad until you use up all your blues. Who is that for? Teachers, or the supervisor, right. It's not for the kids necessarily. It's a reminder to the staff member. What they learned is that the staff members needed the reminders. Because they actually had two pads before, a white one and a blue one, and they find the blue ones in the teacher's lounge and the white ones are empty because they were giving them all out, so they put them together in one pad and they had more blue than the white and you can't get a new one until you use up all your blue ones. Okay back up for a second.

Denise the counselor sends me an email and sends me these data. And these are months across the bottom and the blue bar represents the number of gotchas the blue ones that were given out. The red ones are the number of level one infractions that were given out, and the yellow ones which you can't see are major infractions or major office referrals. They've been doing this for three years by the way. So you'll see the ratio is about 10 or more per one, to one, level one. So I mailed the email back and I tell Denise, tell your staff that you can stop giving out so many positives. And then I get a return back with the big red, you know, high priority, make sure you read this, urgent response. With a big note, we will not stop giving out positives. And it turns out that the staff found it to be one a good reminder, two they said that we no--- we noticed a significant change in kid behavior and kids seemed to like us better, well that's probably because they had more positive contact with them, right, and so forth and so on. So the goal here again is to think about what the impact is. We like that they wanted have more positives. But you really don't have to have that number. You could actually start fading it back if you wanted to. Okay moving forward again.

I know the cookies are almost here so let me do one more.

Move continuously. What that means is you gotta make sure that you are moving among the kids. Kids gotta feel your presence. We know that proximity is one of our best behavior management tools and you want to take advantage of it the best

you can. Long distance supervision is not a good thing alright. We want to make sure that you are close to the kids when you are doing other things. Just to give you an example, I was visiting this one school we did not do a very good job teaching them about active supervision. I was in the cafeteria and the cafeteria worker had decided the best place to be was up at the front by the, by the, by the servers and the cash register. And she was doing long distance supervision. It looked like the following, (yelling) you back there keep your voice down, and guess what the kid did? What? And then a kid over here says, (yelling) He said ---- and all of a sudden you got this escalation of voices around the room. Not a good idea as a way to doing active supervision. We want to make sure there's movement.

Now another way, two more examples. One is movement means as many adults as possible. So we have this cafeteria, 300 kids, 2 supervisors. Now what they asked the staff to do as a whole which is a school wide example, is they said all staff please as you're walking to your lunch, please walk through the cafeteria. Take that one minute walk through the cafeteria. And do three positives. You don't have to catch kids violating rules, just do three positives. Now there are 55 staff members in this school. In a 30 minute lunch if you get 55 adults moving through there you gotta a little extra help. Just by physical presence, right, and proximity. So you don't have to have duty but we would like you to walk through the cafeteria. What were the staff doing before they were walking through the cafeteria, they were taking the one mile around the cafeteria because they didn't want to walk through it but the truth is if everybody helped out it could decrease that load.

One more example. We had a school a building and the playground was "L" shaped. The two monitors said. This is what we're gonna do. We are gonna stand at the "V" at the crux of the "L". So one faced this way and the other faced this way and they did long distance supervision. Guess where most of the problem behaviors were occurring. At the ends. So they came up with, were gonna both do figure eights during that 12 minute recess or whatever it was, we'll do figure eights at least four of them and we'll do it this way and this way and at least four time, you can talk to each other but you gotta keep going back out and moving. Because they were talking to each other more than they were talking to the kids. The goal was to do four figure eights in 12 minutes and they could do that. The idea is again to get them out there and move. As you're listening to this I hope you realize that the strategies are effective with the kids only if the staff are implementing them. Which again is going to be the big challenge.

Alright I need to stop here because the cookies are getting cold I think. Um it's quarter, am I right, okay. I think you have a one---- not a one hour, a fifteen minute break and we'll come back and carry on with this right, so come back at 3:00 and we'll keep going.

Just a little bit more on non-classroom settings the remaining steps will go fairly quickly then I want to shift to non-classroom, excuse me, classroom environments and then I want to show you a couple of examples at the end.

Couple of great comments during the break. A little bit about you know, these are all common sense interventions, which is absolutely right. But the thing to remember they're not commonly implemented. So it is really important to think about the implementation part of these strategies. We are very biased towards identifying the smallest number of interventions that could have the biggest effect and also that are the most handable or tolerable by the staff members. There was also an example during the break that was discussed about, you know these positives can be very simple and they don't have to be bubbly and gushy. They can just be a little sticky put on the kids desk. They could be just a little give me five, it can be just a smile. It doesn't have to be these formalized systems. The goal though is to have the kids experience as many as positive interactions as possible compared to the number of corrections that they get. Think about the academic vs. the behavioral comparisons. We want them to be similar. I will come back and give you another strategy as we go.

So the first one is you want to make sure you have more positives than negatives. And I was looking around during the break and people were having more positives than negatives which is a good thing.

Second we want to continually move. Movement is a good thing. Want to make sure staff have the ability---kids don't know when staff will be there and they can feel your presence. If you think about the Star Wars or something like that.

Scanning. Scanning means making sure that you have your head up and the kids feel like that there is something hanging over them, that you are watching. There is an old thing called eyes in the back of your head. You want the kids to think you know what they're doing even though you don't, right. You want to sound like you're omniscient--- you know knowledgeable about what's going on in the classroom. We have too many staff members who walk but their heads are down and they are not paying attention. We have staff members who walk down the hallways looking at the wall as they walk because they don't want to see anything going on. And so but that's not--- the logic here is to have as many contacts as possible through scanning. It's not just about head it's also body orientation. We know there is lots of variation of what that looks like. You guys can pick it. And we know that the scanning needs to be predictable as well as unpredictable just like it is for the movement. All of these are very similar. The trick again is to figure out ways to make people think of different ways that work for them and given your grade level.

One of the neatest things I saw one school do is they pick one of these strategies. They go into the faculty lounge , they have a big white board---- uh excuse me the butcher paper thing up on the wall. And staff remembers would write examples of how they scanned and they would write examples of how they moved. And then the team would collect those together then put them out on an email to all staff as a way to demonstrate what's going on inside the school.

What I'm giving you are the generic, this is what you ought to do, but how it looks inside your school is gonna vary. Again that kind of notion about making it contextually relevant.

A fourth variable is have positive interactions with many kids. Remember the example of the "L" shaped playground with doing the figure eights. It was interesting because the staff members would do the figure eights and they would have 6 or 7 kids following them along. It's like the mother duck with the ducklings following along behind them. Which I thought was kind of interesting to see but guess who the staff members are interacting with the most? The ducklings. We want them to interact with as many students as we can, not just with the kids who seek them out, right, which is more reinforcement of the staff members then for the kids. So if you're walking down the hallways you want to have multiple contacts. Talk about a group this side of the room is doing a great job. You know those of you that just passed by me, make it a group based kind of acknowledgement. Positives are simple things to talk about but difficult to implement when you think about form and kind and frequency and so forth. You gotta think carefully about what those look like.

Here is one little thing I want you to play with, with respect to scanning and moving. We know that one of the best things you can do is have a positive contact first thing when the kids walk in the school. Right. I'm bragging so make sure you know about this. Um, I've let my wife know about this, everyday she meets every single kid that comes into her school. Every single day she's standing at the door and all 455 kids go by and she says something to them or has a hand out, they're giving her five or something. What she learned from the staff, the staff say if there is an adult who greets the kids at the beginning of the day they seem to walk into the class better prepared. It's even better if you have a teacher greeting at the door of the classroom when they walk in. If she can't be, can't be there, can't be there then there is always a counselor or the custodian or somebody there to greet those kids. Parent's really like it when they drop their kid off and can see an adult standing there ready to greet their kid. There's a lot of benefits from that experience.

Now let me ask you a little question here, cause I, well, how many of you know if there's research to back up the recommendation meet you kids at the door? Is there research? Typically most people don't know but we are often times told meet your kids

at the door on a daily basis, at the classroom door, at the begin, in the building. The truth is there is data out there about this. I'm going to show you the data. How of many of you have ever read a book or a journal called "Journal of Applied Behavior Analysis."? You have no life, right. It's a great journal, very technical, great studies. I'm teasing right? But occasionally, not occasionally, often times they have articles that are school based practical strategies. In 2007 two researchers did this really neat study, bless you, about catching kids at the door. This is how the study ran. I'll do it the fast way then I'm gonna elaborate a little. A teacher said I've got a problem. I've got three kids, they walk in the door, it takes me 10 minutes to get them settled down before they start their work. Takes me 10 minutes. Well what are you doing now? Well I'm sitting at the front of the room, they come in and I have to get your work out, sit down, be quiet, get started, 10 minutes right before we get them started. So the researcher said let's collect some data about how often they are engaged in that 10 minute period. So look at the first kid up there, his name is Tim I think, Tim and that is his baseline rate, they took three observations, he's on task about 35% of the time. Second kid, oops sorry, well I screwed that up, second kid is on task about 50% of the time and the third kid at the bottom is on task about 30% but very variable. Okay. So the researchers say let's have simple intervention to see what the effect is. Greet them at the door. You do three things, say the kids name, say something nice to them, give them a direction. Good morning George, nice shoes, walk in, get you math book back out. That's it. Say the kids name, say something nice, give em a five whatever right, give em a direction. That's it. Greet them at the door.

Only do it with Tim first. That's the effect. Right a little bit of variability, but the overall rate is an increase instead of a downward trend of engagement, that is an increase.

If you look at the second kid, it's a her, she is on a slightly downward trend about 50% of the time engaged, when they put her on greeted her at the door, right, hers went up to 90% on average, or about 85% whatever the number is there, and it's kind of hitting the ceiling because that's 100% at the top there.

And they went to the third kid who was going down, highly variable again and his behavior started to stabilize at about 80%. Now it didn't go, bless you, didn't go to zero, I mean excuse me, it didn't go to 100% for all the kids but there is an improvement in that rate in a very short period of time for those kids. Catching those kids at the door, saying their name, saying something nice to them, giving them a specific direction to do has an effect at that door. These are kids actually who are unresponsive to general classroom management. So they're sort of like, you know, needing tier two interventions. Which is what this was. Simple intervention, catch them at the door, good start for the school day.



AUDIENCE MEMBER: I have a quick question?

GEORGE SUGAI: Yes.

AUDIENCE MEMBER: Was there an experience in that between high school and elementary?

GEORGE SUGAI: These are sixth graders. I'm sorry if I didn't say that.

AUDIENCE MEMBER: Is there anything on the high school level where if you met them at the door it was 1:08:54?

GEORGE SUGAI: There is not research. There are some descriptive studies that have been done showing the impact at the high school level. But this kind of research, no. You all should do that research, become famous, you know, um. The reports are that we have from our school, our PBIS schools implementing is that it has, it works, they report it working, I don't have the data. So you shouldn't do it at the high school until I get, no you should try it, right. It's a good thing to do.

We also had a school that says well if it works at the beginning of the day we should also do it at the end of the day. The last thing the kids experience should be a positive adult contact. That would be nice. Even if they had a bad morning, say you had a great afternoon, come back tomorrow alright. We want to make sure that every single kid hears, experiences, sees, a positive thing at the end of the day. In this school the teachers all agreed to walk their kids to the bus saying nice things to them as they got on the bus. Cause we want the parents to have the kids come home and be happy when they come back. Again to give them a positive contact.

We had one school who was reluctant to do this. They said oh my, my union contract says I'm done at 3:15 no way I'm going to be nice to kids at the end of the day. Right. So we said, think about it. So the team went before the faculty and said, you know this isn't what real life is about, real life is about being nice to each other, saying nice things at the end of something. And the team leader gave this example. She said, when you have people over to your house on Saturday for dinner, you greet them at the door, you exchange wine and a flower, you say thank you for coming to our house. You give them a little appetizer, then the salad and the entrée, you move out to the living room, you have cookies and coffee and tea and then if it turns out to be 8:00 you don't say, well it's 8 see ya, right. What do we do? We walk em to the door, right, we say take some of these cookies home with you, we say thank you for coming over, it was a real pleasure, even though it may not be you say it anyway, right. We always do that when we have people coming over to the house. When people come to the school to visit you walk them to the door often times, right, again we often times do that but if we don't do it as often on a regular basis with kids. And again we don't have the studies for

this, yet, you should do em, but we are convinced it's good practice as opposed to yelling at kids, get out, get on the bus right away, which is often times the focus.

The short story for number 5 is you want to handle minor infractions the fast way. Handle it the fast way. They're minors, they're little, move on. Right. Don't spend minutes because the little things turn into big things and we don't want the little things to turn into big things. Handle them the fast way. It's like using those level one pieces of paper, the staff member said you didn't put the equipment away, I'm gonna tell your teacher, she will follow up with you and move on because the playground supervisors have 250 kid, you don't want them to be occupied by one on a minor event. What do you do? You make sure that you are very systematic and business like, you signal you made a mistake, you tell them the correct way, ask the kid to tell you back the correct way, and then move on. Nice job thank you and go on. Right. Remember you need to raise your hand if you have a question, right, show them what a hand raised looks like, good, when do you do that, when I have a question, nice job, move on. We don't want staff members to do the following, you didn't put the equipment away, that's bad, right, I want you to pick up all the stuff over here and I want you to do all that over there and I want you to do 50 pushups before you leave, right. We want to make sure that you follow procedure, make it quick and easy, move on. The minors are minors and don't escalate them into bigger things. If you want to give kids a attention give it to them when they're doing a great job. Don't give them attention when they're doing these minor things that get in the way.

For the major infractions, for the big deal ones, follow procedure. Now that assumes you have procedure right for major rule violations. Now even though you have procedures we have staff member who embellish the procedures. Get over here right now, watch my mouth and you get really close and they yell at the kid and they say you know you've, this is the third time I've told you, how many times have I told you not to, this is so upsetting, I'm gonna have to write you up. We're gonna go down to the office together, we're-----oh my gosh, just write them up, send them. Follow procedure. Follow, do what the police officer does that gives you a speeding ticket, sort of right. Follow procedure.

I visited a middle school, I was walking down the hallway, and there were three kids lined up in the hallway nose against the wall. So I said to the person standing there, holding them against the wall, what's this about? Oh well they were running in the hallway. I said what's the procedure? Send them to the office, right. What are they doing now? Oh I, you want to make sure they understand the importance of the consequence we are giving them. So I'm putting--- Is that in the policy book? No but I'm doing it to the kids. Wrong, right. We want to make sure that we follow procedure. It's gotta be calm and business like, you want to disengage, now if the kids start escalating the goal there is to figure out a way to disengage. Look cool walk away,

right. You're not following my directions, I need to get some assistance from the office. I need to step back, would you please go help, whatever. Follow procedure because often times staff want to get into the escalation with the kid and they want to force compliance. The problem with forcing compliance --- I wish I was a sixth grader again knowing what I know about behavior, right. Kids can always go one step further than the adult can. And the kids I work with know that next step. And so we need to be really careful about how we try to force compliance. You're gonna do this over my dead body, and that seventh grader says that can be arranged, right. And we don't want to have to go that way with those kids. I tell you it is all about the staff stepping back and not taking it personal. But they really want to. And kids know how to make it personal. The kids who are the kids with the most significant challenges know things about you that nobody else you thought knew about. I'll always remember doing this thing with this one kid and making a mistake and escalating with him, he's in my face, he's yelling at me, he say you slant eyed yellow skin nip how dare you--- you know he's like making fun of my race. He says and I know you drive a red Nissan truck and there's no gas cap on it, I'm gonna get your truck. Now I've had it with him. You're making fun of my truck, how dare you, right. And what does the staff member do? This is what, I didn't do exact, I'm exaggerating but there's staff members who do the following. How dare you make fun of my Nissan truck, you know what I know where you live too and I know what you IEP says, and I--- you know you go through this whole routine of getting back at the kid. But the kids will always know that one extra step so be careful about that, follow procedure.

Everybody in non-classroom settings who works, the custodian, the security officers, the parent volunteers, they've gotta know the procedures for school wide. They need to know what respect, responsibility, and safety are. They've gotta be part of the game, they've gotta be part of the team. You are setting up a team to learn about PBIS there should be somebody on your team who knows whose from a non-classroom setting. The cafeteria worker, the bus driver, somebody's got to be there to represent the non-classroom settings because over half the problem behaviors occur there and they are also the place where you have the least formal systems in place. Okay. So you gotta know those school wide expectations they gotta to be taught to the kids and staff members need to know them as well.

Here some examples. This is in Colorado, they had problems on the bus so the bus driver, bus company and the district leadership team came up with a district wide bus brochure. So it's,

“B”e responsible.

“U” se good manners.

“S”tay safe.

So they had the bus logo, and they had three times, waiting for the bus, on the bus, leaving the bus and they showed what it looks like. In the brochure it looked like this so it was kind of appropriate for all the K through 12. It gave examples of strategies for 3 to 5, and so forth and so on, you get the idea. And then they have the uh, what's that say at the top there, um, what are the benefits of doing this? You know, what are some of the things that you can do to help out in different settings, and what are some guiding principles for the process? The pamphlet was not only for the kids and parents but also for the staff members to remember how to do this work.

I showed this one this morning, this was a poster on the wall, on the door of the bathroom as a reminder. Uh again the same thing, posters inside this one. Uh for the --- I think the hand one was the middle school and the right hand one was the elementary school. As I teased this morning you should probably go before you flush but uh they got that one right.

This is some cards that people took at this elementary school in Hawaii so you can see how they changed the language into the native Hawaiian language for cafeteria, field trips.

And I gave this example this morning of a store next store to a school who want to be part of the non-classroom setting. He took the poster from the school, put it up in his off -- in his store, it said, be safe, be respectful, be responsible or something and then these kids would go and he gave out these things called partner tickets and the partner tickets were worth 5% discounts in the school store or 5% discount at his store. What he found out is business went up, he had better relationships with kids and staff. He was actually donating stuff back to the school store, which was kind of cool--- not the lighters—but he was donating stuff to the school store, um and the kids were, were having much better interactions with him. Okay.

Last one on the list, positive acknowledge at least five different students in that setting. Again try to get out and have as many interactions as you can across the students.

Alright. Now that little tool that I showed you the picture of before is a one pager. It's not a scientific tool, it's a self assessment training tool. So it's not to be used to collect data for research, it's used to help staff remember what to do. So we made up this little popular science, cosmopolitan, rating scale at the end and it's 8 to 7 you're a super supervisor, 6 to 5 you're okay, less than 5 umm you need to improve a little bit. But it is a way to give people feedback. Some staff will say I—you know you're my friend I trust you would you come and watch me and have somebody else check. One of my principal friends has a—you know the old days of transparencies, he has a

transparency one. The staff member fills it out and he does it and they over lay it and they see where there's agreements and disagreements as a way of having a discussion. Easy stuff as a way to put it in place.

To reminder, a reminder again this is --- those tricks, those strategies are only as good as it's school wide, everybody's gotta do it. You gotta make sure that it's team driven inside the school because again a person like me can't convince a staff to do this and lastly you gotta use your data to decide where to start. Alright.

Questions about non-classroom settings? That makes sense a little bit, I know I kind of did a lot on – huh spent a whole hour on four strategies but um, okay.

Oh one more example. There is important messages here, this is research so take a nap but I want to show you this because there's two important messages. This is an elementary school and it was one of our original studies we did when we started working on non-classroom settings. The top setting is entering the school, the middle setting is entering the cafeteria, and the bottom frame is exiting the school. We put down two pieces of masking tape, 20 feet apart and we observed for five minutes and we had observers standing entering the school, entering the cafeteria, exiting the school, and she would count the number of moderate to severe problem behaviors that occurred in that 20 foot zone in that 5 minute interval. Just keeping track. So in that 5 minute interval there is about 40 or so entering the class--- uh school up and down but about 30 or so entering the cafeteria and whatever it is, 35 or so exiting the school. Just a little side story here. Uh the student collecting the data for us was a graduate research assistant, she was an international student from Korea, so her first year at the University of Oregon we had her go out and collect data for us. And so she went out to this school and she came back after the first day and she goes, oh my. She said language, oh my, language. I said that's right that's what we're collecting on. Um, so. Geoff Colvin was working with the school, he said what we would like you to do was actively supervise. We want you instead of hiding behind the bushes we want you to be out in that 20 foot zone. We want you to interact with kids, and we want you to have as many positive contacts as you can. That's it, right. Get out there, interact with them, let them run over you as opposed to hiding in the bushes, have positive contacts with them. Oops, the effect on the right hand side is the drop in the number of problem behaviors. Doesn't go to zero, I'm gonna come back to that so remember that, drops down. Then they waited a week, they did it in the second setting, which is the second bar there, sorry and you'll see this little decrease across the bottom and then they waited another week or so and they did it in the third setting. It's called a multiple baseline design, some of you know about that and the school year ended unfortunately so we didn't get a chance to follow up with the maintenance stuff but each of those changes, there's three replications of the effect showing that active supervision worked.

Now first question? You'll notice in the first frame up --- gosh—frame up there, that when the behavior dropped entering the school look at the exit ---- entering the cafeteria and exiting the school. The behaviors did not change in those other two settings. What does that tell you? Kid behavior doesn't generalize. It's most likely to change when? When the adults change what they do. Kid behaviors linked to what adults do. You can't say to a kid, be courteous out in the hallway and then leave him alone. It really is about active supervision, it's by interacting with those kids. So one of the things we learn is that kid behavior doesn't generalize. We would love for the kid to say, gee I was better behaved when I entered the school maybe I'll do the same thing when I exit. It doesn't work that way. You gotta have an adult out there to remind them through their physical proximity or whatever. You'll also notice that it never dropped to zero. Never dropped to zero. Why is that? There's still those few kids who run over the supervisor. There's always going to be some. But what they did do is they took care of most of it so that you can find out what those --- who those kids are.

I mean my wife's a great example. She stands by the door, all the kids go by, she has her hand out, five, five, five, right, and go by. Every once in awhile she will grab a kid and hold him next – hold him or her next to h--- him next to her, and she'll have her arm firmly around his shoulder and she'll hold out his left hand, and 499 kids go by and give him five. Who is that kid? Kid who needs red zone supports, right. He needs a little extra like 499 positive to get into the school. She feels his shoulders, if his shoulders are tense she walks him to the room. If his shoulders are relaxed she says go on down you had a good start of the day and he's on his own. I said how do you have time to walk him down to the classroom. She goes well that two minute walk is nothing compared to the 45 if I don't. So it's --- you know it's being about this notion about active supervision, the adults gotta be there. It's really kind of cute because some days she's got these six kids lined up and they are all holding each other's left hand and there all lined up there getting fives from everybody as they go by. Anyway you get the idea.

Now Geoff also collected data on the adults. And the numbers of interactions that they had and there is a couple of messages here so let me do this the fast way. If you look up at the top, left hand side entering the ---- the-- the school there's a--- all those interactions are occurring and most of those are negative. Then he told the staff members be positive, interact, move. And you'll notice up there that the dots around --- the black dots which is the staff behavior go up slightly. A little bit of change in adult behavior has a big effect on kid behavior. Now you don't care about it but there is a statistical relationship between those two lines. If you look at the lines anytime the staff behavior is up, kid behavior drops. When staff behavior goes down, kid behavior is up. There is a relationship between the two. Now it's correlational it is not causal but there

is a relationship it says something about what adults do is related to what kids do. So we know now that we're pretty convinced that you gotta really focus on the adults.

Now a fascinating thing is if you look down the second frame and the third frame the adult behavior also doesn't change until the principal said let's do it entering the cafeteria. You would think the staff members would say this worked pretty well entering the school maybe we should do it other times. They were so compliant they only did it when told to do it. I don't get it. Alright. Okay go back to the examples then we will switch over to classroom.

Remember the elementary school I told you 45% of the problem behaviors come from the playground. Turns out it's about 12 kids doing mostly bullying, intimidation, and teasing. So instead of having a you know school wide training on, on social skills they came up with one strategy to deal with it. They taught this one skill. I think it's great. It's called talk, walk and squawk. All kids inside the school were taught talk, walk, and squawk. And it worked like this. If she teases me I use my words. I don't like when you say that to me. I use my words. If she teases me a second time, I walk, I'm out of here, whatever, I leave. Right, I look cool I walk away. If she follows me and continues to tease me what do I do, I squawk, I ask for an adult to come over and help problem solve. Everybody knows that. This bully over here he knows that if he goes to the third step there's gonna be an adult who comes in to play. Everybody knows the strategy. And everybody agrees that, that's what they are gonna do. Pretty fascinating, in this school they dropped the number of problem behaviors for bullying almost to zero just by teaching everybody what the routine was. I love that, I mean that's my best example of bully prevention. Teach the kid one strategy, get everybody on the same page, it works well.

My daughter was in middle school, I taught her that strategy. I said you're in the Mall a stranger comes up and talks to you, right, say I can't talk to you and walk away at the same time. I don't want you standing there, right. And if that person follows you run and tell the somebody that has a you know a Gap uniform on, that somebody is following me. I want to --- I don't want my daughter to stand there and say let's talk about this, I'll just figure it out, you know --- no, I want you out of there. When she gets off the bus and walks back to the house I don't want her talking to strangers. I want her to run first. I don't want her to have to stand there and problem solve and figure it out, you know, be ---- get out. Works really well. I use it all the time with some of my staff members, okay.

Neighborhood watch, same thing. Give the same rule to every neighbor. Everybody had the same routine. All the kids know that all the neighbors have been given permission to call, alright. It's everybody and individual neighbor names are not

used. All neighbors are given the same thing, all kids know the routine, as long as everybody is in agreement no problem.

Adopt a bathroom was the strategy for the line up outside the nurse's station. Worked like this. High school, every adult agreed to adopt a bathroom. What did that mean, she, he, whatever all agreed that during the day between 8 and 3 they had to visit at least twice their adopted bathroom, the staff members had to do that. You just go into the room, you know, staff member coming in, you know, chase out, alright clear the room of smoke whatever, But you just go in and make two visits. Now there are 100 and something staff members in this school and there is you know, what a dozen bathrooms. That's a lot of adult contact in those places. Guess what happened to the nurse's station three days after they put it in place. It went away, because now the bathrooms are safe, and you know they're better cared for because the kids aren't loitering in there. Two side effects. One side effect was a good thing. We had some kids who literally adopted their own bathrooms. They cleaned them up, they put mirrors you could see, they painted the walls, they cleaned up a couple of bathrooms, which is great, right, care for you environment. The bad thing is, these are girls bathrooms, one of the bathrooms they posted a girl at the outside and they would only let certain girls in. I am sure the boys would do the same thing but it is really kind of interesting to watch how this one girls bathroom became you know and exclusive--- excuse me -- an exclusive place to go. That's not a good thing, right.

One way cones, we talked about that already. Uh, on the bus thing. They came up with a strategy called music, mags and munchies. Remember that's the interstate down between the two schools. And they just put music on, they turned it off when the kids were too loud. They allowed them to read some magazines that were in the box by the bus driver. And the bus driver is giving out food, sugar and salt works really well. So they were --- they were kind of making sure ---- trying --- making more of a social thing as opposed to a oh my gosh were --- and it worked okay. They actually put a foot bridge over later which is the best strategy.

Um, other examples. Recess then lunch. Gave you that one already. We had one elementary school, all the problems were happening from the --- from the cash register --- or ticket take person taker to the door. Turns out the routine is that when the kids go up to pay for lunch, up on the wall are envelopes. And on the envelopes are all alphabetical order by last name. And I have to go up and I say, um Sugai, oh there it is right there. Take my thing punch it and put it back, right which is fine. Now what happens is there is a high turnover rate of kids. And so a new kid would come in, somebody in the "B" column would leave, right. And so the cash register person who was OC and very complete about this stuff would re ---- take that one down then reorganize in alphabetical order. So where I was used to being in the third envelope on



the fourth row I am now in the second or the fifth. So I start over again and start in the first one and look for my name again. So it was not a very efficient way.

What the strategy was what? Handle the tickets in the classroom, computerize it, you know, all those shifts. Simple intervention for a problem. Umm. Alright, okay, move forward.

Uh okay, well I'll do this one. Now be careful. We often times come up with strategies to how to help people take these ---- do more of these strategies. Sometimes we say things like, why don't you go observe her do active supervision. She's really good at it and you can do it, what she does. Or we say here, look at this videotape of this being done in another school. You do what they do. Or we have let's have um --- let's agree on a --- agree on an item that we're going to work on during a grade level team meeting and then we'll take it back to the staff. Or --- and what not. Some of those are pretty effective. Some of them are not very effective. So you gotta be very careful depending on who your staff are.

Watching her, I don't like her. But I'm being asked to watch her because she does everything good all the time, right. Why would I want to, would I value that experience as we go through the process? So we gotta be careful about how that all kind of functions. I like her really, okay. Alright.

Questions about non-classroom settings. I am sorry I took so long on that but there will be a lot of overlap with the classroom. Do you care? Yes. Alright moving forward.

Classroom settings. I need to give all the credit, not all the credit, much of the credit for this to Brandi Simonsen who is at the University of Connecticut who I work with. Also to Geoff Colvin who is in Oregon, also to um, um, Kathleen Lane at Vanderbilt, there's a lot of great people out there who contribute to this kind of what is best practice.

What Brandi did with a couple of doctoral students is we said well what does the literature say about good classroom management. And wouldn't you know it there's like 60 years of research on classroom management. And oh my gosh there hasn't been done much lately but most of the stuff that's been done is still identified as being best practice. We know what those practices look like, but it's not being implemented very well. The problem of course is, is efficiency, and do we really know what the --- where we want to invest in those interventions.

So , skip this one, we generated a comparable self assessment for classrooms. It works exactly the ----- so, kind of thought you said I got the wrong handout up there, wrong, uh okay, easy.

Classroom management, right, we have a similar tool with the same practices allocated on it – to it. To give you a quick example of how it works. My wife's school, she handed it out in the morning to every teacher. Their job was to look at how they were teaching from 9 to 10 – 9:50. They filled it out quickly, they turned it in no name on it. At the faculty meeting at the end of day she tallied it all up and saw which ones are going really well and which ones people said that they weren't doing very well. She acknowledged, nice job, you're all doing a good job with the routines, you're doing a good job with this, you're doing a good job with that. Let's talk about this one because half of you said you didn't do this very well. So they used the self assessment as a way to get the practices back to the staff. She's never done a one day inservice on classroom management. She's only focused on using the self assessment as a way to get the practices out there, which --- cause if you look at them, they're not very difficult. The idea though is to get it figured out in a way that will be appropriate for that particular setting. I'm gonna come back to this in a second.

You'll notice again at the top, the number one thing is the number of positives to negatives. And instructional positives count, and the ration needs to be 4 or 5 to 1. You want to keep track of this stuff. I need a little piece of paper. Pretend like this is a 3" by 5" card. One of our, some of our staff members are saying we don't have time to carry a piece of paper around and keep track of the positives and negatives. There are so many negatives going on I can't keep track – you know. Fine, no problem. So the team came up with this great idea. They said you're do out the check list at the end. But we want you to carry this 3" by 5" card around. Whenever you engage in a correction, you need to sit up straight, make a little rip on the short side. Whenever you do say something --- nice job you all you're paying attention make a rip on the long side of the card. And at the end count up the rips on the short vs. the long. Why do you think they asked them to put the rips on the long side, right, it's really for the adults more than it was for the kids as a way to help prompt the use of the positives.

One teacher is very creative. She had the tool, she gave one to this kid, and one to another kid on the other side of the room and said keep track of what I do. Positives. And why two separate, because they want see if they can agree so they don't cheat and lie or whatever. So they got to see how well they can agree to each other then they gave the feedback to the teacher about how the positives were. Guess who gave out a lot of positives that day because they know the kids are watching? Again it's just a way to try to think about how do you put those practices in place as you go through the content, alright.

So quick – I'm just gonna go through these quickly because they are very much overlapping with the others. These are not things you haven't seen before. The trick is how do you make it work for you particular school of 3000 kids or 50 kids. Elementary

vs. middle. It's really that leadership team who takes these and runs with them. Cause there's really no, this is the way you gotta do it.

One area of concern is how crowded the room is and what kind of distractions there are. Is it a really --- to be very honest with you some teachers teach really well in a very messed up room. And others teach very badly in a very orderly room. So again you got to think about, it's not just one thing but it can be a factor that contributes.

The physical arrangement of the setting, the classroom, because we are focusing on our classrooms. Um, the kinds of distractions, you know, oh my gosh the whole bank of aquariums is on the right hand side and the kids are all facing the aquariums when the teacher is talking, you know, does that make sense, I don't think--- you know. So how --- are they really thinking about maximizing the engagement that occurs. Is the room predictable. Is the structure one that is organized and um logical for that -- for that particular classroom. There are two predictability areas. One is teacher routines and the other one is student routines. Cause predictability is about making sure everybody knows the routines. If you work at a middle school, high school it's particularly important that the routines are clear. Because every teacher seems to have a different routine. Well in my classroom you need to be in your seat left thumb over right thumb and you're ready before the bell rings. In this room as long as 50% of your body is through the door you're on time. So again there is different variations. Now most of the kids will figure it out. But you don't want kids to figure it out, tell em what the rule is. What's the rule for turning in homework? What's the rule for coming in late? What's the rule for getting teacher assistance? What's the rule for going to the bathroom?

In one classroom the teacher --- the teacher said just tell me and go. I was watching this other classroom, the kid gets this, has to leave his shoe in the classroom, and then leaves and then when he comes back from the bathroom he gets the shoe back, make sense to me, right. But again different routines for different teachers for how the process works. You got others carrying these big bricks around, and but what is the routine that you find to be acceptable inside the classroom? For the teacher, what is the routines that you want to establish, how do you grade, how do you handle transitions, how do you get student attention? Right do you say the 1,2,3, do you have the when my hands come together you should be. What routine have you taught as a way to make sure kids know what's going on.

Three, it's about making sure we have reinforced the heck out of what we have taught, especially the school wide expectations. It's really neat, our more successful schools are those in which the school wide routines show up inside of the classroom. They might look differently in the classroom then they would the in the hallway but respect in the classroom is important as it is in the hallway or responsibility or whatever it's gonna be. But we know that you gotta teach that stuff first day --- first --- some of

our most effective classroom teacher teach the content on the first day, first week of school. They actually do the routines.

Now some of you have heard this before, I love what this one school did. They spent the first four weeks of school, middle school, teaching homework. What did that look like? They did not send any homework home. The last 45 minutes of the school day was homework time. Who monitored the homework? The teachers did. They learned a lot about what kids do and don't know or know about homework. Oh my gosh this work is way too hard for them. Oh my gosh this work is way too easy. Oh my gosh I don't know why I gave them this work, right. It's really important for us to teach homework. Find a space that's, you know, whatever it's gonna be, because we often times assign homework for I'm not sure why we do it sometimes. We want to make sure it's functional, make sure it's relation --- make sure it's relevant to the kid. But you gotta teach the routine. Parents don't have a standardized way unless they were --- except for what they were taught about homework. And you want to standardize that across. What we found in our work is that the most important thing that the kids can learn --- excuse me --- the teachers can learn is by trying to teach it to the kids. See what it feels like to have to actually supervise and monitor homework. And knowing what the kids know and don't know. You don't have your pencil. You're not ready to do your homework. Maybe you need to teach about being prepared to do homework. How can you do your homework on when the iPod is on, you know, and so forth and so on. So how --- making sure that those are clear.

We also have these teaching matrixes that we use for classrooms now, somebody was asking during the break, when do we use these? Um – I mean who uses them. They've done in a variety of ways. Individual teachers will do it for their own classrooms. We've had whole schools have a common classroom teaching matrix. We've also had grade level teams like the second grade, grade level team have an agreement on how their gonna teach their classroom expectations. We've had science departments say for the science department this is how we're gonna do it. In my daughter and son's high school when you pick up their syllabus the teaching matrix shows up on the last page of the syllabus as a way to emphasize what the classroom expectations are for the content being presented.

So again it's just a little simple tool of the one page lesson plan for the classroom expectations.

Fourth one just like we talked about before give more positives than negatives. We talked about that before.

The fifth one give lots of opportunities to respond both academically and behaviorally. Those of you that have gone to sessions here already know that active

engagement, opportunities to respond are two of the more powerful predictors of academic success. You've gotta have many opportunities to respond to what's being presented. You gotta maximize the engagement of the kids with the materials. The more of that the better. We also know that that's one of our behavior management tools. The more engaged they are with instruction the more active they are with that instruction the less problem behavior you are gonna experience. Common stuff that Farzana and others have all talked about. And we know that that is an important thing to kind of think about the process.

Active engagement a big deal for us as well, same thing with the opportunity to respond. Again I'm kind of going through these quickly because you've heard them before especially from the non-classroom setting.

Active supervision is a good thing inside the classroom as well as in the non-classroom settings, right. Again you want the teachers to be moving, you want their heads up, want them to be making sure they have frequent interactions with the kids. Again these materials will be available to you online so don't try to copy it all down.

You want to handle inappropriates the same way we talked about for non-classroom settings. Handle the minors the fast way, reinforce the right way, make sure you handle majors by procedure.

And almost done here. We want to make sure that you have multiple ways of acknowledging kids. Again it's really about making sure it's meaningful to the students. Just to give you a little trick here that we used frequently or sometimes. For the individual kid stuff. There's this one kid right here. He's got pretty significant challenges, he doesn't take public praise very well in the classroom. I need to figure out a way to let him know during class that he is doing a good job. Especially when I'm standing in front of the room. So I take him aside and I say you know what let's have an agreement. I'm gonna give you a secret. This is something I only do with a few kids and you're one of them. During class if you're doing a good job if you notice, if you look up at me, you know and you're doing a good job, you might see me rub my ear. That means I know what you're doing and I really appreciate it and that's great. So whenever you see me rub my ear that's a good thing. So when the class went on, teach, teach, teach, teach, doing a good job, I rub my ear, he sits up a little straighter, so do 17 other kids at the same time, right, no. It's a secret way right to get the information out. The goal here is to figure how do we make sure that kids are doing a good job with the content.

And the last one is make sure we give specific feedback even when the errors occur, make sure we focus on the right way. Again there's significant overlap between classroom and non-classroom setting which is where started. What you'll notice there is

you got more academic related strategies that are also there to support you. I'm pretty well convinced, right, that we know those practices and there's a small set, go look at Harry Wong's material, Marzano's, Geoff Colvin's work, you know Ed Kame'enui, Deb Simmons. You can see significant overlap in these practices. Try to pick the smallest number that we know that could have the biggest effect which is the summaries I'm trying to do. We still have the same kind of summary scale for people to self evaluate. Your challenge I think is to think about how can we use it in our school to help the teachers to be more successful in adopting the practice. The practice of should be very boring to you in this session, the challenge should be how do we take it back to our staff and make it a part of the routine of the school.

When you pick up the materials you'll see a reference list, I just want to make sure I acknowledge a couple of the people I stole the materials from and also some materials that I think are pretty useful. There's many others you can --- when you pick up the material I just want to pick out a few. Geoff Colvin and Mike Lazar have this little small little handbook, it's really small, bit print, no, it's a small manual covers best practice, I like it very m ---- because it's very specific and strategic. It's not a lot of information but they focus on the big ideas. It says elementary but I also think it has some good strategies that if done properly can be applied at the middle school, high school level. Craig Darch, second one down and third one down and Ed Kame'enui have a book that focuses on --- it's actually a second edition, oh I got the second addition, um, a third edition I mean that's out there. But it takes instructional behavior management and they focus on making it culturally responsive and culturally appropriate. So they focus on the differences that kids bring to the school or sameness's. Doug Carnine and Ed Kame'enui have this book out again about diverse learners. At the very bottom there is this book by Stan Paine and his colleagues, Stan Payne is a principal, and that's his leadership team of teachers and they wrote a book about their behavior management practices, it's really neat. This was written in 1983, you can still probably get it for 10 cents on, you know, Amazon.com but it's a neat little old --- it's been around for a long time and I like it because it's been written by teachers and an administrator and it kind of operationalizes some of these practices. And the one at the bottom with the star on it is the one that's the data base that did the lit review that ---- behind that self assessment that I gave you before. Okay.

Now in the last few minutes that I have I want to share with you a couple more things here. Supposed to stop at 4:00, okay. Ha ha ha, okay. I want to share with you one study to finish up with and again I ---- you know you should, you should never trust a guy like me unless I can provide the research to back up the recommendations, right. I think it's real important that you think that way. So I'm --- that's why I'm forcing you to watch this research, alright.

This is a great example of classroom management and RTI put together. Now here is how it worked. Two classrooms, 30 kids in one, 30 kids in the other, second grade. One teacher, one assistant, one teacher, one assistant, two classrooms. We get a request for assistance. The two teachers have gotten together and said we need help. So I say what's your problem? They say the challenge that we have is we have 30 kids, 30 kids, we have about 16 kids who need individualized plans. They've nominated 16 kids for individualized plans. And I look them and I say, you know you guys are good but I don't think you're that good to be able to implement 16 individualized plans. Let us take a look and see what's going on. So we go in the classroom and we look. Classroom management is yell and scream. Ratio is about 1 to 55 positives to negatives. We're in bad shape here. So we say before we focus on those 16 kids how about changing how you do classroom management. Would you mind doing these couple things. Actively supervise, teach your routine, you know whatever --- we asked them to do 2 or 3 not the whole set just 2 or 3 of them. So they each did a good job of putting those into place. That was great, so it changed from a yell and scream to a little bit more proactive kind of classroom setting.

Then we asked the teachers, how many kids now do you think need individualized plans and they said eight. Okay that's manageable, four in this classroom and four in this one, we can pull this off. So this is how it worked. There's four kids, there's actually only three here because we didn't have permission collect data on the fourth kid but similar, but I want to show you what this is --- this looks like. This is kind of weird and hard to see but you'll get the idea. Those dots represent problem behavior and if you look across those kids you got Helena, and you've got Jade and we've got Farrell at the bottom and those green lines represent the rates of problem behavior under good behavior management, good behavior management. So they are not responding to tier one, so we've moved them up to tier two, okay. So we put in place a program called Check-in Check-out. Has anybody used that before or--- okay? Or BEP is similar. Let me go forward just for a second.

This is what the kids had. The kids would walk in, in the morning on their desk was this card. The three school wide rules were respect others, self, and solve problems responsibly. They broke the day up by hours and they had 2, 1, 0 meaning great, okay, goal not met. They picked up their card in the morning at their desk. 8:30, 9:30, the teachers would go over and quickly circle how they did on those three skills, 2, 1, or 0, alright. So seven --- six time during the day they got checked. At the end of the day 20 minutes before the bell would ring, the four kids in both classrooms would calculate their percentages, points earned and they had an individual goal that they strived for. She was 70 he was 80 whatever. And then the teacher asked the kids, calculate an average across the four kids. If the average across the four kids was at or above criteria, goal that was set, the whole class got 15 minutes of choice time, right.

So these are second graders. This may not work at high school. It might, maybe will, right, different variations. So imagine that, so six times during the day get checked, calculate your average, get a group score for the four kids if everybody gets it then everybody gets choice time. Gets to choose what to do, alright, um and why did they do average because she would screw it up for everybody if we did it by individual kid but her average all --- and we went by the average so most of the time the kids were successful.

So here's what happened. The yellow line represents the kids response to using Check-in Check-out. What you'll notice if you look at the kid at the top, the green level was whatever percentage that is and there's a drop and each of those dotted line represents going from 75 to 85 to 90, they increased the criteria for success. This is a hooray picture. These kids are responsive to tier one --- tier two intervention called Check-in Check-out. The teachers had a common strategy for all four kids so it was easy. It was linked to the school wide rules, discussions occurred after class not during class when the ratings were given out. Margaret the counselor trained the kids in that little short little interval right after the solid line how to use Check-in Check-out, so they taught the kids how to use it before they applied it inside the classroom. It's a social skills lesson, right, what does respect look like, how would we mark it, what does it mean to get a 2, and so forth. Am I hearing squeaking, okay. Um and then alright they monitored it throughout, oh I forgot. At the end of the day if she met her goal I wrote a big smiley face on her and I give back to her and she would take it home because there was a parent contract as well. And the parents knew that if she came home with a card that had a smiley face on it she met her goal. They were also told if you're child does not go home with a card don't yell and scream, forget it, it means that they didn't meet it or they forgot but don't yell, only if focus on the positives. So we didn't send home a card with a sad face on it. The idea was to always focus on the positives. If the kid brought it back the next day with parent initial on it the kid got a bonus point to start the day. So there was an incentive to have this communication with the family.

Now four of the kids did really well, four of the eight which is this picture. Now let me show you one more picture, just a little bit complicated. I know it's weird but hang on. The red dots represent a composite score for all the other 26 kids. A composite, so I randomly select a kids and see how they're doing. Get a composite score and chart it. What you'll notice is that for Helena on the left hand side those three dots she is different then her peers. Put the intervention in place she is now like her peers. So we got the social validation part about, yes there's an improvement here and it's good enough to look like her friends, which is the notion here. In fact if you look at Jade she's actually better then here peers. Now I gotta be honest with you, part of that is because the other kids were talking out to say you need to get back on task remember you need to earn you points today, remember you need to be respectful. So the other kids were



making noises when they should be paying attention to their work, so that's partially why there is that little bit of separation. Okay.

Now what about the other four kids? Almost done, what about the other four kids? There are four kids here two in both classrooms who are not responsive to classroom management which is the green bar and the Check-in Check out, now hold on just for a second. Look at Marcellus up there you are saying God, look at him he is headed off into the ozone here, you put him on Check-in Check-out and it dropped. It is true, it dropped in frequency but not in intensity. He was a hit, bite, scream kid. Going from 50 hits to 3 hits is still not good. He is still hitting so the teachers said this is not good enough for him we need to come up with a different strategy. So she was not willing to accept that level of change in frequency – frequency was okay but intensity was not okay, so that's why he was called unsuccessful.

If you go down to Blair, you'll notice that he didn't even know there was a card in front of him. Just kind of kept going right, and then when we said oh by the way there is a card in front of you and the criteria is harder he got worse so he went up, so he is a non-responder as well.

If you look at Ben on the right hand side he came in late to the school, he transferred in. He walked in the room, kicked the teacher, and she said Check-in Check-out, right, right away. And he still didn't respond. Still high rate though you go down to the third – the fourth kid at the bottom you'll notice a slight drop and then she got worse over time. So they put this kid on tier three interventions. They did a functional behavioral assessment, they wrote a behavior intervention plan, and to some extent there is some improvement. Remember these are tier three kids, we expected it to be hard, but there is a nice decrease for Marcellus up there both in intensity and in frequency. If you look at the second kid a decreasing trend, the third phase over there is a self management phase. Ben had an immediate effect when we put him on Check-in Check-out. And the same thing is true of Olivia, instead of going up she's starting to go down again.

The motto or the theme of this research is does --- can you apply an RTI logic to behavior at the classroom level? Right and it worked pretty well. We got two kids in both classroom on individual plans, we've got four kids on Check-in Check ---- eight kids --- four kids on Check-in Check out and instead of writing 16 individualized plans we've now got two in both classrooms which is the logic.

Now I gotta tell you one more thing before I leave this. Interesting thing is when you do your functional assessment on those kids in the red over there on the right hand side, it turns out that they don't like adults. Much of their behavior is to escape adult attention. What does Check-in Check-out do? Increases the amount of adult attention.

Maybe that's why it failed, right. So now we're being more careful about how we line em up. I gotta be careful about my research now, there's a researcher in the room, okay.

And the red dots are the same ones about peer – peer—peer – peer composites. Cause we wanted to show how the target kids had behavior that was similar to the – uh the changes were similar to the peers. Okay. Skip that. Huh, I wonder why this is on, okay. So let me finish up cause time is done, it's 4:00, 4:01.

My goal here was to give you these practices, but my real intent was to tell you that you've really gotta pay attention to those team based models. Think systemically, think school wide. The practices are easy. They've been out there. The strategies for non-classroom or classroom settings though are hard to put in place because he adults are so difficult to adopt the practice. Pardon me if you need to go to the bathroom please go I gotta give one more example and I --- this example is one I didn't see. So it's an urban legend so be careful, right.

There was a team in one of our schools. They did the classroom management self assessment. They said we're not giving enough positives. So during the faculty meeting got up in front of the staff and said we need to be more positive during class. And the staff came back and said, well there is so much problem behavior on --- we need a reminder to be positive, right. How about a card? No the cards are hard to car--- fine. So they were really frustrated cause they didn't know how to get the practices into the classrooms. So the principal, bless his heart, he's OC, he's incredible guy, right, he's a right angle kind of guy. He says I've got the solution. I'm gonna do the following. Every fifteen minutes I will turn on the intercom and when I turn on the intercom I will ring a little bell, ding, and when I ring the bell I want every staff member to stop what they're doing and give a positive out and then get back on task. Every fifteen minutes. He is such an OC principal that it's not sixteen and it's not thirteen it's every fifteen minutes, ding, ding, right. So it works like this. Teach, teach, teach, ding, nice job paying attention. Teach, teach, teach, teach, ding, over here do---- every fifteen minutes a dinger is going off.

Two weeks later the principal gets up in front of the staff at a faculty meeting and says may I stop dinging? Every – almost 90% of the staff members said, no. Keep dinging. Why do you think they said that? One is they saw improvement in the kid behavior. Absolutely, right. Then there was one staff member who said, well aren't the kids only being good when the dinger goes off? And there is another staff member who stood up and says well you know that's a whole more than before, keep dinging, right. We'll go for it. We'll take that. Another staff member said we still need the reminders to be positive, even though they've been doing this for two weeks and the dinger has been going off every day, right, fifteen minutes. This one staff member said she was teaching

along the dinger went off, she kept teaching, a kid said, excuse me, excuse me, the dinger just went off, aren't you gonna say something nice? Pretty interesting how the kids were paying attention to this more than the teacher was. But anyway. I didn't see that example. So you should never trust that example. But the point of it is, is that sometimes you gotta create structures that are fairly structured in order to help the adults pull this off. Now the truth is, or the urban legend truth is, that after about two more weeks they stopped dinging. They didn't need it as much because now the relationships were established with the kids and they didn't have to have the dinger to prompt a positive kind of experience. The principal of course though every once and awhile, will turn on the intercom and ring the bell, staff will salivate, they give out a positive and they'll move on, right, it is just the model here.

Okay, now that's a pretty gross kind of example but when you walk away from here you should be really thinking about how do I get the staff to understand the logic? How do I create the support systems for the staff to do this stuff? How do we make sure, right, the structure is in place to allow the kids to benefit from the implementation? Again if you need the materials I'll make sure the PaTTAN folks have the slide show and the extra self assessment. It'll be up online in about two days. If you need anything else go to the PBIS.org site there's a great set of – collection of materials there for you to grab if you want to. You can either contact Rob or I or myself, we would be glad to respond, or back there will give you the right answers about how to run this stuff. But the idea again is there's a lot of materials out there focused on your school and your district as the implementation zone where you can do the work.