



# ***10 APPROACHES TO TRANSFORM CLASSROOM BEHAVIORS:***

***SESSION 2, ENHANCED CLASSROOM BEHAVIORS WITH STRATEGIES 6-10***

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***HELLO!***



## ***AGENDA***

- × Classroom Engagement
- × Self Monitoring Strategies
- × Behavioral Reflection
- × “Calm Down” Strategies
- × Peer/Teacher Observation



**6.**

Engagement Through OTR

## ***OPPORTUNITIES TO RESPOND***

- × increases student engagement
- × allows for more positive, specific feedback
- × decreases inappropriate student behavior



Video link:

<https://www.youtube.com/watch?v=lrLQghFQv5c>

# ***VERBAL***

## ***RESPONSE***

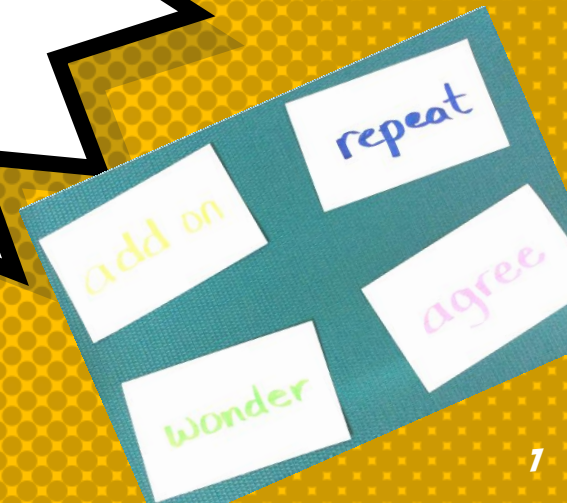
***x THINK, PAIR, SHARE***

***x CHORAL RESPONSE***



# ***NON-VERBAL RESPONSE***

- x RESPONSE CARDS***
- x WHITEBOARDS***





***ACTION***

***RESPONSE***

***x 5 FINGERS***

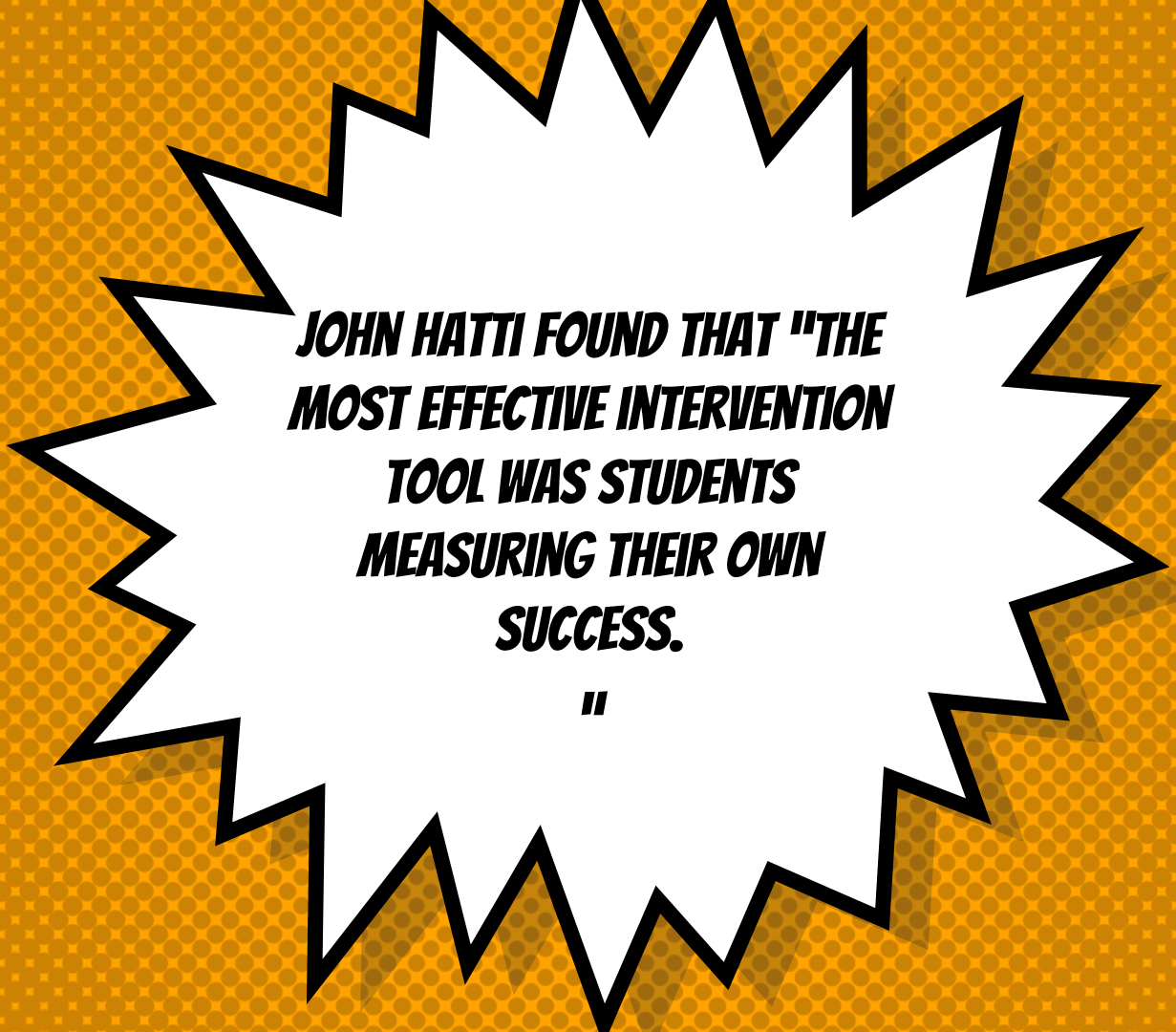
***x THUMB IT***





**7.**

Self-Monitoring Strategies



***JOHN HATTI FOUND THAT "THE  
MOST EFFECTIVE INTERVENTION  
TOOL WAS STUDENTS  
MEASURING THEIR OWN  
SUCCESS.***

***"***

# UNIVERSAL SELF-MONITORING

**No Cell Phone Use**



**Thank You**

**TELL WHAT  
YOU  
DO NOT  
LIKE**



"I do not like it when..."

**TELL HOW  
IT MAKES  
YOU  
FEEL**



"It makes me feel..."

**I MESSAGE**

**I FEEL -----  
WHEN YOU -----  
PLEASE -----**



# ADVANCED SELF-MONITORING

- × Personal Cues
- × Check in/Check out
- × Self-monitoring Check



Name: Joamine Date: 10/25

Target Behaviors	AM	PM
Stays on-task	✓	✓
Follows directions	✓	✓
Speaks nicely	✓	✓
Completes assignments	✓	—
Ignores others	✓	—

Level earned: 3 Parent Signature: \_\_\_\_\_

Self-Monitoring Point Sheet

Level 4 = 9-10 checks  
Level 3 = 7-8 checks  
Level 2 = 5-6 checks  
Level 1 = < 5 checks

**My Self-Monitoring Checklist**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Today I am working on (do this part with your teacher):

☐ Completing my classwork ☐ Having respect

☐ Being kind to others ☐ Keeping my hands

**Morning Class**

Did I....?

☐ Complete my classwork ☐ Have respect

☐ Be kind to others ☐ Keep my hands

☐ Ask for help when I needed ☐ Help others in

**Special (1)**

Did I....?

☐ Complete my classwork ☐ Have respect

☐ Be kind to others ☐ Keep my hands

☐ Ask for help when I needed ☐ Help others in

**Special (2)**

Did I....?

Complete my classwork

Be kind to others

Ask for help when I needed

**Afternoon Class**

Did I....?

Complete my classwork

Be kind to others

Ask for help when I needed

**Call today!** I did a great job! I did okay, but I want to do better. I tried, but did not do my best.

Expectations				Lunch			
Be Respectful	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Ready	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Teachers Initials: \_\_\_\_\_

3: Student did a great job. Only spoke to student about their behavior 0-1 times.

2: Student did pretty well, teacher had to speak to student 2-3 times about their behavior.

1: Student needs to work on their behaviors in class, I know he or she can do it!

Celebrations: \_\_\_\_\_ Name: \_\_\_\_\_

Goal for Today: \_\_\_\_\_ Date: \_\_\_\_\_

Total for Today: \_\_\_\_\_

ODR: Y or N \_\_\_\_\_



**Make good choices**

☐ Make good choices

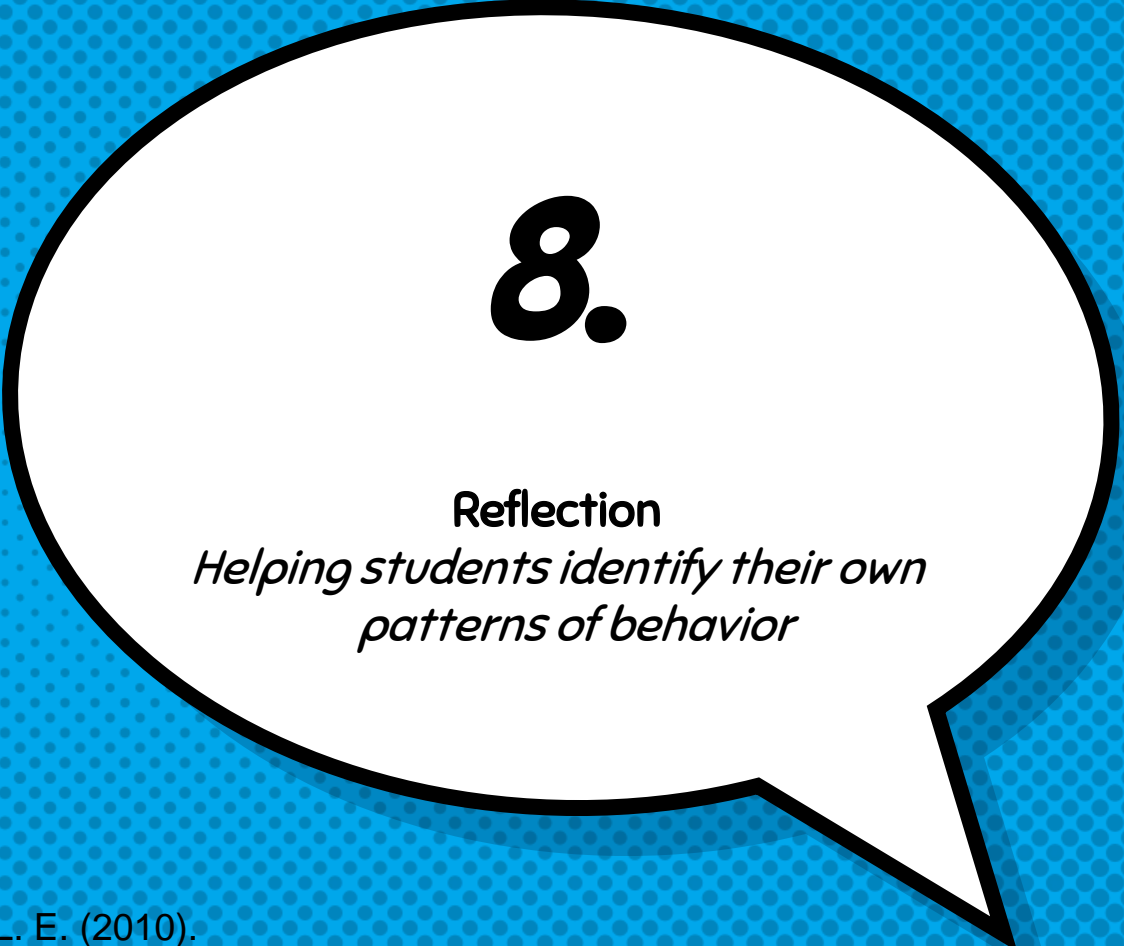
☐ Listen to my teachers

☐ Do a good job

## ***TRANSITIONS***

- × Count
- × Sing
- × Music





**8.**

**Reflection**

*Helping students identify their own  
patterns of behavior*

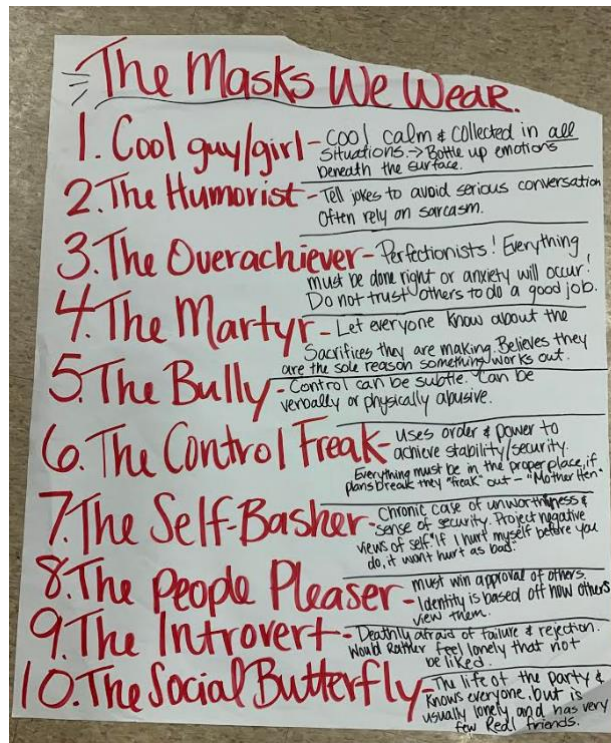
## ***CATCH IT WALKING IN YOUR DOOR***

Start each day knowing what kind of emotions are walking into your classroom.





# GET YOUR STUDENTS THINKING

Allow for discussion  
or journal entries  
about self  
understanding.



## ***AFTER A BAD DAY***

Write or draw

- × What can I do differently tomorrow?
- × What can the class do differently tomorrow?
- ×  What can Ms. Lynn do differently tomorrow? 

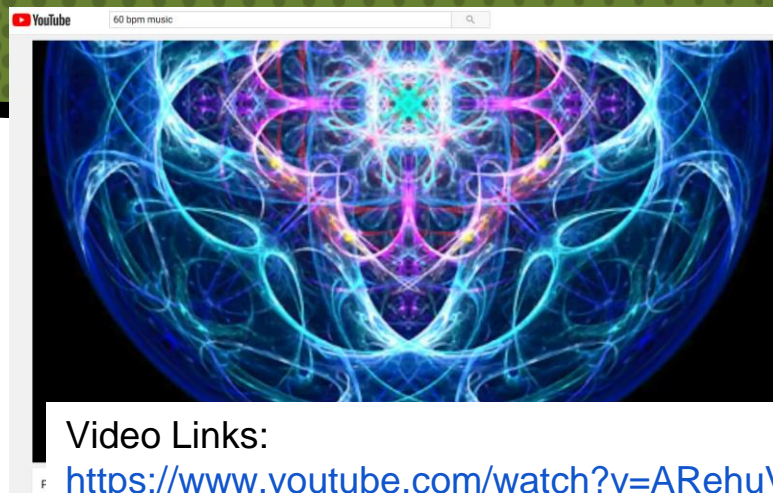
# 9.

“Calm Down” Strategies  
(Cognitive Coping)



# RELAXATION STRATEGIES

- ✕ Deep/Belly Breathing
- ✕ Progressive Muscle Relaxation
- ✕ Imagery
- ✕ Quiet Space/Chill Zone/Think Space
- ✕ Music
- ✕ Journaling
- ✕ Thought Stopping
- ✕ Brain Breaks



Video Links:

<https://www.youtube.com/watch?v=ARehuVI1BkE&t=40s>

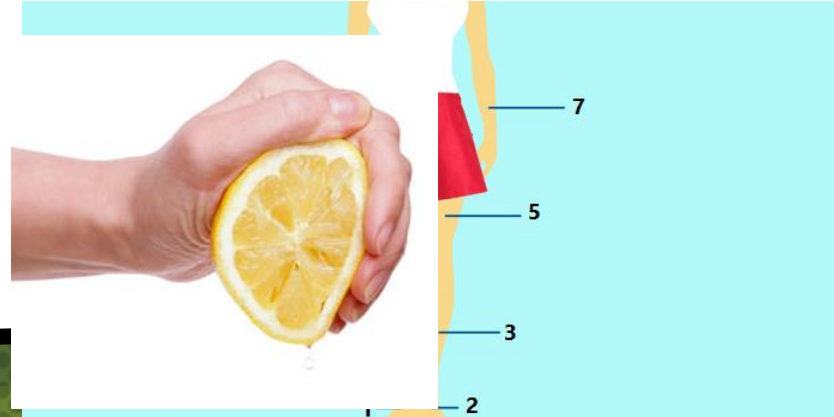
<https://www.youtube.com/watch?v=r6YiT5gYQU0&t=5s>

<https://www.youtube.com/watch?v=9nKq4jm4LD8&t=5s>



SS IN  
MUSCLE

and mind. Follow the  
for a few





**10.**

Peer/Teacher Observation

# PEER OBSERVATION

Partner with other educators to enhance classroom management techniques.



## ***HOW IT WORKS***

Teacher 1 is  
Observed by  
Teacher 2

Follow up  
Discussion  
-2 Loves and  
Wish  
-Use Data  
Collected

Teacher 2 is  
Observed by  
Teacher 1

Follow up  
Discussion  
-2 Loves and  
Wish  
-Use Data  
Collected

## Teacher Observation Tool

### Section 4

**Student Engagement:** Randomly select 3 students to observe for three minutes each. Tally how many times the student is *Actively Engaged* or *Off Task*.

Observe Each Student for 3 Minutes					
Student 1 (Tally) _____ am/pm to _____ am/pm		Student 2 (Tally) _____ am/pm to _____ am/pm		Student 3 (Tally) _____ am/pm to _____ am/pm	
On Task	Off Task	On Task	Off Task	On Task	Off Task
Total	Total	Total	Total	Total	Total

Notes:

	Active	Off Task
Total		
%		

- Briere, D.E., Simonsen, B., Sugai, G., & Myers, D. (2015). Increasing new teachers' specific praise using a within-school consultation intervention. *Journal of Positive Behaviour Interventions*, 17(1), 50-60.
- Scott, T. M., Him, R., & Cooper, J. (2017). Teacher and student behaviors: Keys to success in classroom instruction. Rowman & Littlefield

### Section 5

#### Classroom Context Observations

Complete after classroom observation. Score Y (yes) or N (no) for behaviors observed or not observed during the session.

Classroom Context Observations:		Observed		Comments
1. Classroom Expectations	Positively stated rules can be seen and read by students.	Y	N	
	Teacher regularly referred to expectations (positive and corrective).	Y	N	
2. Classroom Procedures & Routines	Clear procedures for transitions were observed.	Y	N	
	Clear procedures for getting teacher attention were observed.	Y	N	
	Teacher used cue to gain attention.	Y	N	
	Attention cue consistently gained student attention.	Y	N	
3. Encourage Expected Behaviors	Teacher used acknowledgement system properly to reinforce.	Y	N	
	Teacher provided non-contingent attention to most students.	Y	N	
4. Active Supervision	Floorplan allowed for ease of movement.	Y	N	
	Teacher used good proximity and moved around room frequently.	Y	N	
	Teacher frequently scanned the room.	Y	N	
	Teacher demonstrated frequent student interaction.	Y	N	





## ***RECAP***

Features of a Well  
Managed Classroom  
1-5

Classroom  
Engagement

Self-Monitoring  
Strategies

Behavioral  
Reflection

“Cool  
Down”/Relaxation

Peer Observation

# ***THANKS!***

Any questions?



# REFERENCES

- ✕ Bingham, G., Holbrook, T., & Meyers, L. E. (2010). Using Self-Assessments in Elementary Classrooms. *Phi Delta Kappan*, 91(5), 59–61. <https://doi.org/10.1177/003172171009100515>
- ✕ Oldfield, D. & Petosa, R. (1986). Increasing student "on-task" behaviors through relaxation strategies. *Elementary School Guidance & Counseling*. Vol. 20, No. 3 (February 1986), pp. 180–186
- ✕ <https://pbissmissouri.org/tier-1-workbook-resources>
- ✕ Tara C. Moore Partin, Rachel E. Robertson, Daniel M. Maggin, Regina M. Oliver & Joseph H. Wehby (2009) Using Teacher Praise and Opportunities to Respond to Promote Appropriate Student Behavior, *Preventing School Failure: Alternative Education for Children and Youth*, 54:3, 172–178, DOI: 10.1080/10459880903493179