

**\*\*Active supervision is an evidence-based practice shown to decrease disruptions in non-classroom areas. \*\***

### **Six Guidelines of Active Supervision**

- 1.) **Positive Contacts:** Maintain a “4 to 1” ratio of positive to negative comments.  
(simple greetings, friendly comments, directed at both groups and individuals)
- 2.) **Positive Reinforcement:** Reinforce appropriate behaviors.  
(Charger Bucks, “Thanks for staying to the right”, “Nice job getting to class on time”)
- 3.) **Movement:** Frequent, unpredictable, go to known problem areas  
(Supervise in various areas; collaborate to make sure all areas are covered.)
- 4.) **Scanning:** Actively monitor, make eye contact, make yourself seen, look for early warning signs of trouble, intervene early to prevent problem behaviors.
- 5.) **Systematic Corrections:** Should be: Immediate, private (if possible), explicit (identify the problem behavior & rule), neutral, non argumentative (business-like demeanor).
  - \* know and implement preplanned consequences
  - \* 2-minute rule (know when to move on to the next level; ODR?)
  - \*give student a chance to correct behavior (do it the right way), positively acknowledge correction.
- 6.) **Instruction:** Make sure to reteach expectations so that students are aware of expectations.

#### **Sample intervention for a student (Johnny) who was running in the hallway.**

**Johnny:** (Running in the hallway).

**Teacher:** Johnny, please come here for a moment.

**Johnny:** (walks over)

**Teacher:** Johnny you were running in the hallways, which is not safe. How do we act in the hallways at Central?

**Johnny:** We walk.

**Teacher:** That’s right, Johnny. Could you please go back and show me how we walk at Central?

**Johnny:** (Johnny goes back and walks).

**Teacher:** Thank you. What happens when you run in the hallways?

**Johnny:** You get a signature on your card. **OR** I don’t know.

**Teacher:** I need to give you a signature for running in the hallways, can I please see your signature card. (Teacher signs card). Remember to be safe in the hallways. Have a good day.

## **ACTIVE SUPERVISION**

---

**\*\*Any clothing that distracts an individual from focus on learning may be in violation of dress code.\*\***

*The following articles of clothing do not meet the school dress code:*

- 1.) Hats, bandanas, or hoods, unless they have administrative approval (religious, PBIS reward, etc.)
- 2.) Shirts that reveal the bust line.
- 3.) Clothing that exposes undergarments.
- 4.) Clothing that shows bare midriffs or low-rider pants that show rear end.

## **DRESS CODE**

---

**\*\*The School-Wide Positive Behavior Interventions and Supports (SWPBIS) program is a prevention/early intervention approach to address problematic student behaviors. This evidenced-based program explicitly teaches appropriate and expected behaviors and then rewards positive behaviors when they are displayed.\*\***

- SWPBIS is a three-tiered intervention model, which resembles the RTI process.
- The first tier of supports consists of universal interventions that are implemented school-wide and are successful for approximately 80% of the school's population. (Signature card, monthly rewards, Charger Bucks, active supervision, school store, etc.)
- The second tier consists of more targeted interventions, for students, or groups of students who do not respond to the Tier I interventions. The second Tier includes around 15% of the school's population. (Check-in/ Check-out, social skills groups)
- The third tier consists of individualized interventions for students who exhibit severe behavior problems, who have not been successful with the previous tiers of intervention. The third tier typically consists of around 1-5% of the school's population. (Functional Behavioral Assessments and Behavior Intervention Plan)
- PBIS's key attributes include proactivity, data based decision-making, and a problem-solving approach.
- In order to be effective, a PBIS program needs at least 80% of staff support.
- Over 13,000 schools across the country have implemented a PBIS framework.

### **Guiding Principles**

- 1.) Student misbehavior can be changed.
- 2.) Environments can be created to change behavior.
- 3.) Changing environments requires change in adult behavior.
- 4.) Adult behavior must be changed in a consistent and systematic manner.
- 5.) Systems of support are necessary for both students and adults.

## **PBIS BACKGROUND INFORMATION**

---

**\*\*A core strategy of PBIS involves the use of positive reinforcement for behaviors that you want to increase. Experts suggest a goal ratio of four positive responses to one negative response.\*\***

<b>Reasons to give Charger Bucks:</b>	<b>Use Charger Bucks for rewards in your classroom</b>
<ul style="list-style-type: none"> <li>*Appropriate hallway behavior</li> <li>*Helping another student</li> <li>*Class participation</li> <li>*Being polite</li> <li>*On-task behavior</li> <li>*Neat work</li> <li>*Going “above and beyond”</li> <li>*Bringing in homework</li> <li>*Doing a favor for adult/student</li> <li>*Any other behavior that you want to increase in your classroom or in school.</li> </ul>	<ul style="list-style-type: none"> <li>*First to leave class</li> <li>*Use of an office chair</li> <li>*Personal fan</li> <li>*Homework passes</li> <li>*Buy back tardies</li> <li>*Buy pencils/ supplies</li> <li>*Teacher Assistant</li> </ul> <p><u>During PRIDE</u></p> <ul style="list-style-type: none"> <li>*Team-wide incentives (gym activities, outside, etc)</li> <li>*Use of Ipod while working</li> <li>*Study buddy</li> <li>*Computer</li> </ul>
<p><b>Examples of praise:</b></p> <ul style="list-style-type: none"> <li>*I really like the way you...</li> <li>*Thank you for...</li> <li>*Great work today!</li> <li>*I notice statements (I notice you like to draw...)</li> <li>*You did a very good job of...</li> <li>*It was great that you...</li> <li>*I can tell that you are really trying hard! Thanks!</li> </ul>	<ul style="list-style-type: none"> <li>*Thumbs up</li> <li>*High five</li> <li>*Smile</li> <li>*Positive notes home</li> <li>*Stickers</li> <li>*Comments with specific praise</li> <li>*Sticky notes with specific praise</li> </ul>

**\*Remember to maintain a 4:1 ratio\***

## **REWARDS/INCENTIVES**



**\*\*Classroom management is most successful when it focuses on prevention rather than intervention.\*\***

~**Teaching rules and procedures** at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson, 1985; 1989; Evertson & Emmer, 1982; Evertson, Emmer, Sandord & Clements, 1983; Johnson, Stoner & Green, 1996 )

~Effective teaching includes **functional routines** (procedures) to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).

~Effective Rules should be: **Positively** stated; simple and **specific**; measurable and observable; and convey the expected behavior. \*Most expectations can be conveyed between **3-5 rules**.

~Frequent teacher attention in the form of **praise is more effective than rules or reprimands** in increasing appropriate behavior.

~Positive Consequences are used to **recognize** and **increase** the frequency of appropriate behavior

⇒Effective when they target a specific behavior and are applied immediately, with eye contact and genuine enthusiasm

⇒Can be used to develop self-managed behavior.

⇒For examples see *Rewards/Incentives* tab

~Negative Consequences are used to **decrease** problem behaviors.

⇒Should be applied in an educative rather than vindictive fashion

⇒Presented in a hierarchy; ranging from lesser to greater intensity

⇒Best applied in combination with positive consequences

⇒Important to ensure that they are logical and preserve a student's dignity

⇒Examples: Verbal reprimand, planned ignoring, redirection—corrective teaching procedure, phone call home, response-cost, overcorrection, time-out from positive reinforcement.

⇒Sample hierarchy of negative consequences:

Level 1: General reminder

Level 2: Individual reminder

Level 3: Second individual reminder or "see me"

Level 4: Lunch detention

Level 5: Time out I (goes to in-class time-out area and completes think sheet)

Level 6: Time out II (goes to alternative room to complete think sheet)

Level 7: Parent Contact

Level 8: Referral

When delivering consequences, keep in mind that you need to:

- 1.) Apply consistently
- 2.) Use the power of proximity
- 3.) Make direct eye contact
- 4.) Use a soft voice
- 5.) Be firm and anger-free
- 6.) Link the consequence to the expected behaviors
- 7.) Never accept excuses, bargaining, or whining
- 8.) Be educative, not vindictive

## **CLASSROOM MANAGEMENT TECHNIQUES**

**\*\*One of the components of PBIS is that support systems are necessary for both students and adults.\*\***

- In order for PBIS to be successful, it is our **professional responsibility** to be familiar with the procedures and framework of PBIS.
- The **PBIS committee and administration** is a valuable asset to utilize to gain additional support, resources, or information on PBIS.
- Below are some **websites** for additional information on PBIS and effective interventions.

**Websites:**

- **<http://www.pbis.org>**  
*(The official website for PBIS background, research, and resources)*
- **<http://www.interventioncentral.org>**  
*(Behavioral and academic intervention suggestions, strategies, and resources)*
- **<http://www.slideshare.net/aerobinson1/classroom-basics-turnarounds>**  
*(Powerpoint presentation on how to connect SW-PBIS to classroom management procedures.*
- **<http://www.resa.net/curriculum/positivebehavior>**  
*(Wayne-RESA's website for PBIS. Includes templates, sample forms, presentations, and background information for PBIS).*

## **ADDITIONAL RESOURCES**

---

**\*\*In order to provide a continuum of behavioral support for students, PBIS offers leveled interventions based on a student's need.\*\***

- Tier 2 includes around 15% of the school's population. Students in Tier 2 need more targeted interventions, in addition to universal interventions.
- The most common Tier 2 intervention is **Check-In/Check Out (CICO)**.
- In the CICO intervention, students briefly meet with an adult mentor in the morning and in the afternoon to review their daily behavior.
  - The student would carry a rating card throughout the day, and have teachers rate his/her behavior.
  - The student and mentor would review the points earned, and discuss, in a positive way, any difficulties the student had.
  - The CICO program creates structured feedback for the student throughout the day. In addition, it creates the opportunity for a positive relationship between the adult mentor and the student.
- Tier 3 includes around 1-5% of the school's population. Students in Tier 3 need more intensive, individualized interventions to be behaviorally successful.
- In order to create a plan for Tier 3 students, a **Functional Behavioral Assessment (FBA)** is conducted to determine the purpose of the student's inappropriate behavior(s).
- Once the FBA is completed, a **Behavior Intervention Plan** is created to help the student be more successful.

\*As students become more successful, interventions are faded out until they reach the universal level of interventions. Data is collected at each tier to monitor progress.

## **TIER 2 & TIER 3**

---

# POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS AT-A-GLANCE

