SELECTED SUPPORTING MATERIALS

Managing the CLASSROOM ENVIRONMENT to facilitate EFFECTIVE INSTRUCTION

Glenn I. Latham, Ed. D.
THE EFFECTIVE APPLICATION OF BEHAVIORAL PRINCIPLES

1. Communicating your expectations.

2. Ignoring inconsequential behavior.

3. Selectively reinforcing appropriate behavior.

4. Stopping then redirecting inappropriate behavior.

5. Applying consequences.
Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes.

S.W. Bijou  The International Encyclopedia of Education 1988
SOME BASIC PRINCIPLES OF HUMAN BEHAVIOR

1. Behavior is largely a product of its immediate environment.

2. Behavior is strengthened or weakened by its consequences.

3. Behavior ultimately responds better to positive than to negative consequences.

4. Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future.
ASK QUESTIONS ONLY
WHEN YOU NEED
INFORMATION TO
AID PROBLEM
SOLVING.
TRAPS TO AVOID

1. CRITICISM
2. SARCASM
3. THREATS
4. LOGIC
5. ARGUING
6. QUESTIONING
7. PHYSICAL FORCE
8. DESPAIR/PLEADING, HOPELESSNESS
! NOTE!

UNLESS WHAT YOU ARE ABOUT TO SAY OR DO HAS A HIGH PROBABILITY FOR MAKING THINGS BETTER, DON'T SAY IT--DON'T DO IT.

AN OUNCE OF DON'T SAY IT IS WORTH A POUND OF I DIDN'T MEAN IT.
Selected Supporting Materials

These materials may be copied as handouts for those participating in training. They are organized by Session. The last item is a brief outline for implementing a school-wide management program.
MANAGING THE CLASSROOM ENVIRONMENT TO FACILITATE EFFECTIVE INSTRUCTION
Session #1

Principles of Behavior
MANAGING THE ENVIRONMENT TO FACILITATE EFFECTIVE INSTRUCTION

1. Some basic principles of human behavior.

2. The effective application of these principles.

3. Getting and keeping students on task.

4. Improving the quality of teacher-to-pupil interactions.

5. Increasing the frequency of successful student responding.

6. Controlling classroom distractors.
## SCHOOL RELATED VARIABLES

<table>
<thead>
<tr>
<th>NON-ALTERABLE</th>
<th>ALTERABLE</th>
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<tbody>
<tr>
<td>Ethnicity</td>
<td>Use of Time</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>Teaching Skills</td>
</tr>
<tr>
<td>Gender</td>
<td>Quantity of teacher-to-pupil interactions</td>
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<tr>
<td>Home background</td>
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Benjamin Bloom  
"Alterable Variables"  
*Kappan*  
February, 1980
AS WE OBSERVE TEACHER-TO-STUDENT INTERACTIONS, WE OBSERVE THAT:

1. TEACHERS ALLOW OVER 90% OF ALL APPROPRIATE BEHAVIOR TO GO UNRECOGNIZED.

2. TEACHERS ARE TWO TO FIVE TIMES MORE LIKELY TO RECOGNIZE INAPPROPRIATE BEHAVIOR THAN THEY ARE TO RECOGNIZE APPROPRIATE BEHAVIOR.

3. TEACHER ATTENTION TO INAPPROPRIATE BEHAVIOR IS TYPICALLY OF SUCH A NATURE AS TO INCREASE THE PROBABILITY THAT THE BEHAVIOR WILL BE STRENGTHENED--WILL REOCCUR WITH REGULARITY.
REGARDING BEHAVIOR

1. LASTING CHANGE IS CHANGE THAT COMES ABOUT LITTLE BY LITTLE.

2. HUMAN BEHAVIOR CAN BE PREDICTED ONLY IN TERMS OF PROBABILITIES.
DRAMATIC

vs.

GRADUAL CHANGE

Baseline
(where all the reinforcers are)

Regression to Baseline

Behavior and Baseline are never far apart

DRAMATIC CHANGE

GRADUAL CHANGE
Figure 1.1 - The Effects of Reinforcers and Punishers on Behavior

- High
- Low

Response (Consequence)

Indicative of a reinforcing response / consequence

Indicative of a punishing response / consequence

Extinguished
Session #2

The Application of Behavioral Principles
LEVELED OF CIVILIZED BEHAVIOR AND RESPONDING

Uncivilized

Student's Age-Typical/Inappropriate Behavior

Teacher's Reactive/In-kind Response

Student's Age-Typical/Inappropriate Behavior

Teacher's Proactive/Proactive Response

Civilized

Reactive Behavior Retards Desired Growth & Development

Proactive Behavior Facilitates Desired Growth & Development

Figure 21 - Teacher's Reactive vs. Proactive Responding
3. Use a "teaching interaction strategy"

- Say something positive.
- Briefly describe the problem behavior.
- Describe the desired alternative behavior.
- Give a reason why the new behavior is more desirable.
- Practice the desired behavior.
- Provide positive feedback.
APPLYING CONSEQUENCES

1. Make consequences for both appropriate and inappropriate behavior known to students before they are applied. NO SURPRISES.

2. Keep reinforcers as simple as possible. Use social reinforcers (smiles, positive verbal praise, pats on the back, privileges) before using secondary reinforcers (tokens, edibles, point systems).

3. Never threaten consequences that are unenforceable or unreasonable. Doing so only makes teachers look incompetent.
Session #3

Getting and Keeping Students on Task
GETTING AND KEEPING STUDENTS ON TASK

1. Begin instruction immediately.
2. Manage by walking around.
3. Use intermittent beep tapes.
A Key to On-Task Behavior

The sooner you get students on task, the easier it is to keep them on task and the easier it is to get them back on task should they get off task.
A WORD ABOUT PROXIMITY

There is a direct relationship between how close a teacher is to students and how well students behave: The closer the proximity the better the behavior.
KEYS TO GETTING AND KEEPING STUDENTS ON TASK

1. State and role play expectations.
2. State and apply consequences.
3. Deal proactively with distractors.
4. Move immediately into instruction.
INSTRUCTION BUILT ON SCIENCE

1. Mastery Learning
2. Direct Instruction
3. Precision Teaching
The Mastery of any skill - whether a routine daily task or a highly refined talent - depends on the ability to perform it unconsciously with speed and accuracy while consciously carrying on other brain functions.

Benjamin S. Bloom
"Automaticity"
1986
Session #4

Teacher-to-Pupil Interactions
STRATEGIES FOR IMPROVING THE QUALITY OF TEACHER-TO-PUPIL INTERACTIONS

1. Avoid negative traps.

2. Practice positive interaction skills.
POSITIVE REINFORCEMENT IN EDUCATION

When used effectively, positive reinforcement is the most powerful teaching tool we have. Many teachers know this, even though they barely heard it mentioned during their training. Unaware that a wealth of confirmatory laboratory, classroom, and tutorial data backs them up, those who use positive reinforcement do so just because they have discovered that it works. But they have been left to find that out for themselves. Rarely does their training equip future teachers with any proficiency in the use of positive reinforcement.

Coercion And It’s Fallout
Murray Sidman, 1989
p. 249
Interaction Guidelines

1. Be Composed

2. Use as Few Words as Possible

3. Use as Little Time as Possible
LEARNING POSITIVE INTERACTION SKILLS

1. Practice, practice, practice until automaticity has been achieved.

2. Practice in a simulated setting within the classroom.

3. Expect mistakes along the way, in which event you practice, practice, practice.

4. When feeling out of control, walk away, regain your composure, practice proactive responding. Once you are in control, return to the problem.
COERCION produces:

1. Escape
2. Avoidance
3. Countercoercion
8 TO 1

Positives

Negatives
Session #5

Increasing Successful Student Responding
INCREASING THE FREQUENCY OF SUCCESSFUL STUDENT RESPONDING

1. Lecture little and query much.

2. Assure that all students respond.

3. Ensure risk-free responding.
Figure 5.1 – The Amount of Time the Teacher Talked Compared to the Amount of Time Students Responded

Teacher talked: 30 minutes
79% of the time

Students responded: 7 minutes
18%

Wasted Time: 2 minutes
5%
Figure 5.2 – Student Responding Record
RISK-FREE RESPONDING

A risk-free environment is a well managed environment where there is not a fear of failure.
Completely contrary to the expectations that L.D. students would show inferior attention, we found that the most severely disabled students...were significantly more attentive than the...non-handicapped controls.

An investigation of time-on task for handicapped children
James E. Turnure, S. Jay Samuals, and Elizabeth Carlson
University of Minnesota, AERA, Chicago, April, 1991
Research findings relative to teacher interactions with handicapped students in mainstreamed classrooms have consistently revealed that feedback given to handicapped learners tends to be more punitive and critical than feedback given to their regular class peers.

Analysis for intervention choices of general and special education. Barbara Larrivee, Joanne Eichinger, and Patricia Tefft Cousin California State University, San Bernadino AERA, Chicago, April, 1991
Teachers are 40% to 60% less likely to call on misbehaving students, or to engage them in learning activities, yet they are 5 to 6 times more likely to attend to them when they are misbehaving, especially if they are boys.
This is a put-down free environment
Session #6

Controlling Classroom Distractions
CONTROLLING CLASSROOM DISTRACTIONS

1. Avoiding unnecessary, unsound innovation.

2. Eliminating ineffective out-of-classroom disciplinary measures.

3. Eliminating "instruction-time" thieves.

4. Eliminating common in-class distractors.

5. Eliminating assaults from without.
Figure 6.1 - How Schooling Time Is Typically Used

Non-Instructional Activities
57%

Un-Utilized Instruction Time
25%

Academic Learning Time
18%
Figure 6.2 – Birth and Death Cycles of Educational Innovations
BEFORE INNOVATION IS ACCEPTED

1. It must be supported by scientifically sound data.

2. Adequate resources must be available to fully and effectively implement the program.

3. There should be a commitment by the school that the program will remain in effect so long as its value can be documented.
STANDARDS TO BE MET BY OUT-OF-CLASSROOM DISCIPLINARY PROGRAMS/POLICIES:

1. **Students’ in-class behavior is steadily improving.** There needs to be solid evidence that verifies that because of these measures, students are behaving better in class.

2. **The need for such programs throughout the school year steadily grows less rather than greater:** i.e., fewer and fewer students are being referred to the principal’s office, fewer and fewer students are being placed in time-out, fewer and fewer students are being placed into in-school suspension, and fewer and fewer students are being expelled.

3. **Teachers’ ability to manage students’ behavior in the classroom steadily increases:** i.e., they become increasingly more skilled at managing the classroom environment so that the need for out-of-class disciplinary action steadily declines.
GUIDELINES FOR CLASSROOM VISITORS:

1. Any visit to a classroom must be purposeful and ultimately in the best interest of the children. For a parent, that might be to learn something about how better linkages can be established between home and school. For an administrator it would be for instructional supervision purposes. For a researcher it would be to gather data, or in some meaningful way advance the cause of education.

2. Visitors should be seated toward the back of the room, or in a place where they are not distracting the students. Unless it is necessary, to accomplish their purpose for being there, they should not move around the classroom or disturb students at their desks or work situations.
3. Visitors, unless it is necessary to accomplish their purpose for their being there, should not interact with students. If students come to them and ask them a question or inquire as to why they are there, they should do nothing that would encourage the students to remain off task.

4. The classroom teacher should say as little as possible, if anything at all, about the presence of visitors. And whatever you do, unless it is germane to the visitor’s being there, do not ask the visitor to say anything to the class or for the class to say anything to the visitor. A simple, "We have a visitor who will be with us during this class period. We will now proceed with our work," is adequate. Then move directly into instruction as though the visitor wasn’t even there. I realize that in some settings, where there is a strong cultural disposition to do so, it is considered common courtesy for students to stand in unison and extend a verbal greeting to a visitor to schools in other countries. But unless there is a strong cultural disposition to do it, I suggest that it not be done. It just tends to be too distracting.
PROTECT THE SANCTITY OF THE LEARNING ENVIRONMENT
For more than a hundred years much complaint has been made of the unmethodological way in which schools are conducted, but it is only within the last thirty that any serious attempt has been made to find a remedy for this state of things. And with what results? Schools remain exactly as they were.

John Amos Comenius
The Great Didactic
1632
WHAT NEEDS TO BE DONE

1. Educators must learn to perform their work and solve problems scientifically.

2. The classroom environment must be held inviolable, i.e. secure from violations, profanation, assault, trespass, and abuse; held sacred.
I MAY ACT ON MY INTUITION, BUT ONLY IF MY HUNCHES ARE SUPPORTED BY THE FACTS.

LEE IACOCCA
IACOCCA, 1984
# APPROACH TO PROBLEM SOLVING

<table>
<thead>
<tr>
<th>OTHER PROFESSIONS</th>
<th>BY EDUCATORS</th>
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<tbody>
<tr>
<td><strong>ENGINEERS</strong></td>
<td>&quot;It seemed at the moment to be a good way to handle the situation.&quot;</td>
</tr>
<tr>
<td>Refer to laws, principles, formulas related to force, stress, motion, pressure, etc.</td>
<td>&quot;I’ve used it before and it’s worked well.&quot;</td>
</tr>
<tr>
<td><strong>PHYSICIANS</strong></td>
<td>&quot;It was suggested to me by a fellow teacher/a supervisor/a professor/the principal.&quot;</td>
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<tr>
<td>Refer to their knowledge of physiology, anatomy, microbiology, chemistry, the central nervous system, the flow and circulation of body fluids, etc.</td>
<td>&quot;That’s the way the teacher’s manual said to do it.&quot;</td>
</tr>
<tr>
<td><strong>LAWYERS</strong></td>
<td>&quot;I was taught to do it that way at the University.&quot;</td>
</tr>
<tr>
<td>Refer to constitutional law, statutes, precedent, logic, courtroom procedures and knowledge of the judicial system, etc.</td>
<td>&quot;I don’t really know. I never thought much about it.&quot;</td>
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<td></td>
<td>&quot;I just fly by the seat of my pants.&quot;</td>
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Glenn Latham  
Professor  
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Logan, Utah
Implementing a School-Wide Management Program
IMPLEMENTING A SCHOOL-WIDE MANAGEMENT PROGRAM

Basic Assumption

When children misbehave, it is because they have either never been taught to behave otherwise, or they are reinforced more for behaving inappropriately than for behaving appropriately.

Basic Elements

1. The program must be supported by data; it must be anchored in science.

2. The behavioral expectations of students must be clearly and concisely articulated. These expectations should be kept to a minimum, typically no more than 5 or 6.

3. Everyone in the building who regularly comes in contact with students must be schooled in the program, and must behave accordingly. This includes knowing exactly what to do when violations occur. Violations are evidence that students have either not been taught to behave appropriately, or are more often reinforced for behaving inappropriately than for behaving appropriately. Therefore, violations must be recognized as opportunities to teach, not an excuse to punish.

4. A system must be in place to monitor the program to make certain conditions do not regress to baseline.

5. Ongoing data must be collected to make sure that the program (the independent variable) is having the desired effect on student behavior (the dependent variable). For example, fewer and fewer students are being sent to time out, etc.