Effective Teaching and Learning Practices

Overview

MU Center for SW-PBS
College of Education
University of Missouri

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

OSEP Center on Positive Behavioral Intervention & Support
Effective School-Wide Interventions

Effective Classroom Practices

1. Classroom Expectations & Rules
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Unexpected Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Adjusting Task Difficulty

Session Objectives

By the end of this lesson, you will be able to:

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.

Effective Classroom Management

Academic Learning Time

Up to half the school day, as much as 3 or more hours, can be lost to:

- Discipline
- Transitions
- Collecting/distributing work
- Other non-instructional activities

SW-PBS in the Classroom

Average school day – only 70% of instructional time is actually used for instruction

Increasing the Likelihood of Expected Behavior

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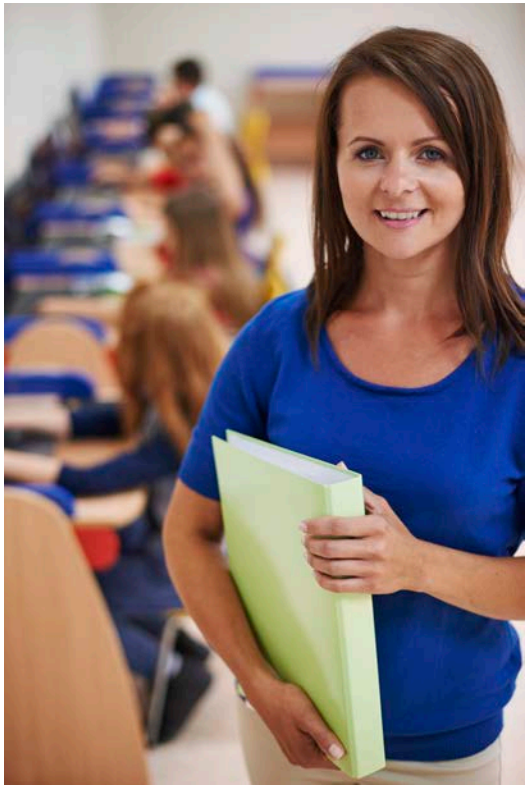

Effective Behavior Management

- Clarify expected behavior
- Teach and Review Expectations
- Acknowledge success
- Correct errors

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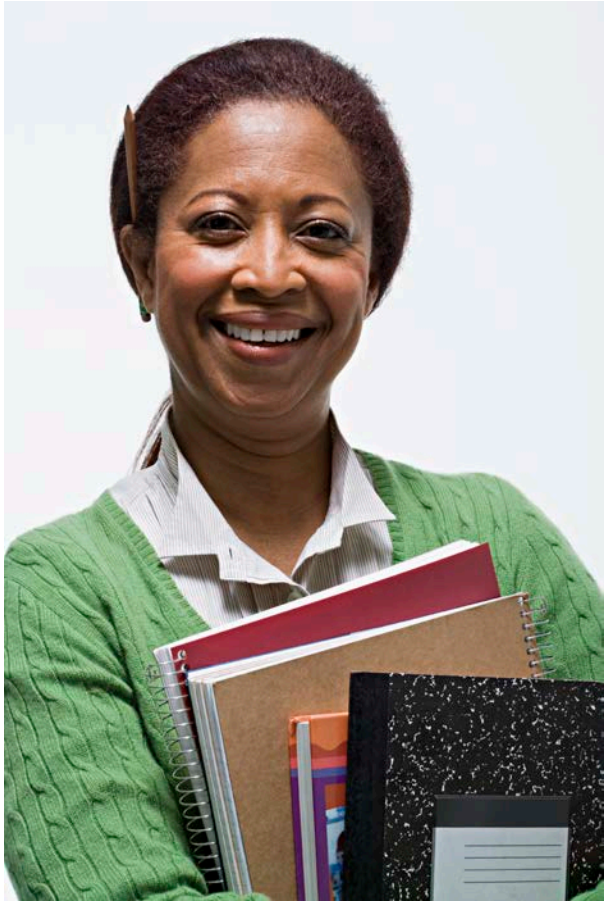

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Antecedent > Behavior > Consequence

A – B - C

Antecedent	Behavior	Consequence
• Establish clear classroom expectations. • Increase predictability through clear procedures and routines. • Teach and review expected behaviors and routines. • Use pre-corrects to prompt • students about expectations • Actively supervise–moving, • scanning, and interacting. • Provide a high number of • opportunities to respond to academic material with high rates of success	Increase student engagement with learning and task completion while displaying expected social behaviors.	• Provide high rates of specific positive feedback. • Use a full continuum of positive consequences.

Current Classroom Practices

Reflect and discuss.

- What are the current practices in your school to ensure uninterrupted *instructional time*?
  - *Have all teachers clarified expectations and procedures, taught, and shared them with co-teachers, teacher assistants, and substitutes?*
  - *Do teachers use high rates of encouragement for students displaying expected classroom behaviors, and effective responses when social behavioral errors occur?*
- What are the current practices in your school to support *engaged time*?
  - *What practices are in place to ensure students are on-task, responding frequently, and producing quality work?*

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References

Reinke, W.M., Herman, K.C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions, 15(1)*, 39-50.

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