

Evidence-Based Classroom Practices

Five Positive, Proactive Classroom Practices

1. Maximize Structure

- a. Establish predictable routines and procedures for students and staff
- b. Minimize crowding and distractions
 - Easy traffic flow
 - Adequate supervision
 - Designated staff and student areas
 - Pre-determine seating arrangements for various activities (groups, centers, independent)

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Teacher: Ms. Peach		Grade: 5th	Date: 2015-2016
Tier 1 Expectations <i>(Posted)</i>	Classroom Rules <i>(Posted)</i> <i>3-5 observable, positively stated behaviors aligned with expectations</i>		
1. Be Respectful	<ul style="list-style-type: none"> • Stay on-task and work quietly • Raise hand and wait to be called on 		
2. Be Responsible	<ul style="list-style-type: none"> • Have all necessary materials prior to start of lesson • Follow teacher directives 		
3. Be Safe	<ul style="list-style-type: none"> • Stay in assigned area 		
Procedures <i>(Clearly described and posted)</i>			
Classroom Communication:			
<ol style="list-style-type: none"> 1. Raise your hand to ask a question or to gain help or assistance from the teacher 2. Wait to be called before speaking 3. Remain in seat or designated area during all instructional times (whole group, small group, independent work) 			
Completed Assignment and Homework:			
<ol style="list-style-type: none"> 1. Place completed homework in appropriately labeled bin on back shelf prior to starting bell work 2. Place completed daily assignments in appropriately labeled bin on back shelf at the end of each lesson/activity 			
Lunch:			
<ol style="list-style-type: none"> 1. Put work materials away in proper place 2. Push in chair when called to line up 3. Secure money or 'ticket' prior to lining up after being called 			
Restroom:			
<ol style="list-style-type: none"> 1. Use the restroom prior to coming to class; OR Only during individual seatwork 2. Take 'tag' prior to leaving class 3. Replace 'tag' on hook upon return 			

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2. Teach, Monitor, and Reinforce Classroom Rules, Procedures and Routines

- a. Align rules, procedures, and routines with school-wide expectations
- b. Rules are positively stated and operationally defined
- c. Explicitly teach, model and reinforce expectations and rules

Procedures and Expectations by Activity

Activity	Whole Group Instruction	Seat Work	Small Group Activity	Leaving the Classroom
Expectations				
Be Safe	Remain in designated area	Remain in designated area	Remain in designated area	Walk with hands to self
Be Respectful	Listen when others are speaking	Work quietly	Listen when others are speaking	Quiet voices and feet
Be Responsible	Raise hand to speak	Complete assignment	Complete assignment	Take need materials

Rules	Classroom Routines				
	Group work	Desk work	Quizzes and Tests	Arrival	Dismissal
Respect Ourselves	Offer ideas Complete all tasks	Get up and stretch if necessary	Study for all assessments Double-check all work	Get all supplies for the day Lock belongings in locker	Check on homework Pack necessary materials
Respect Others	Compliment others' ideas Listen and make eye contact	Work silently Read quietly if finished	Keep eyes on your own paper Study with others	Keep phone off and in bag Move quickly in the hall	Let others sit with you on the bus Hold doors for those with bags
Respect Property	Keep materials organized Move desks quietly	Keep desk area and aisles clean	Keep desk area clean Use scrap paper	Close locker quietly Move chairs quietly	Push chairs under desks Walk in the hallways

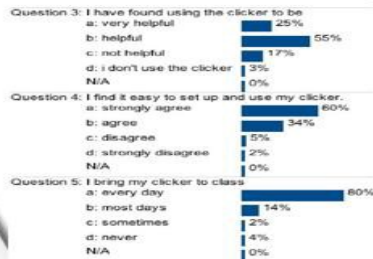
Evidence-Based Classroom Practices

3. Actively Engage Students

- a. High rates of opportunities to respond
- b. Link engagement with outcome objectives
- c. Evidence based practices for active engagement
 - Pacing and instructional momentum
 - Direct instruction
 - Computer assisted instruction
 - Class-wide peer tutoring
 - Guided notes
 - Response cards

Active Engagement Tools

Clickers



Response Boards and Cards



Gestures



Tools for Engagement

1. Kahoot.it – <https://kahoot.it/#/>
2. Jot! White Board – iTunes App
3. PADlet - <https://padlet.com>
4. Poll Everywhere - <https://www.polleverywhere.com>
5. <https://basecamp.com>
6. Collaborative features of Google
7. Loomio - <https://www.loomio.org>
8. Socrative - <https://www.socrative.com>



Evidence-Based Classroom Practices

4. Continuum of Strategies to Acknowledge Appropriate Behavior

- a. Behavior Specific, Contingent Praise - *"Thank you for coming into class quietly."*
- b. Group Contingencies
 1. **"All for One" - Interdependent**
 - The whole class earns a reward for following the classroom rules and expectations for a specific length of time.
 2. **"One for All" - Dependent**
 - A select student or group follows the classroom rules and expectations and earn(s) a point toward a whole group/class reward
 3. **"To Each His/Her Own" - Independent**
 - Each individual student earns a reward based on his/her personal behavior.
- c. Token Economies - Delivering a 'token' contingent on display of appropriate behavior



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5. Continuum of Strategies to Respond to Inappropriate Behavior

- a. Error Correction
- b. Differential Reinforcement
- c. Planned Ignoring
- d. Time Out from Reinforcement

EXAMPLES

1. Eye contact
2. Proximity control
3. Active engagement
4. Remind/reteach expectation and rules
5. Redirect to desired task
6. Reward around student
7. Planned ignoring
8. Self-Monitoring
8. Cool-off pass
9. Failure to earn reward
10. Change seating
11. Reflection time
12. Time away from group

References:

1. Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
2. Oliver, R., Wehby, J., and Reschly, D., (2011). *Teacher classroom management practices: effects on disruptive or aggressive student behavior*. Campbell Systematic Reviews.
3. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., and Sugai, G., (2008). *Evidence-based practices in classroom management: Considerations for research to practice*. *Education and Treatment of Children*, 31, 3, 351-380.