

Supporting PBIS in the Classroom: Assessment

- _____ Am I teaching useful, appropriate, and important skills and knowledge to students?
- _____ Am I using effective instructional strategies and curricula to teach these skills and knowledge?
- _____ Is my instruction designed to maximize successful student engagement?
- _____ Are my classroom rules and procedures clearly defined and posted?
- _____ Are my classroom rules and procedures easily visible to students?
- _____ Have I taught classroom rules and expectations directly to students?
- _____ Have students demonstrated mastery of classroom expectations and routines?
- _____ What obstacles prevent students from performing desired classroom expectations and routines?
- _____ Have I taught and do I use procedures for encouraging appropriate displays of classroom rules and expectations?
- _____ Have I taught and do I use a continuum of procedures for discouraging/preventing rule violations?
- _____ Have I established and taught students the differences between teacher or classroom-managed and administrator-managed problem behavior?
- _____ Do I modify my instruction to maximize student learning and to accommodate individual student differences?
- _____ Do I have procedures in place for monitoring student behavior and the effectiveness of my classroom management practices?

What is Your Classroom Management Profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

1. Read each statement carefully.
2. Choose your response, from the scale below and write it in the shape that precedes the statement.
3. Respond to each statement based upon either actual or imagined classroom experience.
4. Then, follow the scoring instructions on the next page. It couldn't be easier!

Strongly
Disagree

1

2

Neutral

3

Strongly
Agree

4

5



If a student is disruptive during class, I assign him/her to detention, without further discussions.



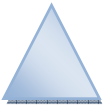
The classroom must be quiet in order for students to learn



I don't want to impose any rules on my students.



I am concerned about both what my students learn and how they learn.



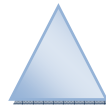
I don't want to reprimand a student because it might hurt his/her feelings.



If a student turns in a late homework assignment, it is not my problem.



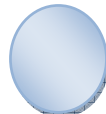
Class preparation isn't worth the effort.



I always try to explain the reasons behind my rules and decisions.



I will not accept excuses from a student who is tardy.



The emotional well-being of my students is more important than classroom control.





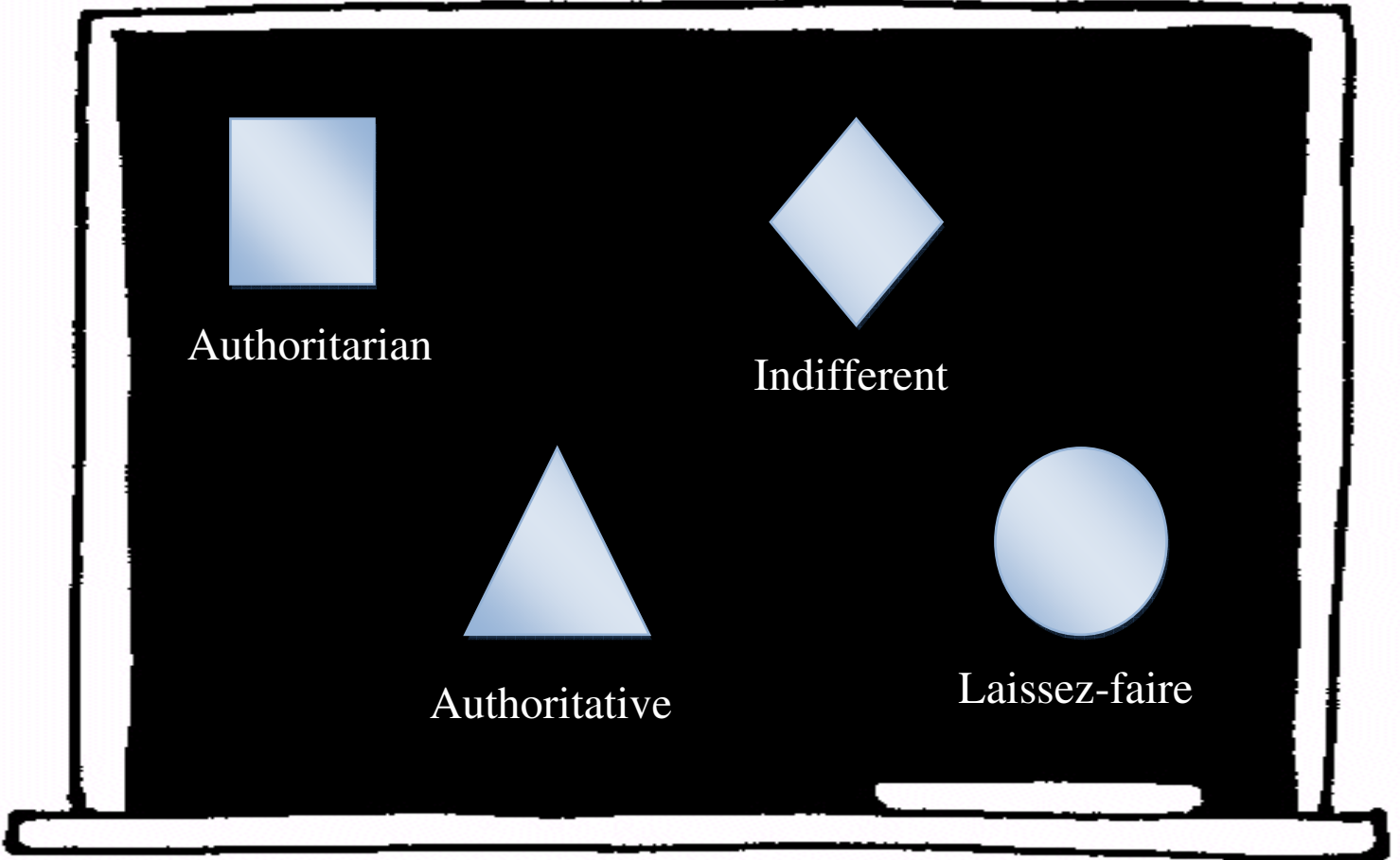
My students understand that they can interrupt my lecture if they have a relevant question.



If a student requests a hall pass, I always honor the request.

Scoring Instructions:

Each shape represents one classroom management style. To determine your profile, add your responses to the statements that follow identical shapes. In other words, add your  responses together. Then, add your  response, etc. Now you can record the totals of your responses in the corresponding shapes located on the blackboard below. The result is your classroom management profile.



Authoritarian

The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he/she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

One middle-school pupil reacts to this teaching style: *"I don't really care for this teacher. He is really strict and doesn't seem to want to give his students a fair chance. He seems unfair, although that's just his way of getting his point across."*

Authoritative

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection.

Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

A student reacts to this style: *"I like this teacher. She is fair and understands that students can't be perfect. She is the kind of teacher you can talk to without being put down or feeling embarrassed."*

Laissez-faire

The laissez-faire teacher places few demands or controls on the students. "Do your own thing" describes this classroom. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a laissez-faire style. He strives to not hurt the student's feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr. Jones may assume that he is not giving that student enough attention. When a student interrupts a lecture, Mr. Jones accepts the interruption with the belief that the student must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. Jones is very involved with his students and cares for them very much. He is more concerned with the students' emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his students feeling rather than on their academic concerns.

Mr. Jones wants to be the students' friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life. However, this overindulgent style is associated with students' lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

Regardless, students often like this teacher. A middle school student says, *"This is a pretty popular teacher. You don't have to be serious throughout the class. But sometimes things get out of control and we learn nothing at all."*

Indifferent

The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.

The students sense and reflect the teacher's indifferent attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and "killing time." In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.

According to one student, *'This teacher can't control the class and we never learn anything in there. There is hardly ever homework and people rarely bring their books.'*

Mrs. Johnson is a good example of an indifferent teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. As far as she is concerned, the students are responsible for their own education.

(Adapted from: Indiana University Center for Adolescent Studies. (n.d.). What is your classroom management profile? *Teacher Talk*, 1(2), 1-3.)

Teacher Talk: Nine Key Phrases that Help Motivate, Encourage, and Build Responsibility

Phrase	Provides students with...	You are communicating...	Examples
<i>"Check yourself"</i>	the opportunity to be responsible for their own choices	to them that you see them as capable and responsible	<ul style="list-style-type: none"> • "It seems noisy to me. Please check yourself to see if you are using your inside voice." • "It's time for the assembly. Please check yourself to see if you are lined up next to someone with whom you'll be able to sit quietly."
<i>"Next time..."</i>	an image of what you want to see happen in the future	that any behavioral error he or she made is over and you have moved on	<ul style="list-style-type: none"> • "Next time, please let me finish my sentence before you start talking." • "Next time, please respect the rules about using art supplies."
<i>"Please make a different choice."</i>	information about their present behavior and asks that they choose a different response	Respect	<ul style="list-style-type: none"> • "Pablo, your talking is disturbing reading time. Please make a different choice." • "Madison, crayons are not for throwing. Please make a different choice."
<i>"I see..."</i>	a description of the current situation and the opportunity to decide what to do	That you think they are capable of creating appropriate responses once they understand the situation	<ul style="list-style-type: none"> • "I see paintbrushes under the art table." • "I notice that some students aren't raising their hands." • "I see groups that aren't sharing fairly."
<i>"You decide."</i> <i>"You choose."</i> <i>"It's up to you."</i> <i>"You can pick."</i>	opportunities to be decisive and exercise independence (when the request is clearly within the bounds of class rules)	that you are empowering them and you are not going to be a permission-giver	<ul style="list-style-type: none"> • <i>"Is this book a good one for me?"</i> "You decide." • <i>"Is it okay if I ask Beth to help me?"</i> "It's up to you."
<i>"I'm really surprised."</i>	information about the positive expectations you have for them	that their particular behavior is not who and what they really are	<ul style="list-style-type: none"> • "The substitute teacher said you didn't listen. I'm really surprised at that." • "I was surprised by the behavior that I saw today."

Phrase	Provides students with...	You are communicating...	Examples
<i>"Help me solve my problem."</i>	<ul style="list-style-type: none"> • a model for effective problem solving and communication skills • encouragement to make a personal investment in solving the problem 	confidence in their ability to reach a workable solution	"I want you to help me solve my problem. When the class is noisy and takes a long time to clean up after science, we have less time for reading and I feel frustrated."
<i>"Wouldn't it"</i>	<ul style="list-style-type: none"> • an opportunity to take responsibility and make a verbal acknowledgement or commitment • an opportunity to learn negotiating skills by appealing to their sense of logic and fairness 	<ul style="list-style-type: none"> • what you believe the situation to be and that he/she needs to believe it too • that you want to establish rules and expectations 	<ul style="list-style-type: none"> • "Helping Kerry rebuild her tower would be a good thing to do, wouldn't it?" • You chose not to do your homework. That violated our agreement, didn't it?" • You know the consequence we agreed on, don't you?"
<i>"Check it out inside."</i>	<ul style="list-style-type: none"> • a cue to look within for some of the answers that they seek • encouragement to trust their own judgment 	faith in their ability to make the right decisions	<ul style="list-style-type: none"> • "Do you think you hurt Jenny's feelings? Check it out inside." • "You aren't sure which activity to choose today? Listen to your voice inside." • "Why did you choose to behave that way? Check it out inside."

(Adapted from Moorman, C. (2003). Teacher talk: Nine key phrases that help motivate, encourage, and build responsibility, *Instructor*. Retrieved on November 14, 2007 from http://findarticles.com/p/articles/mi_m0STR/is_2_113/ai_109947648.)

Resources for Classroom Support of PBIS

Bechtel, L. (2002). Circle of Power and Respect: Morning Meeting in Middle Schools. In R. Kriete *The Morning Meeting Book* (pp. 105-132). Greenfield, MA: Northeast Foundation for Children.

Colvin, G., & Lazar, M. (1997) *The Effective Elementary Classroom: Managing for Success*. Longmont, CO: Sopris West

Charles, C. M. (1995). *Building Classroom Discipline: From Models to Practice (4th Edition)*. New York: Longman Inc.

Kameenui, E. J., & Darch, C. B. (1996). *Instructional Classroom Management: A Proactive Approach to Behavior Management*. White Plains, NY: Longman Inc.

Kerr, M. M., & Nelson, C. M. (1998). *Strategies for Managing Problem Behaviors in the Classroom (2nd Edition)*. Columbus, OH: Merrill.

Ryan, J. B., Sanders, S., Katsiyannis, A., & Yell, M. L. (2007). Using time-out effectively in the classroom. *Council for Exceptional Children, 39(4)*, 60-67.

Sprick, R. S. (1981). *The Solution Book: A Guide to Classroom Discipline*. Longmont, CO: Sopris West.

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Sugai, G. M., & Tindal, G. (1993). *Effective School Consultation: An Interactive Approach*. Pacific Grove, CA: Brooks/Cole.

Weinstein, C. S. (2003). *Secondary Classroom Management: Lessons from Research and Practice*. Boston: McGraw Hill.

Websites

Developmental Studies Center: www.devstu.org
Caring School Community (CSC) materials

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports:
www.pbis.org.

Sopris West: www.sopriswest.com
Think Time Strategy materials