STRUCTURE AND PREDICTABILITY

By: Matthew Goldsmith

LEARNING TARGETS

• Recognize the importance of creating a structured and predictable classroom environment
• Identify three elements for creating a structure & predictability in the classroom environment
• Reflect and evaluate the implementation of these elements within your educational environment

STACK THE DECK

• Educators cannot “make” students learn or behave
• Educators can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
RESPONSE TO INTERVENTION (RTI)

Academic Systems
- Intensive Individual Interventions
- Individualized Instruction
- High Intensity

Behavioral Systems
- Intensive Individual Interventions
- Continuous Assessment
- High Intensity

Targeted Group Interventions
- Response to Intervention
- High Efficiency

Universal Interventions
- All Students
- Prevention, Proactive

School-wide Positive Behavior Support Systems
- Classroom Setting Systems
- School-wide Systems
- School-wide Setting Systems

EVIDENCE BASED PRACTICES IN CLASSROOM MANAGEMENT

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.
RE-ED PRINCIPLES

- Trust between child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for Re-EDucation.
- Ceremony and ritual give order, stability, and confidence to troubled children and adolescents whose lives are often in considerable disarray.

STAGE ONE: THE HONEYMOON

<table>
<thead>
<tr>
<th>Typical Behaviors</th>
<th>Helping Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking Things Out</td>
<td>Clearly Communicate Your Systems and Expectations</td>
</tr>
<tr>
<td>Observing</td>
<td>Build Relationships</td>
</tr>
<tr>
<td>Determining Social Order</td>
<td></td>
</tr>
</tbody>
</table>

STAGE TWO: LIMIT TESTING

<table>
<thead>
<tr>
<th>Typical Behaviors</th>
<th>Helping Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests Authority</td>
<td>Avoid Staff Splitting</td>
</tr>
<tr>
<td>Splits Staff</td>
<td>Establish a Safe and Predictable Environment</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Good Limit Setting Prompts and Cues</td>
</tr>
<tr>
<td>Oppositional</td>
<td>Differential Reinforcement</td>
</tr>
</tbody>
</table>
TOUGH KIDS HAVE DIFFICULTY MANAGING:

- Their Time
- Their Attention
- Their Belongings
- Their Energy
- Their Emotions
- Their Behaviors


The Guardrails on a Bridge

CLASSROOM STRUCTURE

- Atmosphere
- Expectations
- Division of Space
- Time Management
Praise is underused in both general and special education classrooms

Hawkins and Helfin, 2011

It increases:
- On-task behavior
- Correct responses, work productivity and accuracy
- Attention and compliance
- Cooperative play

Can have a huge impact on the climate of a classroom

Simonsen et al. 2008

• Praise to criticism ratio of 4:1 (Tier 1)
  Fredrickson, 2010

• Praise to criticism ratio of 10:1 or better is ideal
• Done by all staff members
DIVISION OF SPACE

- Quiet Corner
- Choice Time
- Materials
- Individual & Group Work

PHYSICAL ENVIRONMENT

- Create a physical environment that:
  - Eases traffic flow
  - Minimizes distractions
  - Provides teachers access to students in order to better respond to questions and behaviors

Oliver, Reschly, 2007
**Full Value Contract**

<table>
<thead>
<tr>
<th>Name</th>
<th>Goal</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen</td>
<td>Eat wet food before Pancho</td>
<td>Be assertive</td>
</tr>
<tr>
<td>Pancho</td>
<td>Cough up hairballs outside</td>
<td></td>
</tr>
<tr>
<td>Camila</td>
<td>One word or gesture to communicate needs</td>
<td></td>
</tr>
<tr>
<td>Quincy</td>
<td>Go to bed on time</td>
<td></td>
</tr>
<tr>
<td>Doug</td>
<td>Being personal spokesman when dealing with others</td>
<td></td>
</tr>
<tr>
<td>Ali</td>
<td>Tighten lid on container when finished using them</td>
<td></td>
</tr>
<tr>
<td>Murray</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Math</td>
</tr>
<tr>
<td>8:45</td>
<td>Reading</td>
</tr>
<tr>
<td>9:30</td>
<td>P.E.</td>
</tr>
<tr>
<td>10:35</td>
<td>Science</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45</td>
<td>History</td>
</tr>
<tr>
<td>12:30</td>
<td>Social Skills</td>
</tr>
<tr>
<td>1:15</td>
<td>Group/Game</td>
</tr>
</tbody>
</table>
Good teaching... great parenting!

SCHEDULE AS STRUCTURE

TIME MANAGEMENT:
THE SCHEDULE IS A MANAGEMENT TOOL

Premack Schedule
• Readable, Posted Near Clock

Length of Interval Appropriate
• Followed Consistently
TIME MANAGEMENT: STRUCTURING BREAKS & CHOICE TIMES

Structure Choice Time
  • Contingency Based

Timely (Restroom, Lunch)
  • Sufficient Amount

THE PREMACK PRINCIPLE

People are more likely to do something they do not like (Low Probability Behavior) if they know they have an opportunity to follow it with something they do like (High Probability Behavior)


GRANDMA'S LAW

When you eat your vegetables, you can have your ice cream.
PINK FLOYD’S RULE

If you don’t eat your meat, you can’t have any pudding.

How can you have any pudding if you don’t eat your meat?

—Roger Waters

THE PREMACK SCHEDULE

• A good daily schedule is the heart of classroom structure. The schedule establishes the events of the day and helps motivate the students through difficult tasks.

• Using the Premack Principle, the day is divided into manageable units of time, so that something considered “difficult” is followed by something that is generally considered “less difficult”.

PREMACK SCHEDULE EXAMPLE

• 7:30 Breakfast/Goals Group
• 8:00 Math (earned choice)
• 8:45 Reading (earned choice)
• 9:30 P.E.
• 10:15 Science
• 11:00 Lunch
• 11:45 World History
• 12:30 Social Skills
• 1:15 Goals Group/Group Game
CONTINGENCY-BASED CHOICE TIME

- Establish contingencies
- Teach, model, role play, and reinforce earned time behavior

- Example contingencies:
  - Work is completed to 85% accuracy
  - Work is completed within time frame with help from staff for corrections
  - Student earns 3.0 or higher on point sheet for academics and behavior
  - Student states what they will do and where they will be for choice time

MAINTAIN THE DAILY SCHEDULE

- The teacher follows the schedule very closely and uses it to cue students to complete tasks.

- Maintaining the daily schedule eliminates any confusion about the planned events of the day and relieves teachers of making arbitrary decisions.

REFLECTION ACTIVITY

What are some areas in your day where you can use the Premack Principle with your schedule?
According to a recent study on teacher preparation:

- Only 27% of universities have a course devoted to classroom management.
- Only 42% of university programs had no courses in which the topic of establishing classroom rules was mentioned.


REFLECTION ACTIVITY

As best you can, make a list of your classroom rules from this past year.
EFFECTIVE RULES

- Rules are expectations; codes of conduct.
- Rules are most effective when the teacher takes the time with his/her students to brainstorm, discuss, and come up with their own group rules.
- Students must be invested in them to see their value.

EFFECTIVE RULE CHARACTERISTICS

- Understood by All
- Behavior Specific
- Posted Clearly
- Modeled & Role-played
- Revisited Frequently Throughout Day
- Drawn from school-wide expectations/values

EFFECTIVE RULE ELEMENTS

- Are limited in number and stated briefly & positively
- Are observable (not vague, clear when violated)
- Apply at all times of day in all school locations
- Apply to behavior only and not academics
- Are selected with democratic student population
Identify target behaviors
Phrase in the positive
Phrase specifically
Combine like rules

RULES MATRIX

<table>
<thead>
<tr>
<th>Wording</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>
| Specific | 1. Raise hand and wait to be called on  
2. Keep hands feet and objects to self  
3. Have materials ready when class starts | 1. No talk-outs  
2. Don't hit or kick anyone  
3. No getting school supplies after class starts |
| Nonspecific | 1. Be respectful  
2. Be a good neighbor  
3. Be responsible | 1. Don't bother others  
2. Don't do mean things  
3. Don’t waste time |

REFLECTION ACTIVITY

What are your rules?
Using the guidelines discussed, make changes to your original set of rules
EFFECTIVE RULES

<table>
<thead>
<tr>
<th>Process</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List problem behaviors</td>
<td>• Stated Positively</td>
</tr>
<tr>
<td>• Identify replacement</td>
<td>• Stated Briefly</td>
</tr>
<tr>
<td>behaviors</td>
<td>• Limited to 5</td>
</tr>
<tr>
<td>• What do you want them</td>
<td>• Drawn from group/school</td>
</tr>
<tr>
<td>to do instead?</td>
<td>values</td>
</tr>
<tr>
<td>• Check rule characteristics</td>
<td>• Must match setting</td>
</tr>
<tr>
<td></td>
<td>• Clear when violated</td>
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