

CLASSROOM MANAGEMENT: HARRY WONG & PBIS



WHAT DO THE **PBIS**, **HARRY WONG**, AND **CHARLOTTE DANIELSON** FRAMEWORKS ALL HAVE IN COMMON?

- Positive expectations
- Safe, positive learning environment
- Data to improve student outcomes
- Communicating with parents and school
- Strategies for individual student needs

A WELL MANAGED CLASSROOM

Harry Wong says that an effective teacher's classroom will have

- Consistency
- Students working on task
- Little wasted time

CREATING A WELL MANAGED CLASSROOM

- Classroom expectations and routines developed
- Expectations prominently displayed
- Expectations simply defined
- Classroom arranged for easy traffic flow
- Classroom arranged for minimal crowding and distraction

DEVELOPING EXPECTATIONS

Use data to see what major challenges are and align expectations to those.

Examples:

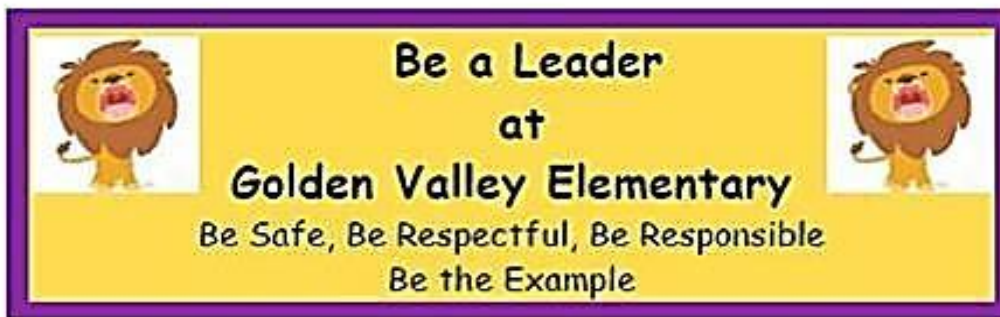
1. If students often run in the door and to their seats, Be Safe may be a good choice.
2. If students wander around during group work time, Be Responsible may be a good choice.

Choose 3-5 broadly stated expectations

DEFINING EXPECTATIONS

Develop 'rules' based on expectations:

- State **positively**
- Use **common** and **few** words
- Show what the behavior **"looks like"**



Location	Be Safe	Be Respectful	Be Responsible
Entering the classroom	walk to your desk and sit down	be quiet with hands to yourself	listen for instructions
Seatwork	remain seated correctly	help others remain focused by staying on task	use time wisely, complete assigned work
Group/Partner Activities	stay with your group	work only with your group	everyone works together to complete the task
Leaving the classroom	walk with hands to yourself	be respectful of students in other classrooms	get to your destination

Golden Valley
Elementary School
Orosi, CA



	Assembly	Cafeteria	Hallway	Restroom	Playground	Arrival/ Dismissal
Respect Yourself	Follow instructions	Use good table manners Use time wisely	Pay attention Eyes forward	Wash hands	Dress appropriately for weather Follow safety procedures Be a “good sport”	Be on time Find your place quickly Keep backpack zipped at all times
Respect Others	Sit quietly Keep hands & feet to self	Eat your own food Chew with your mouth closed Listen and respond to adult directions	Remain in traveling position Walk to right side, single file Greet those you know appropriately	Privacy please Remember to flush Wait your turn	Play fair & share Invite others to play Show kindness	Listen closely to all adults Sit quietly
Respect Environment	Take belongings with you Treat school property with care	Keep your area clean Put things where they belong	Keep hands off walls If you see trash, please pick it up	Follow “Restroom Routine”	“What’s on the ground stays on the ground” Use equipment properly	Keep belongings with you
Respect Learning	Listen to speaker Be ready to participate	Be willing to try new things Make new friends	Silence please	Use restroom at appropriate times Be quick & quiet	Try new games Play with new friends Follow expectations	Be prepared when name is called Be sure schoolwork goes home/returns to school

HAVE AN EFFECTIVE DISCIPLINE PLAN

Harry Wong says you must have and use a discipline plan.

DEVELOP A DISCIPLINE PLAN

- ✓ Develop 3-5 overarching expectations
- ✓ Define expectations simply and positively
- Plan how to teach expectations to students
- Plan how to acknowledge students that follow expectations
- Have consistent consequences for students that don't follow expectations

TEACHING STUDENTS CLASSROOM PROCEDURES

Harry Wong says that a smooth-running classroom will result from well-taught classroom procedures.

3 STEPS (ACCORDING TO HARRY 😊)

1. Explain
2. Rehearse
3. Reinforce

In other words.....

3 STEPS (CONTINUED)

Explain:

- State expectation, define simply.

Rehearse:

- Model expectation, let students practice, give feedback.

Reinforce:

- Acknowledge students that follow expectations.
- Remind students of expectations.
- Re-teach as needed.

WHY ACKNOWLEDGE APPROPRIATE BEHAVIOR?

- Encourage appropriate behavior
- Positive peer pressure
- Compete with problem behavior

HOW TO GIVE AN ACKNOWLEDGEMENT

- Tie back to expectations
- Tell the student WHY he/she is getting the acknowledgement
- Move from **highly frequent to less frequent**
- Move from **tangible to intangible**

EFFECTIVE RECORD SYSTEM

Harry Wong says that teachers should be able to assess the progress of every student at any given moment.

KEEPING TRACK OF PROGRESS

Collect and use data regularly!

What data do you collect *and use* on a regular basis?

RECORDING AND USING BEHAVIOR DATA

- Record: minor and major infractions
- Use: monitor progress, problem solve
- Communicate: discuss with students, parents, school



SHARING DATA WITH STAKEHOLDERS

Examples

- Share a success story in a newsletter to parents
- Share data with students and present a challenge
- Share data regularly with administration to show successes

Harry Wong says

**“The effective teacher is an extremely
good classroom manager.”**

HOW DO YOU 'SCORE'?

Use the following checklist to see if you're doing everything you can to manage your classroom most effectively.

Classroom Management Practice		Rating	
1.	<i>I have arranged my classroom to minimize crowding and distraction</i>	Yes	No
2.	<i>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</i>	Yes	No
3.	<i>I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</i>	Yes	No
4.	<i>I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors.</i>	Yes	No
5.	<i>I provided each student with multiple opportunities to respond and participate during instruction.</i>	Yes	No
6.	<i>My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</i>	Yes	No
7.	<i>I actively supervised my classroom (e.g., moving, scanning) during instruction.</i>	Yes	No
8.	<i>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</i>	Yes	No
9.	<i>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</i>	Yes	No
10.	<i>In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</i>	Yes	No
Overall classroom management score:		# Yes____	
10-8 “yes” = “ Super ” 7-5 “yes” = “ So-So ” <5 “yes” = “ Improvement Needed ”			

SCHOOL-WIDE PBIS

WHAT IS THE BIG IDEA BEHIND PBIS?

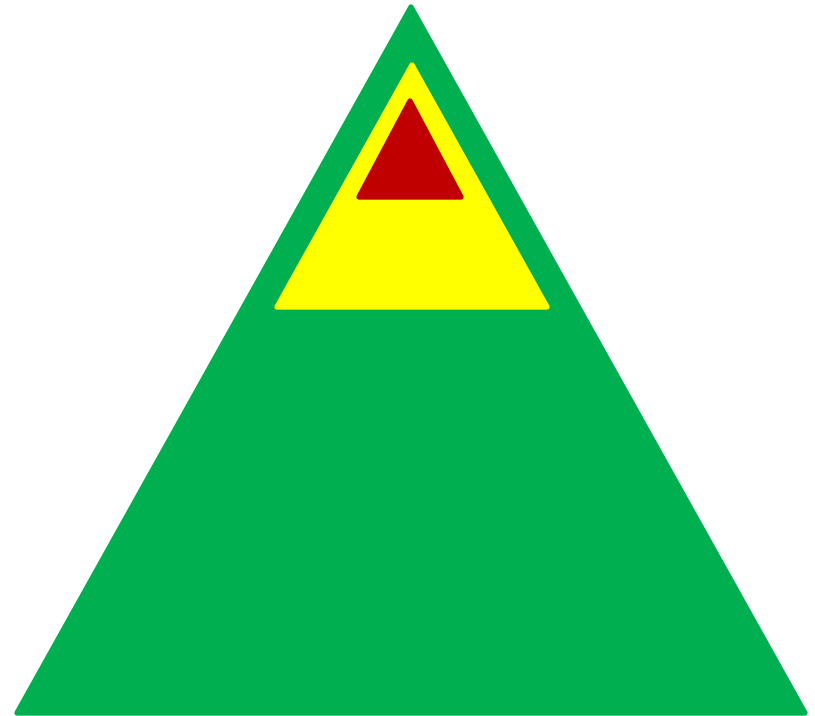
Creating a
sustainable positive
school climate

PBIS: WHAT ARE THE BENEFITS?

- Improve Student Behavior AND Way Behavior Addressed
- Prevention of problem behavior
- More instructional time
- Better school climate

PBIS IS A 3-TIERED MODEL

1. **UNIVERSAL TIER:**
Prevention: For ALL students, ALL staff, in ALL settings (100% of students)
2. **SECONDARY TIER:** For SOME students – small group interventions (5-15% of students)
3. **TERTIARY TIER:** For FEW students – individualized interventions (1-5% of students)



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