From Classroom Moments to Disproportionate Outcomes
Addressing Equity through SW-PBIS

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Classroom Systems

Bias: One Barrier to Equity

- **Overt Bias** - Conscious belief in superiority of a group
- **Explicit Bias** - Conscious beliefs that some groups aspire to desirable traits more than others
- **Implicit Bias** - Unconscious associations regarding some groups

Implicit Bias

- Implicit bias is the bias in judgment and/or behavior that results from **subtle cognitive processes** (implicit attitudes and implicit stereotypes) that often operate at a level **below conscious awareness and without intentional control**.
  - Dovidio, Gaertner, Kawakami, & Hudson, 2002 (p. 94); Banaji & Heiphetz, 2010
- Implicit bias influences how we act in a **subconscious way**, even if we renounce prejudices or stereotypes in our daily lives.

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- The implicit associations we hold **do not necessarily align with our declared beliefs** and may even contradict someone’s explicit values.
- We generally tend to hold implicit biases that favor our own *ingroup*, though research has shown that we can still hold implicit biases against our *ingroup*.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.
  - (Kirwan Institute, 2015)

Implicit Bias Assessment

- **Implicit Associations Test**
  - https://implicit.harvard.edu/implicit/takeatest.html
- **Important disclaimer**: “If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further.”

Implicit Bias

- Implicit biases are **ever-present** and require constant monitoring
- Ignoring our implicit biases guarantees that we further impoverish the already poor or marginalized student.
- As educators, we must be mindful of not just how we teach students, but **how we approach them**, **how we talk to them**, and **how we convey our academic expectations** for each of them.
- Our implicit biases should only be a source of shame if we choose to ignore them.
  - (Garcia, 2018)
Classrooms & Implicit Bias: The Perfect Storm

- 25-35 students in your room
  - Including a few with behavioral concerns
- Managing student behavior & routines
- Delivering a lesson
- Answer questions
- Providing feedback
  - How many other things are there to think about in the day?

Changing the Data, Changing Our Minds: Disproportionality and Improving Schools

Russ Skiba
The Equity Project at Indiana University


What Behaviors are Students Referred For? By Race

Of 32 infractions, only 8 significant differences:

- White students referred more for:
  - Smoking
  - Vandalism
  - Leaving without permission
  - Obscene Language

- Black students referred more for:
  - Disrespect
  - Excessive Noise
  - Threat
  - Loitering

Race is not Neutral: Disproportionality in School Discipline

Skiba, Horner, Chung, Rausch, May, & Tobin (2011)
Journal of School Psychology

- Analysis of office discipline referral data from the school-wide information system (SWIS)
- 436 elementary and middle schools
- 205,932 students who received office discipline referrals
- Referrals organized by student ethnicity, type of problem behavior, and administrative decision.

Two levels of disproportionality in discipline systems

**First Finding:** Students from Hispanic/Latino and African American backgrounds were more likely to be sent to the office than their white peers.

**Second Finding:** If students from Hispanic/Latino or African American backgrounds were sent to the office, they were more likely than white students to receive a consequence that resulted in their being removed from school (suspension/expulsion).
Addressing Implicit Bias

- It’s important to:
  - learn about implicit bias and the potential role it might play in our classroom
  - try to understand and identify your own implicit biases
  - However... changing thoughts and beliefs, particularly implicit beliefs – is not easy

One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes

Implicit Bias Impacts Teacher Expectations

- Interviewed 16,000 U.S. HS teachers
- Black and non-Black teachers were asked to predict their 10th-graders’ future educational attainment. Would she graduate from high school? How about college?
- When asked about any specific Black student, White teachers were about 30 percent less likely than Black teachers to predict he or she would someday earn a college degree.
- For White students, the teachers’ predictions, or expectations, were about the same.

Implicit Bias Impacts where Teacher Look

- Gilliam & Colleagues, (2016)
- The teachers were asked to observe for Challenging Behavior in the students... but no such behavior occurred.
- Researchers tracked the eye gaze of each of the teachers while watching the video & found: Teachers gazed longer at the black students, particularly the black boy.

Implicit Bias impacts Teacher Expectations

- “Biases in expectations are generally unintentional and are an artifact of how humans categorize complex information.”
  - (Gershenson, 2015)

One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes

- Pygmalion in the Classroom
  - Essential & Jacobson, 1968
- The Impact of Expectations [Story on NPR]
  - http://www.npr.org/sections/health-shots/2012/04/18/150453762/teachers-expectations-can-influence-how-students-perform
Pygmalion in the Classroom
(Rosenthal & Jacobson, 1968)

- Elementary School in South San Francisco
- Gave a fake test to 1st – 6th grade students, the “Harvard Test of Inflected Acquisition” to identify kids who were ready to go through a learning “growth spurt”
- Randomly chose students and identified them as students who scored well and were on the brink of an academic achievement “growth spurt”
- Students whom teachers expected to have an intellectual “growth spurt” made significantly higher gains than their classmates by the end of the year

Many studies since demonstrate similar effects of teacher expectations on student outcomes


What are your Implicit Biases?
Self-Reflection
- Which students or groups might you express implicit biases toward (negative bias or positive bias)?
  - Students of Color? – Black, Brown, White students?
  - Students with Disabilities – Learning, developmental, intellectual, physical, or emotional/behavioral disabilities?
  - English Language Learners?
  - Students from Poverty or Affluence?
  - Boys or Girls?
  - Students who are…. Quiet/Loud; Shy/Boisterous; Active/Calm; Compliant/Questioning
  - Students who aren’t clean? … Say rude things?
  - Students who are/aren’t…… ????

Impact of Teacher Expectations on the Individual Student’s Classroom Experience

- Teacher Expectations have been found to influence:
  - More/less opportunities to respond
  - Warmer/cooler interactions
  - More/less wait time for some students
  - More/less encouragement
  - Quicker or slower to move on to another student
  - Interpreting behavior consistent with expectations v. tendency to jump to conclusions & escalate behavior (Brophy & Good, 1970; Cotton, 1989)

Implicit Bias/Expectations leading to different Classroom Interactions

- Expectation/Belief = “black boys are disruptive and need to be managed”
- Impacts interactions in classrooms
  - Student jumps up and wants to respond to a question – due to this belief student gets redirected and we call on the next student – boy escalates and confirms the belief

Implicit Bias/Expectations leading to different Classroom Interactions

- Ask a question of a student
  - w/ low expectations = if student doesn’t answer quickly, the student doesn’t know the answer and the teacher will more quickly call on someone else
  - w/ high expectations = longer pause to wait for the answers; might think “what a thoughtful student”
  - Student will receive more approval, more specific effective feedback
  - “Almost right”, “Not quite” and then taught the correct answer
The Student Experience
Low Expectations v. High Expectations

PAIR & SHARE
Describe differences you saw in the teacher’s behavior in vignettes.
Describe what might be the student impact.

Impact of Expectations on Student Behavior

- High expectations students:
  - seek out the teacher and initiate interactions with the teacher more frequently than the lows
  - much more frequently show their work to the teacher
  - much more frequently ask questions about their work
  - initiate many more response opportunities
  (Brophy & Good, 1970)

One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes?

- Implicit Bias
- Teacher Expectations
- Teacher-Child Interactions
- Student Behavior & Outcomes

All of these teacher behaviors, when repeated day in, day out, over the course of a year or multiple school years, can negatively impact student performance and ultimately perpetuate the achievement gaps that plague the American education system.
(Workman, 2012)

Micro-Moments

(Loewenberg-Ball, 2018)

- Teachers and staff are asked to make frequent judgment calls during the course of the day.
- Some are about instruction, many more concern student behavior.
- In a one-minute 28-second period filmed in her classroom, LoewenbergBall counted 20 separate micro-moments when she had to decide how to react.
- She calls them “discretionary spaces”

Student Impact

Implicit Bias & Expectations

- Implicit Bias and varied expectations are expressed almost invisibly in 1000s of moments in the classroom

- Differences in teacher behavior convey expectations to students which can significantly affect their own behavior in ways that impede academic achievement.
- These negative teacher effects are estimated to account for 5-10% of the variance in student achievement.
(Brophy, 1983)

One way implicit bias translates into different classroom experiences for students that can contribute to disproportionate outcomes?

- Implicit Bias
- Teacher Expectations
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All of these teacher behaviors, when repeated day in, day out, over the course of a year or multiple school years, can negatively impact student performance and ultimately perpetuate the achievement gaps that plague the American education system.
(Workman, 2012)
Reflect on your own biases & the potential impacts in your student interactions:

- What expectations vary across students or groups of students?
  - Student Participation
  - Student Academic engagement
  - Intellectual ability
  - Behavior
  - Student Motivation
  - Perceptions of how much the Family values education

So......
What can we do?

How can we address implicit bias & teacher expectations?

CHALLENGE:
- It’s very difficult for any of us to change our implicit biases and expectations
- Now try to keep your implicit biases and expectations in check in a high demand classroom context with 25 kids (Pianta, 2012)

How can we address implicit bias & teacher expectations?

- How do you get teachers to have the right expectations?
- It’s very difficult to convince them by talking to them about it
- “To change beliefs, the best thing to do is change behavior.” (Pianta, 2012)

SUGGESTION: Training & Coaching in specific teacher-child interaction practices (Hamre et al., 2012)

Equity & School-wide PBIS
Effective PD & Ongoing Supports

Suggestions for Implementation

1) Commit to a recurring, year-long focus (not a One & Done training)
2) Have a team lead implementation (SW-PBIS, MTSS or RTI team)
3) Through PD and recurring focus: Raise awareness & educate staff about Implicit Bias, Expectations and the link to student outcomes (Achievement Gap & Disproportionate Discipline)
- Show local data; make this a recurring theme & topic throughout the year; connect with SW-PBIS efforts
Identifying & Addressing Susceptibilities to Implicit Bias

Susceptibility to Implicit Bias
Higher-Risk Classroom Moments
- ID classroom interactions & practices for you that might be susceptible to implicit bias:
  - Monitoring, Interpreting & Responding to Students
  - Greetings & Personal interactions
  - Noticing & Responding to Problem Behavior
  - Noticing & Acknowledging Positive Behavior
  - Opportunities to respond
  - More/less encouragement
  - More/less wait time for some students

Susceptibility to Implicit Bias
Contextual & Personal Factors
- More chaotic, less structured & less predictable classrooms & routines
- Later in the Day when we’re more fatigued
  - Self-care: get some electrolytes, have a healthy, energizing snack
- Teacher variables:
  - Tired, frustrated, hungry, emotional, burned out…
  - Self-care is important

Susceptibility #1: Less structured & predictable classroom expectations & routines
- Increased Risks:
  - Less clarity of classroom expectations & routines can lead to broader range of behavior, opening up greater opportunities requiring personal interpretation
  - More behaviors offers more opportunities for inequitable perceptions of student behavior based on biases
  - Less predictability can also lead to a more stressful classroom experience for the teacher and students

  - Suggested Solution: Clearly define and explicitly teach classroom expectations and routines:

Suggestion #1: Clearly define & explicitly teach classroom expectations and routines
- The more clearly you can identify your classroom expectation & routines:
  - the more consistent you are likely to be in responding to student behavior (reducing susceptibility to bias)
  - can reduce susceptibility to jumping to conclusions & escalating behavior
  - a more predictable, calmer classroom allows more opportunity to pause & screen biases
A Tool for Defining Classroom Expectations & Routines

Teaching Expectations & Routines
- Develop a Lesson Plan for teaching expectations & routines that includes:
  - Modelling & providing rationale
  - Guided practice
  - Monitoring & assessment
  - Giving positive feedback
  - Giving corrective feedback
  - Prompt/Precorrect for Expected Behavior
  - Frequent Teaching & Review until class is fluent

Video Demonstration of Teaching Routines & Expectations
- Watch video on teaching Expectations & Routines
  - https://youtu.be/cKjy6Vmk59c
- Identify teaching strategies used to teach
- Behavioral Expectations & Classroom Routines
- Provide a lesson plan format to use as a guide

Susceptibility #2: Reduced Positive Interactions with Some Students
- Increased Risks:
  - Fewer positive interactions with certain students as a result of implicit biases
  - Less frequent praise & acknowledgement of expected behavior
  - Biased expectations can lead us not to look as often for positive behavior with some students
  - Qualitative differences in acknowledgement & praise of some students
  - Less specific, less genuine, less varied
- Suggested Solution: Implement classroom entry routine & increase scanning & acknowledgement w/ focus on addressing potential biases

Suggestion #2: Increase the frequency and quality of positive interactions
- Classroom Greeting Routine
  - Student name w/ personal compliment or question
- Strategically increase Movement & Scanning patterns in the classroom
- Increase use of Specific Praise and Acknowledgment w/ focus on equity in distribution & quality
- MORE TO COME ON THIS!
Susceptibility #3: Inequity in student response opportunities, teacher encouragement & feedback

- Increased Risks:
  - Reduced participation of some students
  - Differing levels of encouragement, patience & wait time on certain students due to bias in expectations
  - Differing feedback due to bias influencing our inferences of the meaning of student responses

- Suggested Solution:
  - Increase Equity in Curriculum
  - Implement range of active engagement strategies
  - Implement routines for 'think time' and student feedback

Suggestion #3: Diverse Curriculum, Active Engagement & Response Routine

- Make sure your curriculum & activities represent interests and identities of all students in your class
- Biased curriculum & activities can reduce student interest and participation
- Increase opportunities to respond & active engagement strategies
- Reduce bias by responding through volunteer responding or arbitrarily choosing respondents
- Implement a “think time” routine to reduce tendencies to dismiss some students, cut them short and move on more quickly to other students

Student Response Opportunities

- Increased use of Active Engagement Strategies & reduced reliance on individual student responding
  - Chorale (Whole Group) Responding
    - W/ Think Time to increase range of students who can participate
  - Partner Responding
  - Video Example: Direct, Interactive Instruction
  - Non-verbal Responding (e.g. Response Slates)
    - Video Example: Response Slates
  - If individual responding – might use a random selection strategy
    - Drawing names on Popsicle Sticks

Susceptibility #4: Bias in where we look & how we interpret and respond to Problem Behavior

- Increased Risks:
  - Biased expectations lead us to look for problem behavior more frequently with some students
  - We’re more likely to find it where we look
  - Increased tendencies to interpret behavior from some students with more or less flexibility, patience, and tolerance
  - Biases can influence the tone of our responses and the severity of consequences we use
  - The heightened emotions that often accompany behavioral incidents create a perfect opportunity for our biases to be expressed

- Suggested Solution:
  - Develop a Movement & Scanning Routine
  - Implement a Redirection Routine
  - Develop a set of Pre-planned Consequences for Behavior

Develop a Supervision Plan

- Develop a Planned Routine for Moving & Scanning
  - Map out a Classroom Supervision plan for Movement & Scanning
  - Understand your tendencies
    - collect some data
  - Teach from different places
  - Active movement & scanning allows us to catch early stage, minor behavior which:
    - increases likelihood for successful redirection and
    - Reduces susceptibility for heightened emotions

PrePlan & Practice Verbal Responses to Common Minor Behaviors

- Strive for:
  - Fewer words
  - Clear, concrete & specific
  - Give a reasonable amount of time for behavior to occur

- Example: “Now, you need sit down and get started on your math worksheet.”
PrePlan & Practice Verbal Responses to Common Minor Behaviors

- Avoid:
  - Wordy
  - Vague
  - Emotional (conveying frustration or anger)
  - Many sets of directions

- Example: “How many times have I told you not to get up out of your seat. Don’t you know how to act in this class? I’m getting tired of telling you what to do a hundred times. Now, get to work.”

Implement a Redirection Routine

- Specific Request
  - If Compliance
    - Walk Away & wait 5-10 seconds
    - Reinforce!
  - If Non-Compliance
    - Please
    - Request in a calm voice
    - If Compliance
      - Walk away & wait 5-10 sec.
      - Reinforce!
    - If Noncompliance
      - Preplanned Consequence

Pre-plan Consequences for Problem Behavior

- Identify the range of commonly occurring problem behaviors you can anticipate
- Develop & document Preplanned Classroom Consequences
- Focus on teaching as a first response to problem behavior
- Use natural consequences

Develop De-Escalation Strategies

- Options for responding to misbehavior in the classroom
  - “Defusing Anger & Aggression” or “Managing NonCompliance” videos by Geoff Colvin
    - Purchase at www.media.com through Iris Media
    - Show isolated vignettes
    - Identify specific strategies used in video
    - Identify how & when to use strategy in your classroom
    - Be SPECIFIC – what to say/what to do
    - Physically rehearse doing it your way several times
    - Develop prompts to encourage use in classroom

Watch the Defusing Anger & Aggression video

ID strategies

Apply to 2 specific classroom scenarios

Guidelines for Responding to Misbehavior

- Respond Consistently, Calmly, Briefly & Return to Instruction
  - Goal: pay more time & attention to positive behavior
  - Reduce Student Escalation
  - Reduce amount of missed instructional time
Promoting Simple Routines

- Make it your school Mantra
- Post it (posters)
- Say it
- Encourage it, Prompt it
- Praise it

Classroom Systems
Increasing Specific Praise (5 to 1 Ratio)

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PBIS Classroom System: Next Steps

1) Brief presentation of practice
2) Time to individualize practice to fit your classroom, context & needs
3) Brief presentation of Self-Monitoring use of your targeted practice
4) Time to develop an individualized Self-Monitoring Plan

Implementation Planning Packet
5 to 1 Ratio: Increasing Specific Praise

Equity Checks for Implicit Bias

Are there differences in how you acknowledge students?
More or less acknowledgement for certain students or groups of students?
More or less specific, immediate, genuine, or varied acknowledgement to a specific student or group of students?
Take some data and set a personal improvement goal.
Definitions of Acknowledgement: Positive & Corrective Acknowledgements

- **Acknowledgment**: responding to student behavior (verbal or gesture) in a way that provides attention for positive/desired behavior or problem/non-desired behavior.

Why Acknowledge Desired Behavior?

- Improve school climate
- Create positive interactions and rapport with students: A gateway to relationship building
- Reinforce the teaching of new behaviors
- Behavior is likely to become a habit and recur in the future only if demonstrating it has been beneficial
- Harness the influence of kids who are showing expected behaviors to encourage the kids who are not

5:1 Ratio

- Pay attention to What you Want to See
- Acknowledge positive behavior 5 times more often that you respond to negative behavior
- Keep it genuine; not the same for all kids
- Corrective interactions are not wrong and are necessary; the key is the ratio

What the Research Says….

Specific Praise has the strongest research, with studies demonstrating increases in:

- Students’ correct responses
- Work productivity and accuracy
- Academic performance
- On-task behavior and attention
- Positive comments about self
- Cooperative play

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

Critical Features of Acknowledgement

- Acknowledgment of Positive Behavior [praise] is most effective if it is immediate, specific, sincere, varied, student referenced
- Immediate: occurring immediately following the behavior
- Specific: explicitly describes the desired behavior performed
- Sincere: credible and authentic
- Varied: varied word choice, varied academic and behavior praise, whole group, small group and individual
- Student referenced: compares student performance to previous performance and does not compare students to others; acknowledge effort

General Education Settings

3621 Observations

![Graph showing data for General Education Settings](image-url)
Step 1: Identify Challenges & Positive Acknowledgements

- **Elementary**
  - 60 min x 0.09/min = 5.4 praise/hour; 1 every 11 minutes
- **MS**
  - 60 min x 0.04/min = 2.4 praise/hour; 1 every 25 minutes

**Step 2: FLIP THE RATIO**
Trading Negative Acknowledgements for Positive Equity Checks for Implicit Bias

- Are there differences in how you acknowledge students?
  - More or less acknowledgement for certain students or groups of students?
  - More or less specific, immediate, genuine, or varied acknowledgement to a specific student or group of students?
- Take some data and set a personal improvement goal.

**PLAN FOR SUPPORTING IMPLEMENTATION**

- **Good Behavior Game**
  - T-chart
  - Teach behavioral expectations
  - Students earn points for positive behavior
  - Teacher gets points for negative behavior
  - Total points at end to determine if “reward” is earned
- **Hand out Acknowledgement Tokens or Tallies for positive behavior**
- **Individuals or Pre-arranged Groups in the classroom**
Ways to Encourage & Monitor your Ratio

- Post a visual reminder to praise students in area viewed frequently
- Praise in Pairs: After praising one student, find another student exhibiting similar behavior to praise
- Acknowledge creatively – use gestures (thumbs up, OK sign, clapping, nod, high five) tangibles (stickers, stars), points toward whole class or individual reward, calling parent to report student success

Strategies for Self Monitoring

- Index Card Tearing (long side for positive, short side for negative)
- Hash marks on tape on your arm or pant leg
- Golf Counter
- Move Pennies or paperclips from one pocket to other based positive & negative acknowledgements

Step 3: Self-Monitoring Plan

Team & School-wide Supports

- Team Supports (Grade Level Teams)
  - Make Classroom Improvement a regular part of meetings and activities
  - Begin meeting w/ 2 minute check:
    - Check-in, share ideas & give feedback to:
      - Encourage implementation
      - Check-in, problem solve, enhance implementation

- School-wide Supports
  - Regular prompts & reminder to teachers & staff
  - Daily email reminder with check-in survey
  - Regular review/check-in at staff & grade level meetings
  - Rewards for implementers
  - Share ideas
  - Recognize Teams & Staff
  - Recognize someone you observed engage in the practice

Daily Email Link to Survey Check-In

Percent of Total Staff (+Specials & Paras) Providing Self Monitoring Data (n = 27 staff members)
References


Questions?

- Find slides at www.sw-pbis.com
- Classroom Systems
- Chris Borgmeier, PhD
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Building Classroom Habits
5 to 1 Ratio: Increasing Specific Praise

Definitions of Positive & Corrective Acknowledgement of Behavior

**Acknowledgment**: responding to student behavior (verbal or gestural) in a way that provides attention for positive/desired behavior or problem/non-desired behavior.

The focus of the acknowledgement determines whether it is a positive (response to desired behavior) or corrective acknowledgement (response to non-desired behavior), while the tone and verbage should always maintain respect for the individual, the determining factor is the type (desired v. non-desired) of the behavior being acknowledged.

Critical Features of Acknowledgement & 5 to 1 Ratio

Acknowledgment of Positive Behavior (praise) is most effective if it is immediate, specific, sincere, varied, student referenced

- **Immediate**: acknowledgement occurs immediately following the behavior
- **Specific**: explicitly, verbally describes the desired behavior performed
- **Sincere**: credible and authentic
- **Varied**: varied word choice, varied academic and behavior praise, whole group, small group and individual
- **Student referenced**: compares student performance to previous performance and does not compare students to others; acknowledge effort

Positive Acknowledgement/ Praise examples

- “Excellent job listening and following directions the first time.”
- “Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”
- “Wow, you completed your math work correctly before the end of class.”

Procedural Steps for increasing Positive Acknowledgement Ratio

1. Identify challenging times, routines and behaviors that occur throughout the day
2. Identify desired behaviors to focus on praising, particularly during challenging times
3. Identify a range of phrases, gestures, methods for acknowledging targeted desired behaviors, particularly identify ways to replace corrections with acknowledgement of proximal peers for desired behavior
4. Monitor for desired behaviors & acknowledge individuals or group of students immediately following desired behavior
5. Implement personal prompts and monitoring to encourage replacement of corrections with acknowledgments

Equity Checks for Implicit Bias

- Are there quantitative or qualitative differences in how you acknowledge students?
  - More or less acknowledgement to certain students or certain groups
  - More or less immediate, genuine, varied or specific acknowledgement to a specific students or group of students
- Take some data & set a personal improvement goal
Building Classroom Habits
5 to 1 Ratio: Increasing Specific Praise

**STEP 1:** Identify challenges and positive acknowledgments to replace habitual corrections.

| As it relates to student behavior – Identify and describe the most challenging part of your day (time/routine/activity) that you would like to improve. |
| Describe the behaviors of concern: | What are the corrections you usually use? |
| Describe the preferred behavior(s): | Identify a range of phrases, gestures, methods for acknowledging desired behaviors: |
| | a. |
| | b. |

Are there additional steps (e.g., re-teach expectations, PreCorrection, clearer directions) you could take to support student success (increasing your chances for positive responses)?

**STEP 2:** LOOK! Actively scan & monitor setting looking for preferred behaviors & acknowledge

Identify specific strategies for acknowledging behavior (particularly as replacements for corrections to FLIP THE RATIO)

**FLIP THE RATIO:**
Instead of correcting a student by saying:

I can acknowledge positive behavior of another student (or the group) by saying:

Then if the student turns around their behavior I can acknowledge by:

**STEP 3:** Develop a plan for Self-Monitoring to build your habit of using specific praise and acknowledgement. It is important these strategies work for you personally:

| Self-Monitoring: Counter | Tally on tape bracelet | paperclips in pocket | Tear in 3x5 card |
| | Other: |

Materials needed: 

**STEP 4:** Write down a Personal Equity Goal related to your use of Acknowledge/Specific Praise

| During ______________ , I will strive to increase my (a) frequency of acknowledgment/specific praise and/or how specific, genuine, varied the quality of my praise is to ___________________________ as measured through daily self-monitoring ratings by _____________. |

Borgmeier (2012) Portland State University
Building Classroom Habits
5 to 1 Ratio: Increasing Specific Praise

**STEP 1:** Identify challenges and positive acknowledgments to replace habitual corrections.

| As it relates to student behavior – Identify and describe the most challenging part of your day (time/routine/activity) that you would like to improve. |
| Independent work time at desks, particularly during 6th grade Math (2nd period) |

| Describe the behaviors of concern: |
| Students are slow to get started, off-task, talking, disruptive, out of seat |

| What are the corrections you usually use? |
| “Let’s go, get started”, “You’re gonna run out of time, get to work”, “Quit talking”, “Why don’t you finish this now so you don’t have homework” |

| Describe the preferred behavior: |
| Students get started right away, stay focused and on-task, complete work, ask for help politely |

| Identify a range of phrases, gestures, methods for acknowledging desired behaviors: |
| a. “Wow, nice job of getting started right away” |
| b. “Man, it’s great to see students working hard” & set a “SOAR” card on the student’s desk while they work |
| c. “I love it when you ask for help” |
| d. thumbs up when students are finishing up the work |
| e. announce group extra credit point for being on-task |

Are there add'l steps (e.g. re-teach expectations, PreCorrection, clearer directions) you could take to support student success (increasing your chances for positive responses)?

- a. Model a range of problems on overhead prior to asking students to work independently
- b. Re-teach students how to ask for help politely & go on to next problem while waiting
- c. Regularly PreCorrect how to ask for help politely & to go to next problem while waiting

**STEP 2:** LOOK! Actively scan & monitor setting looking for preferred behaviors & acknowledge

**FLIP THE RATIO:**

Instead of correcting a student by saying:

“Get to work”, Let’s go, get started” or “You’re going to run out of time.”

I can acknowledge positive behavior of another student (or the group) by saying:

“Wow, nice job getting started right away.”, “Man, it's great to see students working hard.”

Then if the student turns around their behavior I can acknowledge by:

“Hey, Thanks for getting started.”

**STEP 3:** Develop a plan for Self-Monitoring to build your habit of using specific praise and acknowledgement. It is important these strategies work for you personally:

| Self-Monitoring: |
| Counter: Tally on tape bracelet |
| Other/Describe: Each time I use specific praise, I will put a tally mark on my tape bracelet |

| Materials needed: |
| Strip of masking tape for my arm each day and pen |

**STEP 4:** Write down a Personal Equity Goal related to your use of Acknowledge/Specific Praise

During __Math___, I will strive to increase my ___ frequency of acknowledgment/specific praise ___ praise and/or how specific, genuine, varied the quality of my praise is to ____ students JK & BH ___ students JK & BH ___ as measured through daily self-monitoring ratings by ___ goal date ___.
Building Classroom Habits
5 to 1 Ratio: Increasing Specific Praise

REFERENCES

Descriptive Articles


Research Studies demonstrating outcomes associated with the rate of praise & positive to corrective ratio


Relationship between praise, rewards, and intrinsic motivation


Extending School-wide Positive Behavior Support into the Classroom

Classroom Planning Packet

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Materials available at
www.sw-pbis.com
Go to “Advanced Tier 1” and “Classroom Planning Tools” page

In the spirit of SW-PBIS, the documents in this packet have evolved, been influenced by and adapted from a variety of sources.
### 1. CLASSROOM EXPECTATIONS x ACTIVITY

<table>
<thead>
<tr>
<th>School-wide Rules</th>
<th>Class-wide</th>
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<th>Group Work</th>
<th>Independent Work</th>
<th>Whole Group</th>
</tr>
</thead>
<tbody>
<tr>
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<td>•</td>
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<tr>
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<tr>
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### 2. CLASSROOM ROUTINES & PROCEDURES

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### Classroom Expectations & Routines Matrix

#### School-wide Rules

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| • Be supportive and encouraging  
• Listen when others are speaking  
• Use kind words  
• Sit up straight | • Eyes on the teacher  
• Follow directions  
• Do your best work  
• Use class materials appropriately | • Keep hands, feet & objects to self  
• Sit with four on the floor |

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| • Be supportive and encouraging  
• Listen when others are speaking  
• Use kind words  
• Sit up straight | • Enter quietly  
• Positively greet others | • Sit up  
• Eyes on the teacher  
• Voice Level 0  
• | • Voice Level 0  
• | • Listen to your partner(s)  
• Voice Level 2 |

| Be on time  
• Bring your necessary materials  
• Get started on the warm-up quickly | • Raise your hand & wait to be called on  
• Be an active listener | • Eyes on your work  
• Ask for help if you need it  
• Do your best work | | • Do your fair share |

| • Save questions for later | | • Stay in your seat  
• Use materials appropriately | • Keep hands, feet & objects to self | |

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| • Go directly to your cubby and put your backpack away  
• Take your class materials to your desk  
• Take out your homework  
• Get started on the warm-up activity | • Teacher says “1-2-3 Eyes on Me”  
• Class says “1-2” Eyes on you” while you turn to face the teacher and raise your finger to your lips | • Teacher says “Sorry class, we have a classroom interruption.”  
• You should either:  
  o Partner read  
  o Journal  
  o Solo read  
• Save questions for later | • Raise your hand and wait quietly  
• If teacher is busy, go on to the next question OR quietly and respectfully ask the peer sitting next to you | • Return classroom materials you are using  
• Make sure you wrote assignments in your planner  
• Clear your desk  
• Push in your desk  
• Walk out of the room | • If teacher says “Room Clear”  
• All students stand up & push in chairs  
• Walk to line up in the hallway  
• Walk quietly as group to cafeteria  
• Teacher helper go to office for help |
Guidelines for Redirecting Behavior

1. **Redirect to what To Do** – Redirect the student to what they should be doing (e.g., “Please sit in your chair with your feet on the floor, and keep your eyes on the teacher” is better than telling the student what not to do (e.g. “You shouldn’t be walking around the classroom.”)

2. **Use Direct Requests** - The use of direct requests (e.g. “You need to be sitting in your seat now.”) is usually better than asking questions (e.g. “Would you please sit down?”) to which the student can say “No”.

3. **Keep it Brief** – Keep redirections and brief and get back to instruction, try not to give the student opportunities to start a power struggle.

4. **Use Descriptive Requests** – More descriptive requests (e.g. “Please sit in your chair quietly, with your eyes on the teacher.”) are usually better than more ambiguous request (e.g. “Pay attention.”)…. but be careful of giving too many different requests together (e.g. “Please sit down, put away your comic book, take out your pencil, get your worksheet form your folder, get started on your assignment and keep your eyes on your own work.”) which might be confusing.

5. **Provide Options** – When giving redirections it can be helpful to provide options, when possible, for the student to choose from. For example, “Right now you need to be either writing in your journal or reading your book.” Another example might be “You can either get started on your work now, or you will have to complete it during free choice time.”

6. **Proximity & Privacy**- It is better to provide corrections from up close (e.g., 1 meter, or one desk distance) than from longer distances (e.g., 7 meters, across the classroom), and ideally taking the student aside privately when possible to provide correction or redirection.

7. **Gain Attention**- It is better to look directly toward the student and gain the student’s attention before providing a redirection rather than not gaining attention and looking toward the student (Respect cultural differences related to eye contact as appropriate)

8. **Calm, Controlled Requests** - It is better to state redirections, corrections or prompts in a calm but firm, controlled tone rather than in an emotional way (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child). Emotional responses decrease compliance and are likely to escalate student behavior.

9. **Time & Space** - Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, give the student space and time to comply rather than standing over them or staring at them which might be perceived as a challenge by the student.

10. **Two Requests** - It is better to give the same request only twice than to give it several times (e.g., nagging), if the student doesn’t respond after the second request you will want to go to a preplanned consequence.

10. **Reinforce Compliance** - It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.
REQUEST & REDIRECTION ROUTINE

Specific Request

Walk Away & Wait 5-10 seconds

If, Compliance: Reinforce!

If, Non-Compliance: "Please ________"
Request in a calm voice

Walk away & Wait 5-10 sec.

If, Compliance: Reinforce!

If, Noncompliance: Preplanned Consequence