

# **Making Connections November 2007**

Small Group Strategies

Tim Lewis, Ph.D.

**Additional Resources**

## Classroom Management Strategies that should be emphasized in every classroom

Strategy	Description
<b>1.</b> <b>Increase ratio of positive to negative teacher to student interactions</b>	<ul style="list-style-type: none"> <li>• At least 4 to 1</li> <li>• Positive interaction every 5 minutes</li> <li>• Follow correction for rule violation with positive reinforcer for rule following</li> </ul>
<b>2.</b> <b>Actively Supervise at all times</b>	<ul style="list-style-type: none"> <li>• Move continuously</li> <li>• Scan continuously &amp; overtly</li> <li>• Interact frequently &amp; positively</li> <li>• Positively reinforce rule following behaviors</li> </ul>
<b>3.</b> <b>Positively interact with most students during lesson</b>	<ul style="list-style-type: none"> <li>• Physical, verbal, visual contact</li> <li>• Group v. individual</li> <li>• Instructional &amp; social</li> </ul>
<b>4.</b> <b>Manage minor (low intensity/frequency) problem behaviors positively &amp; quickly</b>	<ul style="list-style-type: none"> <li>• Signal occurrence</li> <li>• State correct response</li> <li>• Ask student to restate/show</li> <li>• Disengage quickly &amp; early</li> </ul>
<b>5.</b> <b>Follow school procedures for chronic problem behaviors</b>	<ul style="list-style-type: none"> <li>• Be consistent &amp; business-like</li> <li>• Precorrect for next occurrence</li> </ul>
<b>6.</b> <b>Conduct smooth &amp; efficient transitions between activities</b>	<ul style="list-style-type: none"> <li>• Taught routine</li> <li>• Engage students immediately</li> </ul>
Strategy	Description

<p><b>7.</b> <b>Be prepared for activity</b></p>	<ul style="list-style-type: none"> <li>• <b>Prepare filler activities</b></li> <li>• <b>Know desired outcome</b></li> <li>• <b>Have materials</b></li> <li>• <b>Practice presentation fluency</b></li> </ul>
<p><b>8.</b> <b>Begin with clear explanations of outcomes/objective</b></p>	<ul style="list-style-type: none"> <li>• <b>Advance organizer</b></li> <li>• <b>Point of reference</b></li> </ul>
<p><b>9.</b> <b>Allocate most time to instruction</b></p>	<ul style="list-style-type: none"> <li>• <b>Fill day with instructional activities</b></li> <li>• <b>Maximize teacher led engagement</b></li> </ul>
<p><b>10.</b> <b>Engage students in active responding</b></p>	<ul style="list-style-type: none"> <li>• <b>Write</b></li> <li>• <b>Verbalize</b></li> <li>• <b>Participate</b></li> </ul>
<p><b>11.</b> <b>Give each student multiple ways to actively respond</b></p>	<ul style="list-style-type: none"> <li>• <b>Individual v. choral responses</b></li> <li>• <b>Written v. gestures</b></li> <li>• <b>Peer-based</b></li> </ul>
<p><b>12.</b> <b>Regularly check for student understanding</b></p>	<ul style="list-style-type: none"> <li>• <b>Questions</b></li> <li>• <b>Affirmative gestures</b></li> <li>• <b>Written action</b></li> </ul>
<p><b>13.</b> <b>End Activity with specific feedback</b></p>	<ul style="list-style-type: none"> <li>• <b>Academic v. social</b></li> <li>• <b>Individual v. group</b></li> </ul>
<p><b>14.</b> <b>Provide specific information about what happens next</b></p>	<ul style="list-style-type: none"> <li>• <b>Homework</b></li> <li>• <b>New activity</b></li> <li>• <b>Next meeting</b></li> </ul>
<p><b>15.</b> <b>Know how many students met the objective/outcomes</b></p>	<ul style="list-style-type: none"> <li>• <b>Oral</b></li> <li>• <b>Written</b></li> <li>• <b>Sample</b></li> </ul>
<p><b>16.</b> <b>Provide extra time/assistance for unsuccessful students</b></p>	<ul style="list-style-type: none"> <li>• <b>More practice</b></li> <li>• <b>More instruction</b></li> </ul>
<p><b>17.</b> <b>Plan for next time activity conducted</b></p>	<ul style="list-style-type: none"> <li>• <b>Firm up outcome</b></li> <li>• <b>New outcome</b></li> <li>• <b>Test</b></li> </ul>

*Effective Teaching Strategies*

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
  - [ teach rules about transition
  - [ pre-corrects & advanced organizers
- Clear group rules
  - [ stated positively
  - [ stated succinctly
  - [ stated in observable terms
  - [ made public
  - [ enforced
  - [ small number
  - [ taught
- Positive climate
  - [ communicate expectations for achievement
  - [ safe, orderly, and focused environment for work
  - [ smooth group prevention management strategies
- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
  - [ always provide immediate feedback in the acquisition phase
  - [ always provide precise feedback
  - [ combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote excellence
- Personal interactions between teachers and students are positive

*Promoting Positive & Effective Learning Environments*  
**Classroom Checklist**  
(Lewis)

**Instruction**

- Advanced organizers given
- Specific explanations and clear instructions given
- Lesson well paced
- Student attention maintained throughout lesson
- Opportunity for student practice
- Frequent and detailed positive feedback given to students
- Appropriate error correction and review strategies employed

**Classroom Management**

- Precorrects given
- Active positive interactions with students
- Positive feedback given to students
- Smooth transitions between lessons/activities
- Differential reinforcement used appropriately
- Non Instructional time is kept to a minimum
- Positive, predictable, orderly learning environment maintained
- Classroom rules posted and enforced consistently and equitably
- Individual behavior change strategies implemented appropriately

## Effective Classroom Plan

(Newcomer & Lewis)

<b>List Classroom Rules:</b>	
1.	
2.	
3.	
4.	
5.	
<i>Are they observable, measurable, positively stated, with no question about meaning?</i>	
<i>Do the rules coincide with school-wide expectations?</i>	
<b>Identify Procedures for Teaching Classroom Rules:</b> How and when will they be taught?	<b>Record dates taught &amp; reviewed</b>
<b>Identify your attention signal:</b>	<b>Date taught</b>
Determine your daily/hourly schedule	
----- <b>Is your schedule posted?</b>	

<b>Identify Student Routines</b> (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.) List routines and steps Date Taught	
<b>Identify Teacher Routines</b> (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc.) List routines and steps Date Taught	
<b>Identify procedures for encouraging appropriate behavior:</b>	

*Whole Group*

*Individual Student*

**Identify procedures for discouraging problem behaviors**

## ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

**1 = inconsistent or unpredictable .....5 = consistent and predictable**

<b>Physical Space:</b> Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
<b>Attention:</b> Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
<b>Time:</b> Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5
<b>Behavior Management:</b> Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
<b>Routines:</b> Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5

<b>Curriculum and Content: Does the teacher implement effective instruction strategies?</b>	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5

**Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.**