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”
# Be a Leader at Golden Valley Elementary

**Be Safe, Be Respectful, Be Responsible**

**Be the Example**

<table>
<thead>
<tr>
<th>Location</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering the classroom</td>
<td>walk to your desk and sit down</td>
<td>be quiet with hands to yourself</td>
<td>listen for instructions</td>
</tr>
<tr>
<td>Seatwork</td>
<td>remain seated correctly</td>
<td>help others remain focused by staying on task</td>
<td>use time wisely, complete assigned work</td>
</tr>
<tr>
<td>Group/Partner Activities</td>
<td>stay with your group</td>
<td>work only with your group</td>
<td>everyone works together to complete the task</td>
</tr>
<tr>
<td>Leaving the classroom</td>
<td>walk with hands to yourself</td>
<td>be respectful of students in other classrooms</td>
<td>get to your destination</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Assembly</td>
<td>Cafeteria</td>
<td>Hallway</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Use good table manners Use time wisely</td>
<td>Pay attention Eyes forward</td>
<td>Wash hands</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect Others</th>
<th>Assembly</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Playground</th>
<th>Arrival/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit quietly Keep hands &amp; feet to self</td>
<td>Eat your own food Chew with your mouth closed</td>
<td>Remain in traveling position Walk to right side, single file Greet those you know appropriately</td>
<td>Privacy please Remember to flush Wait your turn</td>
<td>Play fair &amp; share Invite others to play Show kindness</td>
<td>Listen closely to all adults Sit quietly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Respect Environment</th>
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<th>Restroom</th>
<th>Playground</th>
<th>Arrival/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take belongings with you Treat school property with care</td>
<td>Keep your area clean Put things where they belong</td>
<td>Keep hands off walls If you see trash, please pick it up</td>
<td>Follow “Restroom Routine” “What’s on the ground stays on the ground” Use equipment properly</td>
<td>Keep belongings with you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Respect Learning</th>
<th>Assembly</th>
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<th>Playground</th>
<th>Arrival/Dismissal</th>
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<tbody>
<tr>
<td>Listen to speaker Be ready to participate</td>
<td>Be willing to try new things Make new friends</td>
<td>Silence please Use restroom at appropriate times Be quick &amp; quiet</td>
<td>Try new games Play with new friends Follow expectations</td>
<td>Be prepared when name is called Be sure schoolwork goes home/returns to school</td>
<td>White County Central Elementary, Arkansas</td>
<td></td>
</tr>
</tbody>
</table>
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
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.
<table>
<thead>
<tr>
<th></th>
<th>Classroom Management Practice</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>I have arranged my classroom to <strong>minimize crowding and distraction</strong></td>
<td>Yes   No</td>
</tr>
<tr>
<td>2.</td>
<td>I have <strong>maximized structure and predictability</strong> in my classroom (e.g., explicit classroom routines, specific directions, etc.).</td>
<td>Yes   No</td>
</tr>
<tr>
<td>3.</td>
<td>I have posted, taught, reviewed, and reinforced 3-5 <strong>positively stated expectations</strong> (or rules).</td>
<td>Yes   No</td>
</tr>
<tr>
<td>4.</td>
<td>I provided <strong>more frequent acknowledgement</strong> for appropriate behaviors than inappropriate behaviors.</td>
<td>Yes   No</td>
</tr>
<tr>
<td>5.</td>
<td>I provided each student with <strong>multiple opportunities to respond</strong> and participate during instruction.</td>
<td>Yes   No</td>
</tr>
<tr>
<td>6.</td>
<td>My instruction <strong>actively engaged</strong> students in observable ways (e.g., writing, verbalizing)</td>
<td>Yes   No</td>
</tr>
<tr>
<td>7.</td>
<td>I <strong>actively supervised</strong> my classroom (e.g., moving, scanning) during instruction.</td>
<td>Yes   No</td>
</tr>
<tr>
<td>8.</td>
<td>I <strong>ignored</strong> or provided <strong>quick, direct, explicit reprimands/redirections</strong> in response to inappropriate behavior.</td>
<td>Yes   No</td>
</tr>
<tr>
<td>9.</td>
<td>I have <strong>multiple strategies/systems</strong> in place to <strong>acknowledge</strong> appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes   No</td>
</tr>
<tr>
<td>10.</td>
<td>In general, I have provided <strong>specific feedback</strong> in response to social and academic behavior errors and correct responses.</td>
<td>Yes   No</td>
</tr>
</tbody>
</table>

**Overall classroom management score:**

10-8 “yes” = **“Super”**  
7-5 “yes” = **“So-So”**  
<5 “yes” = **“Improvement Needed”**  

# Yes___
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)
Our Website:

http://cce.astate.edu/pbis

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Email: cce@astate.edu

Website: cce.astate.edu/pbis/