Classroom

Classroom Motivation Systems II

Be Safe, Be Respectful, Be Responsible

LOS ANGELES UNIFIED SCHOOL DISTRICT · BOARD OF EDUCATION

Los Angeles Unified School District

Beth Kauffman
Associate Superintendent
Division of Special Education

Laura Zeff, BCBA
Coordinator, Behavior Support
Division of Special Education

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Jodi Bernard, BCBA
Kristine Blaney, BCBA
Ralph Bravo
Cheryl Brooks
Angela Chandler
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"The mission of the Los Angeles Unified School District Division of Special Education is to provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student will contribute to and benefit from our diverse society."

For additional tools and information, please visit http://achieve.lausd.net/page/4137.

Classroom Management

Classroom Management is critical to creating a **positive** and **predictable** learning environment.

Structure - Identify and modify variables to positively influence student behavior.

Teach - Teach students EXACTLY what behaviors will result in their success.

Observe - Monitor and make decisions based on objective data.

Interact - (4:1) Interact positively with all students.

Correct - Correct misbehavior fluently (briefly, consistently, immediately, privately).

- **Key features of classroom management:**

  √ Establish clear behavioral expectations (3-5 positively stated expectations).

  √ Teach these behavioral expectations consistently and as needed.

  √ Find opportunities to build positive relationships with students and reinforce students for meeting behavioral expectations (i.e whole-group, small-group, individual student).

  √ Correct student behavior by having preplanned responses that are stated calmly and in a manner that focuses on teaching how to behave appropriately.

  √ Monitor whether students are meeting your expectations and reteach any expectations students are struggling with.

  √ Know the instructional needs of your students and plan accordingly.

Understanding the cultural and linguistic needs of your students must also be considered.

- **Culturally Responsive Classroom Management practices:**

  √ Recognize that our behavioral expectations are culturally influenced as are student/family behavioral expectations.

  √ Require teachers to learn about their student's cultural and linguistic backgrounds.

  √ Bridge and integrate student and family cultural and linguistic assets.

  √ Focus on having the classroom agree on behavioral expectations that are practiced in order for learning opportunities to occur.

  √ Communicate respect for diversity by implementing activities that reaffirm class room community and connectedness.

  √ Connect with families and caregivers by encouraging them to share best ways to teach their child and participate in the learning environment.

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Sprick, R., Garrison, M., & Howard, L. (1998). CHAMPs: A proactive and positive approach to classroom management. Longmont, CO: Sopris West Educational Services.

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Behavior Instruction and Intervention
Tier I Supports

Behavioral expectations are posted in the classroom. (list the expectations)   Behavioral expectations are positively stated _____yes _____no
How are behavioral expectations explicitly taught in the classroom?
Are social skills taught? _____ yes _____ no How often? By Whom?
Is Second Step or another violence prevention curriculum used? _____ yes _____ no How often? By whom?
What class-wide reinforcement system is in place?
Are students recognized for appropriate behavior using a 4:1 ratio? _____ yes _____ no What does recognition look like? _____verbal _____ _____gestural _____ _____tangible (point, token, ticket, etc.)_____

Behavior Instruction and Intervention
Tier I Supports

Are students actively engaged in age-appropriate instruction?   _____ yes   _____no

What does the instruction look like?

Are strategies used to respond to inappropriate behavior with an emphasis on getting the student reengaged in learning?   _____ yes   _____ no

Describe what this looks like.

Redirection _____

Restating the rule _____

Offering choices _____

The provision of corrective feedback _____

The use of consequences _____

Describe procedures for:

Transition _____

Accessing materials _____

Turning in work _____

Entering/leaving the classroom _____

What student work is posted?

How are desks arranged?

Number of students _____   Number of LAUSD staff _____   Number _____

Mystery Motivator

√ Target a specific behavior to be rewarded—choose a behavior that you want to either increase or decrease.

√ Use an invisible ink pen to mark an X on approximately 60 percent of the school days for the month.

√ Generate a list of rewards the class is interested in either through class discussion or a reward survey.

√ Choose one of the rewards identified by the class and write it on a card, then place the card in an enveloped labeled Mystery Motivator.

√ Keep the reward that is written on the card a secret from the students.

√ Each day, if the class meets its target behavior goal, choose one student to color in that day on the calendar. Then see if there is an x written in invisible ink in the square.

√ Be sure to choose a different student, every time until all students have a chance to color in a date.

√ If the student reveals an X, have another student open the Mystery Motivator envelope and announce which Mystery Motivator the class has earned.

√ If there is not an X when the calendar square is colored in, enthusiastically congratulate all students on meeting their goals. Do not award or reveal the Mystery Motivator.

√ If the class does not meet their behavior goal then the square for that date remains uncolored.

Monday	Tuesday	Wednesday	Thursday	Friday
1 invisible X	2	3 invisible X	4	5 invisible X
8 invisible X	9 invisible X	10	11	12 invisible X

Mystery Envelope

?

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Positive Approach to Classroom Management. Eugene, OR: Pacific Northwest Publishing, 1998

Adapted from San Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print.

Secret Message

√ Determine the reward the class will earn for exhibiting appropriate behavior. Make sure it is a behavior you have selected for improvement.

- • Prior to present the reward system, discuss with your class what rewards they would be interested in earning. Generate a list of rewards based on those that you are willing to provide from the ideas the students put forth.

√ The reward identified will be written in the secret message.

√ On the board, a poster, or somewhere else that is easily visible, write a dash for every letter in the secret message.

- • If your secret message is "Let's watch a movie" then your message would look like this: _ _ _'_ _ _ _ _ _ _ _ _ _ _ _.

√ Each time your class exhibits the targeted behavior, the class earns one letter of the secret message.

√ Fill in one space with the letter that corresponds with the space.

- • Be sure not to write the letters sequentially as it makes it too easy for students to guess what the word or sentence will be. You might write a letter at the beginning of the sentence and then next time, write a letter in a word from the middle or end of the sentence.

√ When the class has earned all of the letters of the secret message, the class will receive the reward that the message spells out.

Jar Reward System

Materials needed:

- clear jar

- blocks, marbles, or other items to place in the jar

√ Target a specific behavior to be rewarded—choose a behavior that you want to either increase or decrease

√ Find a container for your reward jar. Any clear container will work. Decide what you will use to fill the jar.

√ Put a line around the jar to indicate where they will need to fill it to.

√ Establish the reward that will be given once the goal is achieved. This could be access to a preferred activity, free time, computer time, or what ever else will motivate your students.

√ Make sure the students fully understand how the reward jar system will work. Explain the procedures. When they exhibit the target behavior, a marble will be placed in the reward jar. Once they have earned all of the marbles, they will receive the reward.

√ Start using the reward jar as soon as the reward system has been explained to your students.

√ As marbles are added, be sure to tell the class why you are placing a marble in the jar. Say specifically which behavior earned the marble so that the behavior is reinforced. For example, "I like the way everyone is sitting in their seats ready to work." It is very important that they understand why and how the marble is earned in order for this system to be effective.

√ After all of the marbles are earned, reward your class. You then empty the reward jar and start over.

Adapted from San Antonio Independent School District. The Behavior Box
Positive Behavior Intervention & Support Response to Intervention Tips and
Tools. San Antonio: San Antonio Independent School District, 2010. Print.

Contributor, EHow. "How to Use a Reward Jar to Improve a Child's
Behavior | EHow.com." EHow | How to Videos, Articles & More - Trust-
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html#ixzz1Dy7Y5kDr>.

Secret Student Game

√ Identify the behaviors that you would like to see during different types of activities: whole group, small group, independent work, etc.
- Define the behaviors in specific terms.
- Teach the behaviors to the students. Review the behaviors at least every two weeks.

√ Determine what behavior you will be looking for before each activity or time period.

√ Discuss with your class what behaviors you will be looking for.

√ Let the class know in advance what the reward will be and how many points they will need in order to win the reward.

√ Before each activity or time period, randomly pick a student's name.
- You may want to have a system, such as picking a stick with the student's names out of a cup, to insure that all of the students are the secret student at some point. This student will be the secret student for the activity or for a certain time period. Keep the student's name a secret.

√ Set a timer for a random time frame.

√ Observe the secret student throughout the time period to see if they are exhibiting the desired behavior.

√ When the activity is finished or the timer goes off, reveal who the secret student is and discuss how the student has met your expectations and why.

√ If the secret student met the behavior expectation that was pre-determined, the whole class earns a point toward a pre-determined reward.

√ If the student is not successful, the class does not earn a point.

√ Repeat for the next activity or time period.

Homeworkopoly

Supplies:

- √ White board-approximately 17" x 23"
- √ Permanent markers in multi-colors
- √ Magnetic game pieces for each student in the class labeled with their name
- √ Library book pocket (any color)
- √ 1 Die

1. With a permanent marker set your board with a monopoly pattern.

2. Two sides should have 5 squares (excluding the corner squares) and the other two sides should have 8 squares (excluding the corners). Color codes the top of the squares as in monopoly.

3. Designate which prize you would like each corner to represent. Examples: free homework pass, lunch with teacher, line leader for a day, sit in the teacher's chair, etc…

4. Title the other squares in a similar theme with designated prizes. Examples: Pencil Ave., Treat Street, Free Homework Pass Ave., Computer Road (10 minutes at the end of day).

5. In the very middle of your game board put a library book pocket entitled "CHANCE?"

6. Homework packets are given on Monday afternoon and students turn in their packet Friday morning. Everyone that turns in their 1st packet of homework gets a magnetic game piece with their name on it.

7. Each student that turns in their homework packet starts on the corner that is labeled "START." As they are called up to turn in their homework packet, they are able to roll the die and move their piece.

8. If the student lands on any square that has "Chance?" they can move their game piece anywhere they want.

9. Students who bring in their homework packet on Fridays get to roll the die.

Mystery Behavior of the Day

√ Teach/review your classroom expectations with your class; decide what the appropriate Mystery Behavior will be for the day.

√ Write the behavior on a piece of paper and place it in the envelope marked Mystery Behavior of the Day.

√ During the day observe your students and note which students are exhibiting the "Mystery Behavior." Give out tickets to those who are displaying the "Mystery Behavior."

√ At the end of the day, once the tickets have been handed out, have the students try to guess the behavior of the day.

√ Allow a student who earned a ticket that day to open the envelope and read the behavior out loud to the class.

√ Discuss what the "Mystery Behavior" was, even if the students guess correctly.

√ Indicate that you will be looking for a different behavior the next day.

√ Allow the students to earn incentives for the tickets, or allow the students to put their tickets in a bucket for a drawing.

√ Be sure to vary the Mystery Behavior so that each student will exhibit the behavior periodically.

√ Monitor the frequency with which students are recognized, so that not one student goes too long between exhibiting one of the Mystery Behaviors.

VARIATIONS:

√ Allow students to chart their progress using a graph or other measurement tool to keep track by week of how many times they exhibited the Mystery Behavior.

√ On occasion instead of using tickets, use stickers, a stamp on the hand, or other small treats.

Table Team Points Game

Students like to be challenged or to compete with each other. This class-wide motivation system capitalizes on that notion.

√ If you have your classroom set up with student desks arranged in groups/pods or even set up in rows, you can make each group or row a team.

√ Allow each team to come up with a name or assign one yourself (although students have more buy-in if allowed to choose their own).

√ Once you have determined the teams, you can start playing the Table Team Points Game.

√ Pick a behavior that your students need to improve. It may be during a particular time that your students have difficulty with the behavior. Try to pinpoint a problem behavior and time that the students really need to work on improving.

√ Review your behavior expectations with the class. You may need to teach the expected behavior again to the class and/or role-play the expectation if necessary. Remember—people need to practice a skill 21+ times in order to make it a habit.

  √ During those problematic times, implement the Table Team Points Game by monitoring each team and rewarding each successful team a point if they meet your expectations.

  √ Have the points displayed visually somewhere in the classroom—maybe on the board wall, or on the teams' tables.

  √ You can play up to as many points as you like. The points needed to win the game needs to be pre-determined and the students need to be informed.

  √ This game can be varied, especially in order to hold students' interest. You may want to change the teams weekly or monthly. Teams that are in rows can be formed by each vertical row one week and by each horizontal row the following week.

  √ It is important to have incentives that the students value. This will also spark their enthusiasm to show you their most desirable behaviors.

Chart Smart

Materials:

√ Push pins/thumbtacks in a variety of colors

√ Classroom chart such as a periodic table, alphabet border, or number line

√ List of classroom rules and/or procedures

√ For this motivation system, students can either work toward their goal of completing the chart in whole group or in small groups. If students work in small groups, assign each group a color that corresponds with the colors of the push pins. Students will work towards reaching the end of the chart to receive a reward.

√ Complete an interest inventory with students to find out what reward system they would like to work toward (i.e. classroom party, movie time, no homework pass, game day).

√ Determine the behavior or classroom expectation you would like to positively reinforce with students. Consider what behavior you want to see more of such as students raising their hand before speaking, cleaning up after independent work time and/or turning in completed assignments on time?

√ Based on the inventory pick a reward and then inform the students.

    √ Explain how the system will work, and discuss which behavior you will be looking for.

    √ Review classroom rules and expectations. Be specific when you define the behavior for students. What does the appropriate behavior look like? Sound like? How many steps on the chart will students advance for the desired behavior? Is this a behavior that individual students can display and earn points for the team/class or does the whole group have to display appropriate behavior?

    √ Remember: Defining clear expectations helps ensure student success.

√ Reinforce the desired behavior at a 4:1 ratio. Engage students in the process by providing more frequent reinforcement of the behavior and allowing points to be earned more frequently when you first begin using the system. Keep interest high with intermittent celebrations along the way as students get closer to achieving their goal!

Sub Zero

The number line can be used in numerous ways for motivation. The goal is to encourage replacement behaviors.

The number line is used to track both the behavior that you want to change (target behavior) and the behavior you will replace it with (replacement behavior). It may be helpful to make your number line look like a thermometer.

The target behavior is charted using positive integers while the replacement behavior is charted with negative integers.   This is posted someplace all students can see it.   A laminated number line chart with Velcro markers or dry erase markers may be used to display progress.

How to do it:

1. Select the target behavior and the replacement behavior.

2. Discuss this with the class. Describe and model the replacement behavior. Contrast this with behavior you want to see less (targeted behavior).

3. Discuss possible rewards with the class.

4. Introduce the number line to the class and decide on a way to mark it. Explain to the students that the goal is for them is to be 'ice cold'. Their chart should reflect more negative numbers than positive ones. The chart should reflect that the replacement behavior is occurring more often than the target behavior.

5. Demonstrate for the students how the charting will be done. Starting at zero explain that each occurrence of the desired behavior will be charted with a negative number while each occurrence of the target behavior will be charted with a positive number. Remind the students that their goal is to be less than zero. There must be more negative number than positive ones.

6. Decide on a monitoring interval (i.e. how many minutes, hours, periods, days…) to chart. Initially the interval should be small. It should be extended thereafter.

7. Meet with the class after the selected interval. Use the chart to review progress.   You may have to remind the students that -7 compared to 3 is progress for instance.   Stress also that the goal is to be less than zero (i.e. -3 compared to 3 is not progress).

Race Track

Materials:

√   cardstock
√   construction paper: yellow, black, and white
√   white bulletin board paper
√   race car flags

1. Discuss with your students the rewards that they would like to work toward such as a favorite activity.

2. Cut 32 race cars or have the students cut out a race car out of cardstock and place them in a box. Have each student pick one out of the box.

3. Have students color the car and put their name on it.

4. On one of the walls inside your classroom, design a racetrack. Place 30 to 40 marks or squares on the track dividing up the space equally.

5. Create a large car on which everyone can place their individual car.

6. Place the rewards that the class identified every 10 marks or squares.

7. When the class receives a compliment from someone outside of the classroom, move the big car one mark or square.

8. Once the car has moved 10 marks or squares provide the reward that the car lands on. It is important that the reward occur the same day if possible. (Each day that passes without the reward being provided significantly decreases the power of the reward and the effectiveness of the strategy.)

9. Once the class has made it down or around the track, make a more challenging racetrack with different rewards or if there is a particular reward that the class really enjoyed, repeat the reward again.

10. Get a flag so that when the class makes it to a reward square, a flag can be waved by the teacher. Turn on music that simulates a racetrack and let the students enjoy the moment.

Teacher Ideas:
    √   Send a letter home to the parents to let them know that the class has made it down or around the track.
    √   Make an announcement on the school daily announcements.
    √   Invite a buddy class to come and celebrate with you.
    √   Invite school personnel who complimented your class on their behavior.

Sprick, R., Sprick, M., and Garrison, M., Interventions: Collaborative Planning for Students At Risk. Longmont, CO: Sopris West, 1993

Adapted from the San Antonio Independent School District. The Behavior Box Positive Behavior Intervention & Support Response to Intervention Tips and Tools. San Antonio: San Antonio Independent School District, 2010. Print.

100 Squares Bingo

100 Squares Bingo
This system provides medium structure and is an intermittent reward system designed to reward the behavior of the whole class. It is based on ideas from both BINGO and Tic-Tac-Toe. This method is especially effective in improving on particular expectations and improving the behavior of the entire class.

Identify with the class the reward the class will be working toward. Occasionally, when the class is working well and exhibiting one of the classroom rules stop the class and have a student draw a number from the envelope. The student should place the drawn square on the corresponding number on the poster. When 5 squares in a row have been filled in horizontally, diagonally, or vertically, the entire class gets the group reward the class was working toward. Remove the numbered squares and place them back in the envelope to start again.

Have a different student draw each time so that every student has a chance to participate. When the system is first put into place, try to have at least 10 drawings per day. Be sure to make it clear to the class that the drawing is a whole group reward and not an individual reward for the student doing the drawing.

As students get more proficient with the system and have earned six or more rewards, increase the difficulty by requiring double the number or tokens required to meet the BINGO. Do this by cutting some numbered squares in half horizontally and writing the number on the back of both halves in ink. Those numbers will require both halves to be drawn in order to count toward the BINGO. Begin by cutting only a few numbers (5 to 10) and choosing numbers from different rows. As students earn more rewards, increase the number of squares that are halved. Doubling the tokens increases the difficulty for earning the reward and begins to fade the system.

VARIATIONS:

√ Allow students to identify multiple rewards they would like to work toward and then once the BINGO has been achieved allow a student to draw from the identified rewards. Once the reward has been earned, it can be removed from the drawing or added back in at teacher discretion.

√ Identify a big reward that the class wants to work toward but set a higher bar for achievement, such as requiring a BINGO vertically and horizontally or diagonally. A diagonal BINGO is the most difficult to get because there are only two diagonals possible.

√ Toward the end of the semester or school year have students work toward a total blackout of the board in order to earn a special reward. Because of the difficulty of this challenge, many students may find it more frustrating, than rewarding so it will be important to determine the difficulty and frustration level of this variation for your class. If you feel that this task will be frustrating to students, allow small rewards for each 5 square BINGO achieve, but allow the numbers to accumulate on the board toward the blackout.

B	I	N	G	O
7	25	44	57	62
15	22	40	50	70
11	30	FREE SPACE	46	74
2	28	37	55	68
10	27	39	59	75

Sprick, R., Garrison, M., and Howard, L. CHAMPs A Proactive and Posi-
tive Approach to Classroom Management. Eugene, OR: Pacific Northwest
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