

Positive Behavior Management Training and Support: *the NIFDI classroom-level system*

Does instruction at your school or district suffer because of behavioral disruptions? Are you spending a lot of time dealing with office referrals? Is academic progress for students slow because of frequent distractions, interruptions, or slow daily starts to instruction? If so, your school or district may benefit from NIFDI's systematic, classroom-level positive behavior management system designed to focus on prevention before intervention.

When implemented properly, a positive behavior management system can have a very beneficial effect on instruction. When students master essential routines and demonstrate targeted behavioral expectations – and they are reinforced for their efforts and accomplishments – the amount of time for instruction *as well as the quality of instruction* can increase dramatically. With a well-practiced, well-implemented positive behavior management system, disruptive behavior declines, and academic engagement increases in the full range of instructional activities and transitions.

The National Institute for Direct Instruction (NIFDI) offers training and implementation support for a highly effective, comprehensive, positive behavior management system built around the CHAMPS classroom management model developed by Randy Sprick. This proactive, positive behavior management approach has been proven to improve student behavior, engagement, and academic success in classrooms when implemented with fidelity. The model is flexible in how expectations are taught and reinforced, which makes it adaptable to a wide range of grade levels and settings. This classroom-level model can be integrated easily into a schoolwide Positive Behavior Management system that includes a schoolwide reinforcement system.

NIFDI's behavior management support for positive classrooms occurs in three phases:

Phase 1: Planning and Initial Training

The NIFDI trainer leads school and district leaders in a systematic, month-long process of:

- identifying student behavior goals and priorities by analyzing existing behavioral data and conducting classroom observations to establish a baseline of the effectiveness of current management practices.
- developing a customized implementation plan and timeline for the school year with specific actions that align with the school or district's behavioral goals and priorities.
- delivering initial 2-day "CHAMPS-plus" training to all faculty and staff on developing expectations and routines, and practice on explicitly teaching them to students.
- delivering an additional half-day training to school/district leaders on monitoring and supporting the implementation of CHAMPS's routines and expectations.

Phase 2: Ongoing Coaching and Implementation Support

Following the CHAMPS training, the NIFDI trainer provides in-class coaching that continues throughout the school year, with a strong emphasis on the first half of the school year. NIFDI coaching is customized to meet the needs of students, staff, and school leaders in the following aspects of positive behavior management:

1. setting expectations for student conduct in the full range of classroom contexts,
2. practicing the specific components of each routine with an emphasis on transitioning from one activity to the next,
3. reinforcing students for meeting or exceeding behavioral expectations.

During observations, the NIFDI trainer collects data on student behavior, as well as antecedents and adult responses to student behavior. The trainer supports administrators in aligning walkthroughs and feedback with CHAMPS-plus practices as they accompany the trainer on classroom observations. The trainer provides feedback to teachers who were observed during separate debrief sessions with the participation of school/district coaches and leaders.

Once a term, the NIFDI trainer provides an overview of the implementation of the behavioral program and its effect on student engagement and performance with reference to the specific goals established during Phase 1. The trainer shares data summarized across the school as well as classroom-specific data gathered through direct observation by the trainer and school/district coaches.

Phase 3: Monitoring and Refinement

Within half a year, staff should successfully incorporate all of the CHAMPS-plus fundamental practices into their classroom routines, and school/district leaders should incorporate all of the practices that support the implementation of CHAMPS-plus in each classroom. The last phase focuses on refining the implementation of CHAMPS-plus by:

- collecting and analyzing data on office referrals, attendance, and classroom incidents;
- facilitating reflection sessions with staff to review progress and identify next steps;
- providing booster sessions to address challenges and reinforce best practices;
- integrating classroom-level CHAMPS-plus practices with a schoolwide Positive Behavior Management system;
- integrating classroom-level CHAMPS-plus practices with Direct Instruction program delivery (for those schools implementing the DI approach).

The NIFDI classroom-level positive behavior management system can be integrated into Direct Instruction delivery, or it can be implemented in schools that use a different approach to teaching and learning.

For more information on how NIFDI can help your school or district *greatly improve the environment of each classroom* through the NIFDI positive behavior management system, email info@nifdi.org or call us at 1 877 485-1973.