



PBIS Classroom Handbook

Buckeye Elementary

Teacher Name: _____

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Classroom Management Snapshot Tool

Define, Teach, Acknowledge Rules and Expectations

Definition:

Expectations are outcomes. Rules provide clear meaning of what the expectations look like in the classroom. Classroom rules/expectations are aligned with school-wide expectations, prominently posted, frequently taught and referred to regularly. Expectations and rule prompts are used to pre-correct and are embedded into daily lessons and activities.

Rationale

Research states that:

- A dependable system of rules and procedures provides structures for students and help them to be engaged with instructional tasks (Brophy, 1998).
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000)

Components

- Classroom rules are visually aligned with school-wide expectations
- The teacher has a plan and a schedule to actively teach rules frequently throughout the year
- Rules are specific criteria for achieving expectations
- Prompts are used to pre-correct and are embedded into daily lessons and activities.
- Rules meet the following 5 guidelines:

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Be your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting

Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	Maintain personal space (K_1 rule) *children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce	Stay in assigned area	Remain seated until given permission to leave

Tips for Implementation

- Involve students
- Have students commit to the rules and post
- Teach classroom rules by demonstrating examples and discussing non-examples
- Monitor and give frequent feedback when students follow rules
- Share rules with families and others

References:

Brophy, J. (1998). *Motivating students to learn*. Boston: McGraw Hill.

Good, T. J., & Brophy, J. (2000). *Looking into classrooms* (8th Ed.) New York, NY: Longman Press.

Everston, C. M., & Emmer, E. T. (1982). *Preventive classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, T. C., Stoner, G. & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25(2), 199-214.

Jones, V. F., & Jones, L. S. (1998). *Comprehensive classroom management* (2nd. Ed.). Boston, MA: Allyn and Bacon.

Procedures/Routines to Consider

Read over the list below and do the following: Place a check by the procedures you use daily in your classroom and star procedures you would like to develop for your classroom.

	Entering the classroom
	When student is tardy
	When student is absent
	End of period dismissal
	Listening to questions
	Participating in discussions
x	When student need supplies
	Working with others
	Changing groups
	Going to the office
x	When student needs help
x	When visitors are in the classroom
	When there is a substitute
x	Returning to a task after an interruption
	Keeping student desk orderly
	Responding to questions

	Passing in papers
	Exchanging papers
	Returning student work
x	Getting materials
x	Moving around the room
	Headings on papers
	Finishing work early
x	Greeting a guest
	Asking a question
	When a student becomes ill
	Reporting a problem
	When a student needs to use the washroom
	When student is being disturbed
	Responding to a drill or bad weather
	Going to the class library
	Responding to school-wide announcements

Classroom Matrix

SCHOOL RULES	PROBLEM SOLVE	ALWAYS CARE	WORK HARD	SHOW RESPECT
EXPECTED STUDENT BEHAVIOR				
<i>Classroom Routines</i>				

Lesson Plan: Classroom

Step 1: Review School Wide Rules

Step 2: Teach Classroom expectations or Routines:

Problem Solve	Always Care	Work Hard	Show Respect

Step 3: Tell Why Rules Are Important

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Step 6: Monitor and Reinforce:

1. Pre-Correct/Remind-Anticipate and give students a reminder to perform behavior.
2. Supervise-Move, scan and interact with students.
3. Feedback-Observe student performance and give positive, specific feedback to students.
4. Reteach-Practice throughout the day and school year.
5. Use school wide Acknowledgement System

Acknowledgement Ticket Process

Definition of Behavior Strategies

Strategy:	Definition:	Example/Script:
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.	Withhold all attention. Do not make eye contact or engage as long as the student is engaging in the problem behavior. As soon as they engage in the expected behavior, reinforce.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring and concern.	-Walk over and stand right next to the student without directly addressing him or her.
Signal/ Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.	-Point to the task the student should be doing. -Model or gesture the expected behavior, such as raising a quiet hand.
Direct eye contact	Make eye contact to get attention and non-verbally prompt a student.	- Look at student from the other side of the room and hold eye contact without saying anything. -The “teacher look”
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.	- “I really like the way ____ is _____ right now.” - “Group number three is doing a great job being ‘ready to learn’ by getting out their materials.”
Redirect	Restate the desired behavior as described on the teaching matrix.	- “Remember, Working Hard includes whole-body listening. Please turn your body toward me and put your eyes on me.”
Support for Procedures/Routine	Identify and install a classroom routine to prevent problem behavior. Provide a booster for a routine already in place.	- “I really like how _____ is following our morning routine. Let’s all practice those steps again.”
Re-Teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.	- “Remember, Working Hard includes whole-body listening. Let’s review what that

		looks like..." Model and practice with students then provide feedback.
Strategy:	Definition:	Example/Script:
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student's inappropriate behavior.	-Use planned ignoring and when the student shows appropriate behavior, reinforce. - i.e. ignoring student wandering around the room and as soon as they sit down, "Thank you for sitting quietly in your seat."
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior.	"Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that Doing your Best means to focus on your own work. Start on your work again, and I'll stop by to catch you focusing on your own work."
Provide Choices	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.	"Would you like to ____ or ____?" "Would you like to sit or stand?" "Would you like to do evens or odds?"
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.	- "_____, come see me at recess." At recess, have a private conference with the student about the behavior and possible solutions. - "_____, come see me." Quietly speak with the student one-on-one about their behavior and talk about alternative choices.

SWIS Motivation Guidelines

Obtaining Adult Attention

- ◇ Do you find yourself often needing to redirect the student?
- ◇ Does problem behavior often seem to occur when you are working with others?
- ◇ Do you need to provide one-on-one assistance to get the student back on-task?
- ◇ Do problem behaviors occur when you have stopped interacting with the student?
- ◇ If a student stops a behavior but then repeats it, they likely want adult attention.
- ◇ You find that you are most often annoyed by the behavior.

Common attention seeking behaviors:

Quarrel with peers.

Tell wild tales

Can really “make an entrance”

Throw things/tantrums

Make excessive noises

Talk excessively

Fretful; whines and pouts

Works only when teacher is near

Tattles

Frequently leaves seat

Use baby talk or clowns around

Asks irrelevant questions

Obtaining Peer Attention

- ◇ When the behavior occurs, does the class verbally respond / laugh at the student?
- ◇ Does the behavior usually happen when peers are around to witness it?
- ◇ Does the behavior stop when peers are not paying attention to the student?

Obtaining Items/Activities Attention

- ◇ Does the behavior give the student access to a preferred activity / situation?
- ◇ Does the behavior occur when the student is denied something or disciplined?
- ◇ Does the behavior stop after giving the student what they wanted or asked for?

Avoiding Adults

◇ Does the problem behavior occur more with one adult and not another?

◇ Does the student attempt to physically put space between you and him or her?

Avoiding Peers

◇ During conflict, do peers leave the student alone if (s)he engages in the behavior?

◇ Do the problem behaviors stop when peers leave the student alone?

Avoiding Tasks/Activities

◇ Does the behavior typically occur and persist when you make a request?

◇ Does the problem behavior happen only in certain academic activities?

◇ Will the student stop the behavior if you stop making requests of them?

◇ Will the behavior stop at the end of an academic activity?

Common avoiding behaviors:

Say they are 'dumb'

Withdraw

Often say, "I can't do it"

Won't try

Give up easily

Cry

Act fearful or panicky

Claim illness

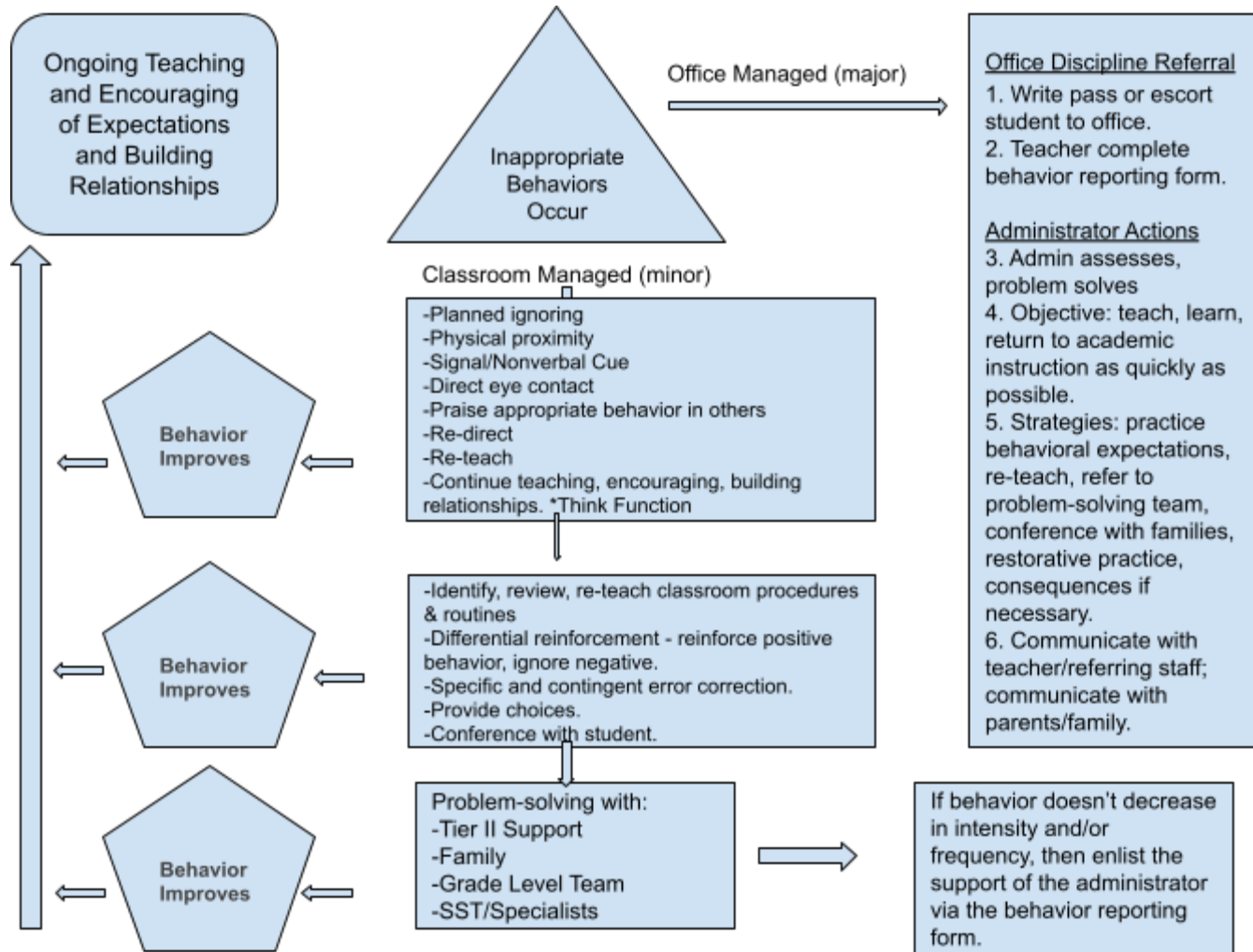
Cling to adults

Act helpless

Not work unless teacher is close

Be poor achievers

Behavior Flowchart



Self-Assessment and Observation Tool

Define, Teach, and Acknowledge Classroom Rules, aligned with school-wide expectations

Observe and monitor classroom rules during a 10-20 minute period or during predictable problematic times:

Assessment (circle one): Baseline or Fidelity **Date:** **Time:** **Rm:** **Grade:**

Yes		Somewhat		No	
	Classroom rules are defined by being observable , measureable , and positively stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)		A few of the rules are not positively stated or are not measurable or observable		Several of the rules are not positively stated or are not measurable or observable
	Classroom rules are conceptually and visually aligned to school-wide expectations.		Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations		Rules are not aligned to school-wide expectations
	Classroom rules are prominently posted. Font size is large enough to read from anywhere in the classroom		Rules are posted but difficult to read from all locations in the classroom.		Rules are not posted, are hard to find, and/or hard to easily read
	Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.		Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.		Rules and expectations are not taught, or are taught less than once per grading period.
Teacher Interview or Review of Written School-wide Plan: Rules and Expectations are actively taught: <ul style="list-style-type: none"> ○ How frequently are expectations and rules formally taught? ○ How is it decided which rules and expectations to teach each week? ○ Evidence: Request to see last behavior lesson plans taught. 				Notes:	