

Scaffolding Classroom Management with Positive Behavior Support



Austin Independent School District

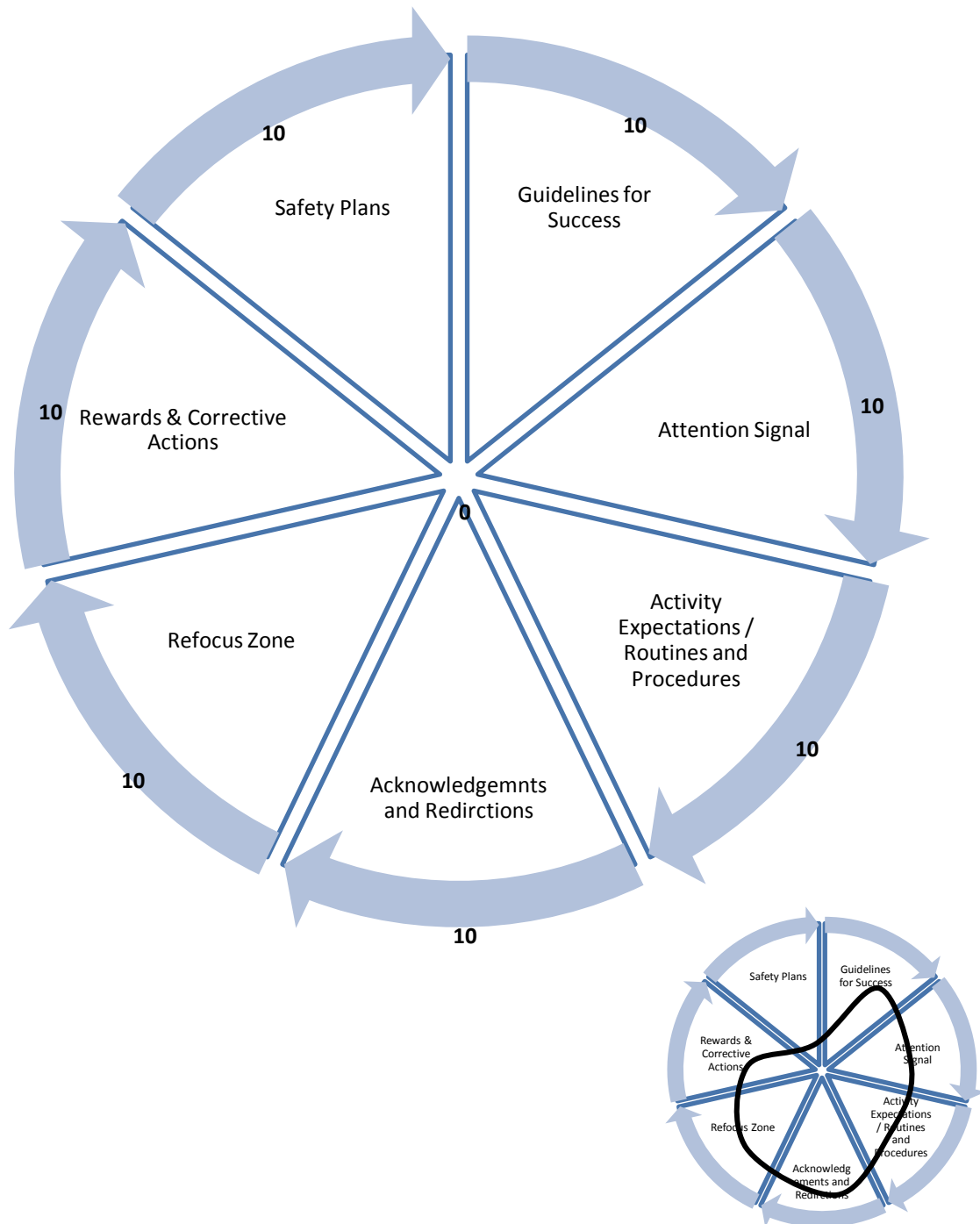
Updated June 2013

Table of Contents

ASSESSING BEHAVIOR MANAGEMENT PREPARATION	2
BUILDING POSITIVE RELATIONSHIPS	3
Teacher Behaviors	5
Strategies for Building Relationships	6
Creating a Supportive Classroom.....	7
PREPARING FOR STUDENTS	11
Categorizing Negative Behaviors	11
Common Teacher Responses to Negative Student Behavior	12
Planning for Behavior Management	13
Sample Classroom Management Plan	14
Creating Behavior Management Structures.....	17
Classroom Behavior Management Plan Template.....	21
TOOLKIT FOR CONSISTENT RESPONSE TO NEGATIVE BEHAVIOR	23
PUTTING IT ALL TOGETHER	29
Documenting Student Concerns/Teacher Services and Intervention Plans	29
Student Action Plans.....	30
Re-Assessing Behavior Management Preparation.....	32
Further Study.....	33

ASSESSING BEHAVIOR MANAGEMENT PREPARATION

Directions: The 7 sections in the Positive Behavior Support Wheel represent the components of a strong classroom management system. On a scale from 0 (the center of the wheel) to 10 (the outer edge of the wheel), rank your level of implementation for each component. 0 is no implementation and 10 is highly effective implementation. Place a point in each wedge to indicate your level of effectiveness for each wedge. Connect the points to create a new outer edge. The new perimeter represents the effectiveness of your behavior management system.



BUILDING POSITIVE RELATIONSHIPS

Directions: Compose a tweet of 140 characters or less directed toward a teacher who made an impact or impression on you, either positive or negative. When finished, share with your table or shoulder partner.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Building positive relationships is crucial:

- For some students, displaying concern for them outside of school is a significant factor influencing motivation and achievement (Jones & Jones, 2007)
- Positive relationships with teachers appear to be a factor that prevents high-risk students from being retained or referred for special education. (Pianta, Steinberg, & Rollins, 1995)
- Positive relationships are the foundation of effective classroom management. (Marzan, Marzano, & Pickering, 2003)

Barriers to building positive relationships:

Educators are very aware of the importance of positive relationships; however there are certain barriers that exist which adults may or may not be aware of.

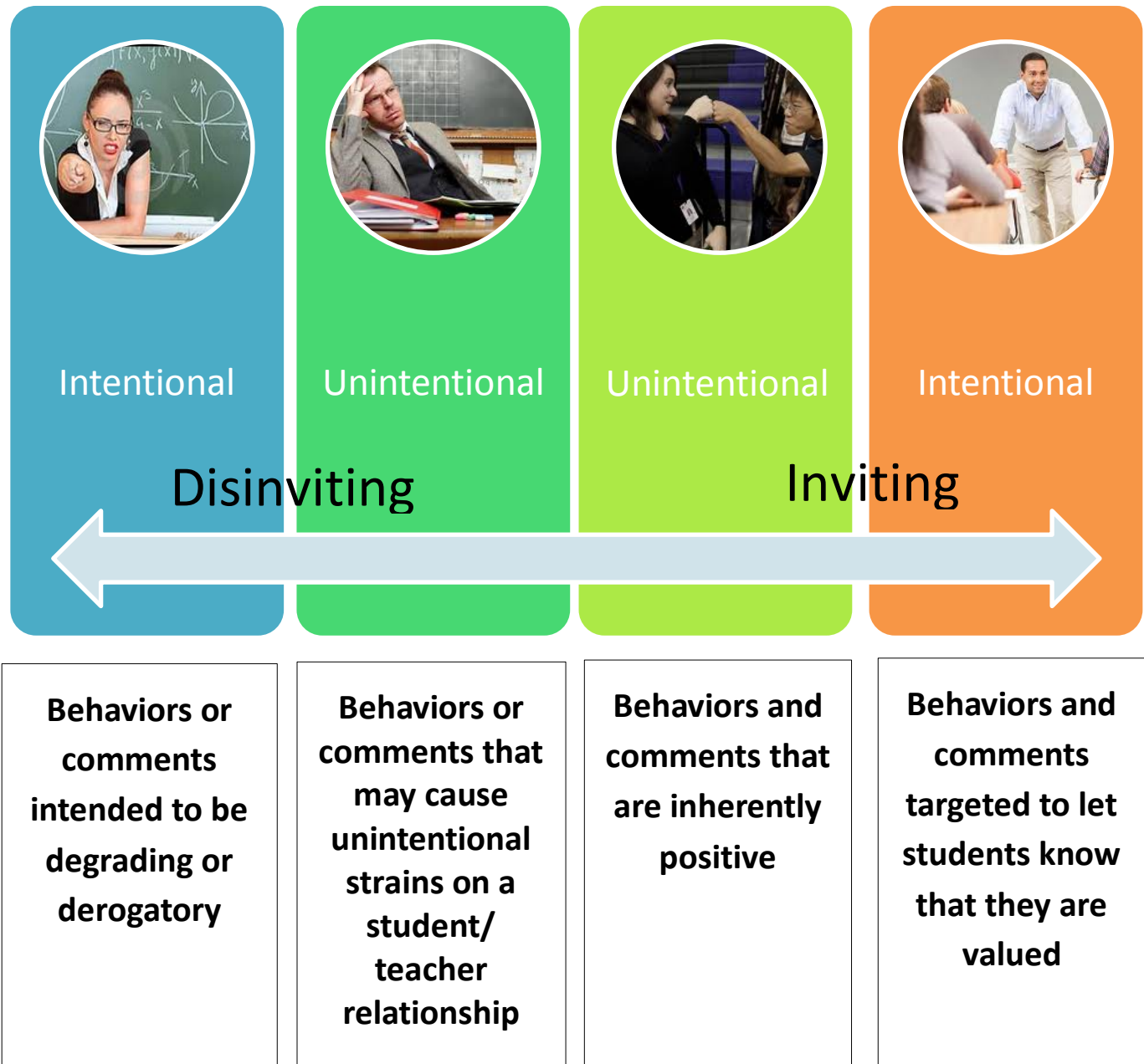


Directions: Brainstorm as many barriers as you can think of, that prevent or limit positive teacher-student relationships

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

- Cultural differences or Underlying Biases
- Responding more favorably to students perceived as high achievers
- Families' disconnection to the school community
- Communication differences

Teacher Behaviors



Strategies for Building Relationships

Directions: Relationship building provides non-contingent positive attention to students throughout the school year and is an effective way to promote positive teacher-student relationships. Review the relationship building strategies listed below. Identify ones you feel resonate with your style and brainstorm other ideas for building positive relationships with your students.

- **Greet Your Students:** Say hello to your students, by name if possible, every day, as they enter your classroom. This simple strategy has been proven to improve student time on-task without any other interventions.
- **2x10 Method:** Spend two uninterrupted, undivided minutes of your attention each day for 10 consecutive days. Ask questions, elicit the student's interests or share your own. Do not use this time to correct the student's behavior or academics and do not try to change behavior. Be prepared to do most of the initiating of conversation at the beginning. By the end of the 10 days, most find that conversation is more a 50-50 give and take. This method works particularly well to improve your relationships with students for whom you have had challenges.
- **Call Students at Home:** Identify a student or two who are exhibiting challenging behavior. Take the time to call a student at home and talk to him/her about your concerns and brainstorm solutions.
- **Attend an Extra-Curricular Activity:** When your students are engaged in an extra-curricular activity – be it an athletic event or musical performance, take the time to attend and then acknowledge your student(s) participation in the activity.
- **Smile:** Smile at your students – a little gesture that goes a long way in making someone feel welcome.
- **Use the 4H Method:** Think about which of your students is giving you the most challenges. Greet these students every day with one of the four Hs: handshake, high-five, "hello," or "how are you?" Be persistent and continue to greet students for an extended period of time.
- **Good Things:** For the first 3-5 minutes, allow students to share good things that occurred recently. Call on a variety of students from day to day and prevent individual students from monopolizing the conversation. Encourage the class to applaud or acknowledge the good things that have been shared.

Mendler, A., N. (1997). *Power struggles: Successful techniques for educators*. Rochester, N.Y.: Discipline Associates
Mendler, A., N. (2001). *Connecting With Students*. Alexandria, VA.: Association for Curriculum and Development.
Flippen, F. (2011). *Capturing Kids Hearts*. College Station, T.X.

Creating a Supportive Classroom

The following strategies have been compiled from proven strategies used by educators throughout Austin ISD. They are organized into the following categories:

1. Establish a positive relationship with your Students
2. Create a “Family Feel” in Your Classroom
3. Establish a Positive Relationship w/ Students’ Families
4. Teach and Review Behavior Expectations
5. Use Student Peer Support
6. Class-wide and Individual Student Incentives
7. Help Students Remove Themselves Physically or Mentally from a Negative Situation

STRATEGY	LOOKS LIKE . . . SOUNDS LIKE
Establish a positive relationship with your Students <i>“They may forget what you said, but they will never forget how you made them feel.” C. Buchner</i>	
3:1 Ratio of Positive to Negative Interactions	<i>3 responses to positive behaviors for every 1 response to negative behavior will maintain current behavior. Use 7:1 ratio to improve behavior. Post a visual reminder of 3:1 for yourself.</i>
Put Money in the Relationship Piggy Bank	<i>If you add to the relationship bank (positive interactions and connections), then students respond better when you make a withdrawal (redirection, consequence). Post a picture of a piggy bank on the wall as a reminder.</i>
2:10 Positive Interactions	<i>Spend 2 uninterrupted minutes every day for 10 days connecting one-on-one with a struggling student. (From Allen Mendler’s Book: Power Struggles)</i>
Avoid Hostility Cycle	<i>Rather than one-upmanship with a student in a power struggle, find win-win situations. (A. Mendler’s Power Struggles)</i>
1 week Positive Campaign	<i>Find a positive quality(ies) that the student displays related to a specific behavior goal. Spend one week praising the student each time he/she demonstrates this quality. Be specific. (A. Mendler’s Power Struggles)</i>
Greet Each Student by Name at Door	<i>As student walk into your room: “Good morning, Michael. Hello, Maria. It’s good to see. Hi, Kyle. You made a great shot at the game yesterday!”</i>
Redirect Misbehavior Privately	<i>Kneel down so that you are not standing over a student. Whisper. Or, leave a note or visual reminder on student’s desk. Avoid public reprimands. Smile.</i>
Proximity	<i>Move close to a student so that he/she knows that you are monitoring for positive behavior. Circulate the room so that you are not always in one place.</i>
Guided Choices	<i>“You may work quietly in your desk or move to this desk.” Even beyond redirecting, give students choices often in your class, so they truly feel that they have a voice. For example, “For homework, I would like you to solve 5 of the problems on page 8. You pick the 5.”</i>
How do you feel today?	<i>“Point to facial expressions picture.” “Draw a picture of how you feel.” “Use words to describe how you feel.”</i>
What is the unmet need?	<i>Try to determine the underlying need that the student tries to fill with the negative behavior. Then, fill the need with a positive replacement behavior.</i>

Create a “Family Feel” in Your Classroom	
Create Class Commitments	<i>Students commit to... Teacher commits to...</i>
Physical Classroom Layout	<i>Calming lighting, Cozy Feel, Desks in Groups, Calming Music, Student-Created Signs. Do a 360 walk of your room. Is it warm and student-centered?</i>
Student Voice	<i>90% of the talking in the class should come from students. Often, the opposite takes place.</i>
Student Interest Inventory: Survey your students!	<i>Survey students on their interests beyond your class and academically. Directly reference these frequently.</i>

Establish a Positive Relationship w/ Students’ Families	
“You---the parent---are the expert on your child” Phone Calls	<i>“I want to thank you for raising a child who (say positive trait). I need your help. You know your child better than anyone. What strategies could I use to encourage him to come to class on time?”</i>
Emails	<i>Individual emails, Class e-newsletters.</i>
Positive Notes	<i>Make a point to send one home to each child at the beginning of the year and throughout the year.</i>
Back-and-Forth Mini Journal	<i>The teacher and student have a journal. Every day, the teacher writes one positive thing the student did and the student writes one positive thing the teacher did.</i>
Appreciation Certificates	<i>The more specific, the better. Give one to parent, as well. Thank them for raising a great student who...(list trait).</i>
Postcard about the Student	<i>Send a postcard home with a student that describes a specific positive choice he/she made.</i>

Teach and Review Behavior Expectations	
Create a Classroom Management Plan	<i>Scaffolding Classroom Management with Positive Behavior Support is available. Ask your external coach.</i>
Teacher Reads Expectations for Every Transition	<i>“We are now moving from an independent work activity to a group activity. Let’s review our behavior expectations...” (Read from poster.)</i>
Student Reads Expectation for Every Transition	<i>“We are moving from an independent work activity to a group activity. Jose, will you please remind your classmates of our expectations...” (Challenge them to do it without looking!)</i>
Attention Signal	<i>Examples: Hand raised & countdown 5, 4, 5, 2, 1 123- Eyes on Me, Musical Clap, Chime, Key Word.</i>
Review Expectations & Social Skills	<i>Student Created Posters, Videos, Skits.</i>

Use Student Peer Support	
PBS Buddy	<i>Pair up students as “PBS Buddies” that keep each other on task. Encourage them to have a secret code word or picture that they use to redirect each other.</i>
“Home Court” Advantage	<i>Discuss how your class members are all part of a team. Peers encourage each other to make good choices by saying “Home Court” when a “teammate” makes a negative play (choice). Keep a scoreboard. (Mini Lessons for Literature Circles)</i>
Peer Mediation	<i>When 2 students have an issue, refer them to a peer mediator. Or, have a “Positive Court” in your class that seeks win-win solutions.</i>
Peer Reminder	<i>“If someone next to you is talking, please ask them to stop.”</i>
Class Meeting	<i>Arrange desks in a circle to discuss ways to address a class behavior issue. One person talks at a time. At the end, review what everyone agrees to do.</i>
Student PBS Roles	<i>PBS Patrol Team (divided by expectation), Keeper of the Quiet, Keeper of the Timer, Be Positive Cheerleader.</i>
Student Wear Reminders	<i>PBS Hat, Shirts, Ties—Buy them cheap at thrift shops and write positive slogans or expectations on them.</i>
Conflict Resolution Mat	<i>If 2 students have an issue, they stand on a conflict resolution map with footprints. With each step they take toward resolution, they take a step on the mat. At the center, they shake hands on the agreed solution.</i>

Class-wide and Individual Student Incentives	
Academic-Basket-Ball	<i>As a reward, review academics through a class basketball game using a tape-ball and trash can.</i>
Intra-Class “Behavior Olympics” Competition	<i>Post earned points/graphs by class period.</i>
Public Recognition	<i>Wall of Fame, Awards, Certificates, Gold Plate Award, Citizen of the Day</i>
Pat Yourself on the Back Give a High 5	<i>Tell your student/class, “Pat yourself/selves on the back for... (describe specific positive behavior).” “Kiss your brain.” “Give yourself/your neighbor a high 5 for...”</i>
A / A+ Day	<i>Students are either on an A or A+ (more freedom) day. Increased responsibility = increased freedom.</i>
Green and Red Marble Jar	<i>Teacher puts marbles (green=class is doing great, red=class needs to improve) in a jar. At the end of the week, in front of the class, randomly select a marble. Green=class reward. Red=sorry, try again next week.</i>
Connect-the-Dots	<i>Create a “connect the dots” picture of an incentive towards which the student is working. When he/she makes progress, he/she connects 2 dots. This continues until the picture is completed.</i>
Keeper of the class_____	<i>A “Top PBS” student gets to keep the class pet (stuffed) or class object with him/her all day.</i>
Positive Referral to the Office	<i>Send a student to an administrator with a positive note describing a specific good choice or action.</i>
PBS Guideline BINGO or TIC-TAC-TOE	<i>List your PBS Guidelines at the top of a matrix. As the class demonstrates the Guideline, they get an X (tic-tac-toe) or a B-I-N-G-O letter.</i>
Spell a PBS or Academic Word	<i>The class earns a letter every day/period/hour they are on task as a whole. Goal: Spell the whole word.</i>
Spin the Wheel of Fortune	<i>Instead of receiving the reward, a student can choose to spin the wheel for something</i>

Help Students Remove Themselves Physically or Mentally from a Negative Situation	
Squeeze Ball	<i>Have a squishy ball or object available that a student can squeeze when he/she needs to feel calm or refocus.</i>
Meaningful Object	<i>Ask student what object in the room has a soothing effect when he/she looks at it or has it on the desk.</i>
Physical Class Calming Breaks	<i>Light Stretch, "Massage your temples," Go to website: http://esl.about.com/od/englishlessonplans/a/braingym.htm</i>
Refocus area "Antarctica"	<i>Create a "Cool down" area that is not a punishment; rather, a place for students to reflect and refocus. Give it a creative name and have calming pictures.</i>
Reflection Sheet "Do Over"	<i>Create reflection sheets that ask open ended questions, including: "If you could have a DO OVER, what would you have done differently?"</i>
Reminder Picture	<i>Place a picture on a student's desk, i.e. Give a picture of an owl & whisper, "Make a wise choice."</i>
PBS Brainstorming Session	<i>Host an intervention brainstorming session as a team or with a grade level team, counselor, etc.</i>
PRE - Referral to the Office	<i>If you write a referral, place it on the student's desk and say, "I'm going to let you decide by your behavior whether I send this to the office or tear it up over the trash can. In fact, if you do well, I'll let you tear it up."</i>

Choose one or two strategies you plan to use in your classroom and list them here.



PREPARING FOR STUDENTS

Categorizing Negative Behaviors

Directions: Negative Behaviors are undesired behaviors exhibited by students related to the current activity. List in appropriate category all Negative Behaviors students exhibit in your class any Negative Behaviors you anticipate students may exhibit.

Minor Non-Disruptive: behaviors do not interfere with other students' on-task behavior

Minor Disruptive: behaviors pull other students off-task

Escalated: behaviors are more extreme or non-compliant

Crisis: behaviors cause emergency situations which may pose imminent danger to student or others

Minor Non- Disruptive

Minor Disruptive

Escalated

Crisis

Common Teacher Responses to Negative Student Behavior

Directions: Sort the list into teacher actions that are *corrective responses* to students' behavior and teacher actions that are *punitive responses* to students' behavior. Feel free to add to the list of responses. Record answers in the boxes below:

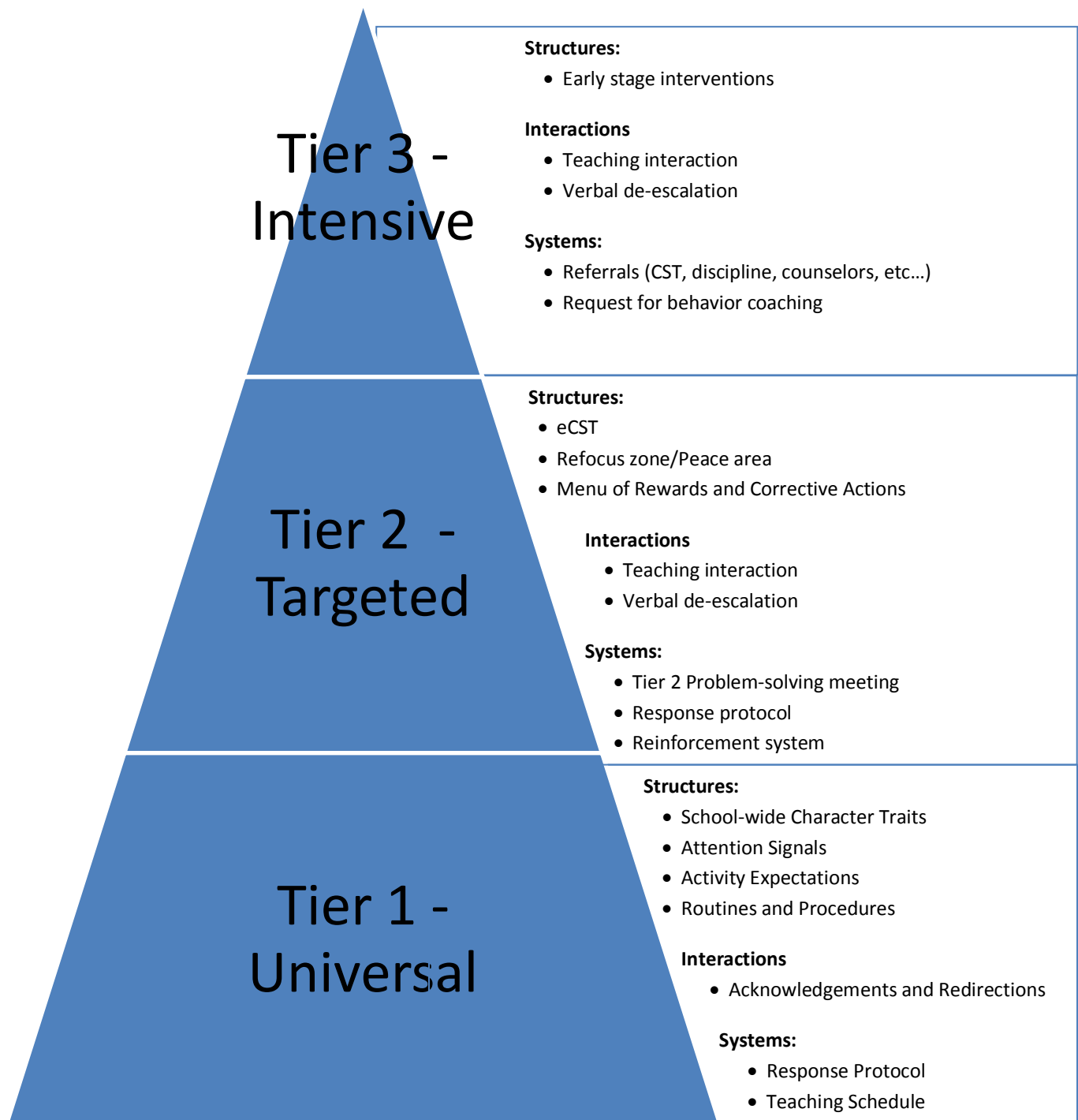
- Lose recess time
 - Move seat
 - Re-do assignment
 - Contact parent
 - Private conversation with student
 - Eye contact
 - Send to another teacher's room
 - Yell
 - Proximity
 - Detention
 - Hand on student's shoulder
- Change student's color on chart
 - Verbal redirection/reminder
 - Non-verbal cue or prompt
 - Loss of privileges
 -
 -
 -
 -
 -
 -

<u>Corrective</u>	<u>Punitive</u>
<ul style="list-style-type: none">• Intent is to immediately change the behavior• Empowers students to choose positive behavior• Response is usually calm, intentional, and student-centered• Role of teacher is to assist in resolving conflict	<ul style="list-style-type: none">• Response is usually emotionally based• Intent is to penalize child, not behavior

Planning for Behavior Management

Positive Classroom Systems

Creating a functioning classroom requires thoughtful planning, implementation, and maintenance. Teachers need to define, teach, and reinforce consistent classroom structures and systems to create classrooms in which students and adults can articulate and model clear expectations. When systems, structures, and interactions are functional, it allows for day-to-day management of the classroom that ensures the teacher has time to focus on academic learning.



Behavior Management and Discipline Planning

Directions: For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number. Total the scores for all items. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 – 6 relate to the population of the entire school.			
1. How would you describe the overall behavior of students in your school?	Generally, behavior is quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of interactions between students and adults in your school?	There are frequent confrontations which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The majority are interested, involved, and supportive of what goes on in school. 0
6. How would you describe the level of interest and support provided by the parents of the students in your school?	Many parents are openly antagonistic and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved and supportive of what goes on in school. 0
Questions 7-11 relate to students in your class this year. Middle school and high school teachers should use their most difficult class, or if you are doing this before the school year begins, simply give your best guess.			
7. What grade level do you teach?	PreK – 1 st , 9 th 20	6 th – 8 th or 10 th 5	2 nd – 5 th , 11 th - 12 th , or other 0
8. How many students do you have in your class.	30 or more 10	23 to 30 5	22 or less 0
9. What is the reputation of this group of students from the previous year?	This is the class from h*ll. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as emotionally disturbed?	Two or more 10	One 5	Zero 0
11. Not including students identified as ED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0
If your total is: Your risk factors are:			
0 to 30	Low: Your students can probably be successful with a classroom management plan that involves Low, Medium, or High Structure		
31 to 36	Medium: Your students can probably be successful with a classroom management plan that involves Medium or High Structure		
61 to 120	High: Your students probably need a classroom management plan with High Structures to be successful		

Sample Classroom Management Plan

Classroom Guidelines for Success/ Character Traits

Guideline or Character Trait	Example
Prepared	Have all materials necessary for learning
Respectful	Listen to different opinions Follow classroom expectations
Industrious	Complete all work on time Stay on task
Dependable	Arrive to class on time
Ethical	Tell the truth Complete own work

Attention Signals:

1. Verbal Cue: "I need your attention, please."	2. Timer
---	----------

Classroom Expectations:

Attention: <ol style="list-style-type: none"> Voices off Stop all activity/movement Eyes on teacher Follow directions 	Direct Teach: <ol style="list-style-type: none"> Voices off unless called on Stay seated Follow directions Raise hand for help or permission
Independent Work: <ol style="list-style-type: none"> Voices off unless you have permission to speak Begin work right away Work until the task is completed Stay seated unless you have permission to get up Raise hand for help or permission 	Partner/Group Work: <ol style="list-style-type: none"> Voice level: 1 – 2 Follow directions Follow procedures Stay in assigned space unless given permission to move Raise hand for help or permission
Entering Class: <ol style="list-style-type: none"> Voice level: 1 – 2 during passing period Voices off after the bell Walk, keeping hands, feet, and objects to self Go directly to your assigned seat and follow procedures Raise hand for help or permission 	Exiting Class: <ol style="list-style-type: none"> Voice off during class Voice level 1-3 after dismissal Wait for teacher dismissal before leaving Walk, keeping hands, feet and objects to self Ask teacher for help or permission

Acknowledgements and Redirections

Acknowledgements		Redirections	
Verbal: <ul style="list-style-type: none"> • I like the way _____ is _____. • Thank you for _____. • _____ is _____. • I see _____. • You are showing _____ when you _____. • Thank you for being _____ by _____. • Great job of _____. 	Non-Verbal: <ul style="list-style-type: none"> • Thumbs-up • Smile • Wink • Pat on the back • Hug • High five • Fist bump • Sticker 	Verbal: <ul style="list-style-type: none"> • Please _____. • You need to _____. • A better choice would be _____. 	Non-Verbal: <ul style="list-style-type: none"> • “The look” • Proximity • Tap on the shoulder • Tap on the desk • Head shake • “Shhhhhh” signal • Wait signal • Reminder note

Rewards and Corrective Actions:

Rewards		Corrective Actions	
Recognition : <ul style="list-style-type: none"> • Student of the week • Master mathematician • Phone call 	Parent Contact: <ul style="list-style-type: none"> • Note home • Email 	Restitution: <ul style="list-style-type: none"> • Clean classroom • Prepare materials for next lesson 	Parent Contact: <ul style="list-style-type: none"> • Phone call • Note home • Email
Time Earned: <ul style="list-style-type: none"> • Time to work on independent projects • Free time 	Privileges Earned: <ul style="list-style-type: none"> • Extra computer time • Free choice centers • Lunch with teacher • Time with a preferred adult 	Time Owed: <ul style="list-style-type: none"> • Cool down time • Time in another teacher’s classroom 	Referrals: <ul style="list-style-type: none"> • To mentor • To counselor • To administrator
Positive Referral: <ul style="list-style-type: none"> • To mentor • To administrator • To preferred adult 	Others: <ul style="list-style-type: none"> • • • 	Privileges Lost <ul style="list-style-type: none"> • Loss of materials • Loss of computer time • Loss of free choice centers 	Others: <ul style="list-style-type: none"> • • •

Creating Behavior Management Structures

Guidelines for Success/Character Traits

Directions: Guidelines for Success replace class room rules and provide a vision and standard for student and adult behavior and achievement. We recommend Classroom Guidelines for Success are your School-Wide Guidelines for Success adapted to the classroom. For each Guideline, list the examples of student behavior that demonstrate the Guideline in your classroom. Then, for each Guideline, list adult behaviors that model Guideline.

Example:

Guideline or Trait:	Students Demonstrate By:	Adults Model By:
Be Prepared	Having all materials ready Being in your seat, ready for the lesson	Having lessons ready Being to class on time Having classroom open and ready for students

Guideline or Trait:	Students Demonstrate By:	Adults Model By:

Classroom Activity Expectations

Directions: Activity Expectations provide predictable behavior expectations for instructional routines and classroom procedures. For each activity, list negative behaviors students exhibit during the activity. For each negative behavior, identify a positive behavior that can replace the negative behavior. Consolidate the list of positive behaviors into 3-5 positively stated, behaviorally specific expectations for the activity. Arrange the activity expectations in a predictable pattern (i.e. voice level, movement options, activity, how to get help).

	Negative Behavior	Positive Behavior	Expectations
Direct Teach			
Independent Work			
Small Group/Partner			

Routines & Procedures

Directions: Routines and Procedures are the instructional and clerical systems that keep a classroom running efficiently. Below are some Routines and Procedures that you regularly use with your students. If this routine is allowed during the activity, check the box and explain how students will comply.

	Negative Behavior	Positive Behavior	Expectations
Attention			
Entering Class			
Exiting Class			

Pencil Sharpening <input type="checkbox"/> During Direct Teach How? <input type="checkbox"/> During Independent Work How? <input type="checkbox"/> During Small Group/Partner Work How? <input type="checkbox"/> Entering the Room How? <input type="checkbox"/> Exiting the Room How?	Going to the Restroom <input type="checkbox"/> During Direct Teach How? <input type="checkbox"/> During Independent Work How? <input type="checkbox"/> During Small Group/Partner Work How? <input type="checkbox"/> Entering the Room How? <input type="checkbox"/> Exiting the Room How?
Getting Materials <input type="checkbox"/> During Direct Teach How? <input type="checkbox"/> During Independent Work How? <input type="checkbox"/> During Small Group/Partner Work How? <input type="checkbox"/> Entering the Room How? <input type="checkbox"/> Exiting the Room How?	Putting Away Materials/ Turning in Work <input type="checkbox"/> During Direct Teach How? <input type="checkbox"/> During Independent Work How? <input type="checkbox"/> During Small Group/Partner Work How? <input type="checkbox"/> Entering the Room How? <input type="checkbox"/> Exiting the Room How?
Other:	

Attention Signals

Directions: An Attention Signal must efficiently and effectively capture the attention of all students. List attention signals you use or have seen others use. Select 1-3 attention signals to use with your students. Identify the auditory, visual, and kinesthetic components of each signal. Identify environments where each signal will be effective.

Signal	Environments
Signal: Auditory component: Visual component: Kinesthetic component:	

Classroom Behavior Management Plan Template

Guidelines for Success:

Guidelines	Examples

Attention Signals:

1.	2.
----	----

Classroom Expectations:

Attention 1. 2. 3. 4. 5.	Direct Teach 1. 2. 3. 4. 5.
Independent Work 1. 2. 3. 4. 5.	Partner/Group Work 1. 2. 3. 4. 5.
Arrival 1. 2. 3. 4. 5.	Dismissal 1. 2. 3. 4. 5.

Rewards and Corrective Actions:

Rewards		Corrective Actions	
Use as universal interventions			
Acknowledgement		Redirection	
Use as targeted and intensive interventions			
Recognition	Time Earned	Restitution	Time Owed
Parent Contact	Privileges Earned	Parent Contact	Privileges Lost
Positive Referrals		Referrals	
Response Protocol:			
Initial Negative Behavior	Individual: 1. Acknowledge Positive Behavior 2. Check for Positive Behavior 3. Redirect Negative Behavior		Group: 1. Use Attention Signal 2. Review Activity Expectations 3. Acknowledge Positive Behavior 4. Redirect Negative Behavior
Continuing Negative Behavior	Minor Non-Disruptive: 1. Teaching Interaction 2. Documentation		Minor Disruptive: 1. Opportunity to Refocus Zone 2. Teaching Interaction 3. Documentation
	Escalated: 1. Verbal De-Escalation 2. Opportunity to Refocus 3. Teaching Interaction 4. Documentation		
Crisis Behavior	1. Follow Crisis Response Plan 2. Documentation		
Teaching Interaction:		De-Escalation:	
1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Practice/role play 6. Deliver consequence, if needed 7. End with praise/empathy		1. I see you _____. 2. Are you feeling (<i>angry</i>)? 3. I can see that you are (<i>angry</i>). 4. What are you (<i>angry</i>) about? 5. So you're (<i>angry</i>) about _____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?	

TOOLKIT FOR CONSISTENT RESPONSE TO NEGATIVE BEHAVIOR

Tool #1 Strong Voice

Strong voice is a foundational piece of behavior management. Teachers must show confidence and a sense of calm as they address student behavior. When addressing the whole class, a group, or an individual, the Strong Voice technique will display a sense of calm and confidence.

There are five principles of Strong Voice:

1. Economy of Language
 - a. Fewer words are stronger than more.
 - b. Use the words that best focus the students on what is most important.
 - c. Be clear and crisp, then stop talking.
2. Do not Talk Over
 - a. If what you're saying is important, then every student needs to hear it.
 - b. Be sure your voice is not competing with other noises.
 - c. Start a sentence and break it off to show that you will not go on until you have full attention.
 - d. Consider using an attention signal.
3. Do not Engage
 - a. Once you have set the topic of conversation, avoid engaging in other topics until you have resolved the topic you initiated.
 - b. Refrain from responding to students' hooks to disengage the original topic.
 - c. Repeat your direction or request, rather than entertaining a student's reason for the behavior.
 - d. Tell students what to do, rather than what not to do – be specific and clear.
4. Square up/Stand still
 - a. Show with your body that you are committed to each request or directive you make.
 - b. Turn, with two feet and two shoulders, to face the object of your words directly.
 - c. Make sure your eye contact is direct.
 - d. Stand straight or lean towards the student(s).
 - e. If the student is more than a few feet away, move toward him.
 - f. Stop moving when giving the direction.
 - g. Focus on giving the directions, do not multitask.
5. Quiet Power
 - a. Get slower and quieter when you want control.
 - b. Drop your voice and make students strain a bit to listen.
 - c. Exude poise and calm.

Do's

- Use a formal pose
- Stand and talk in manner that indicates that what you have to say is important
- Let students know when they can talk to you about their concerns, rather than when you are addressing a specific issue or behavior
- Remain calm
- Be prepared to calmly address noncompliance

Don'ts

- Be loud
- Get in a student's face
- Be aggressive
- Humiliate a student
- Act sarcastic when you are being serious
- Sound harsh or angry
- Force maintained eye contact

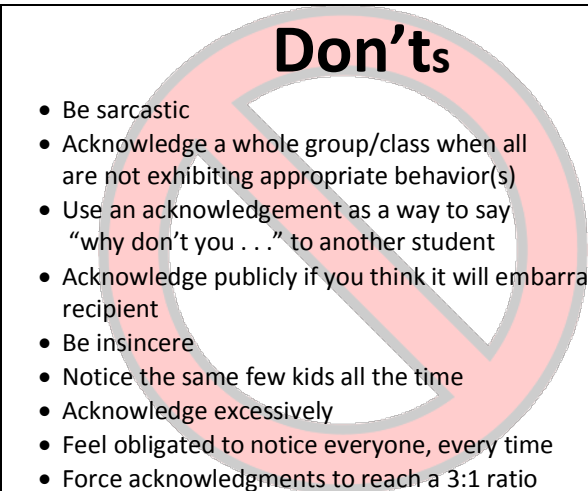
Tool #2

Acknowledgements

There are many things students need to do, certain behaviors, that will increase their opportunity to learn and the teacher's ability to teach. Students are likely to engage in behaviors that you pay attention to and need to clearly know which behaviors are positive. The use of acknowledgements clarifies which behaviors you identify as positive.

Address Positive Behavior like a Slot Machine

Many people flock to slot machines. The chance to win draws them in to pay the machine and pull the lever; what is going to happen? Sometimes it pays off, other times, nothing. The mystery and unpredictability keep people returning to try again and again. When delivering acknowledgements, act like a slot machine.

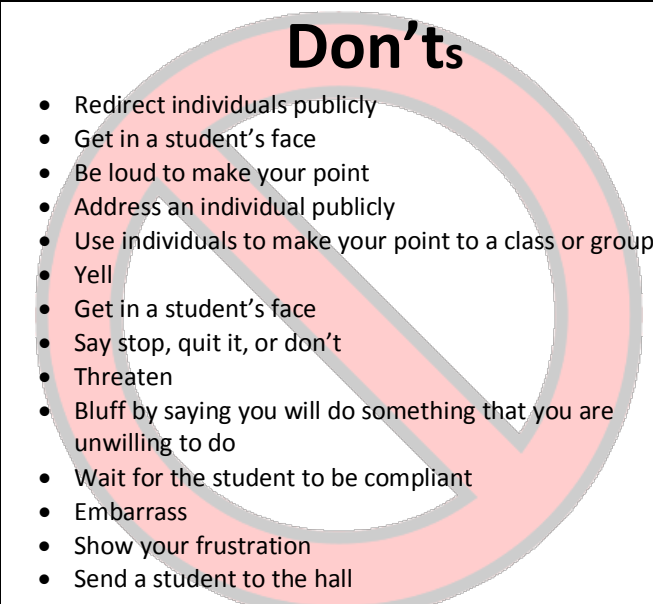
Dos	Don'ts
<ul style="list-style-type: none"> • Acknowledge like a slot machine • Notice what students do right • Acknowledge behaviors worthy of notice • Provide praise after giving directions or when noticing minor negative behavior • Be targeted and specific; focus on individuals and identify the behavior that is being acknowledged • Mix up judgment-based and non-judgmental acknowledgments • Tie acknowledgements to posted expectations • Be sincere and accurate • Maintain a 3:1 ratio of interactions 	 <ul style="list-style-type: none"> • Be sarcastic • Acknowledge a whole group/class when all are not exhibiting appropriate behavior(s) • Use an acknowledgement as a way to say "why don't you . . ." to another student • Acknowledge publicly if you think it will embarrass the recipient • Be insincere • Notice the same few kids all the time • Acknowledge excessively • Feel obligated to notice everyone, every time • Force acknowledgments to reach a 3:1 ratio

Generate a list of sentence stems to start off acknowledgements and redirections that feel comfortable and natural. Consider the behaviors you previously listed and the tips and tricks on the previous page.

Tool #3 Fluent Redirection

There are many things students need to refrain from doing, certain behaviors, that will decrease their opportunity to learn and the teacher's ability to teach. Though there are times to ignore negative behaviors, you will need to address them often times so that students understand which behaviors will harm the learning process. This should be done as quickly and quietly as possible to minimize the impact on the flow of instruction and learning.

Follow the four steps of Fluent Redirection:	Rationale
1. State what you expect the student to do and move on	Clear, concise expectations leave little room for misunderstanding
2. 5-20 seconds later observe if the student was compliant	The student may need a few moments to consider her choice
3. If so, acknowledge the change in behavior	Providing acknowledgement allows you to end the situation on a good note and maintain your relationship with the student
4. If not, ensure the other students have are engaged in an independent activity and dialogue with the student (see the teaching interaction)	Minimize the opportunity for peer attention and further disruption

<h3 style="margin: 0;">Dos</h3> <ul style="list-style-type: none"> Follow the 4-step process If not, ensure the other students have are engaged in an independent activity and dialogue with the student (see the teaching interaction) When you notice inappropriate or negative behaviors, redirect the student without engaging in a power struggle Fluently redirect the student to minimize the opportunity for the student to argue Use Allen Mendler's PEP strategy: Privacy, Eye Contact and Proximity 	 <h3 style="margin: 0;">Don'ts</h3> <ul style="list-style-type: none"> Redirect individuals publicly Get in a student's face Be loud to make your point Address an individual publicly Use individuals to make your point to a class or group Yell Get in a student's face Say stop, quit it, or don't Threaten Bluff by saying you will do something that you are unwilling to do Wait for the student to be compliant Embarrass Show your frustration Send a student to the hall
---	---

Generate a list of sentence stems to start off acknowledgements and redirections that feel comfortable and natural. Consider the behaviors you previously listed and the tips and tricks on the previous page.

Tool #4

Teaching Interaction

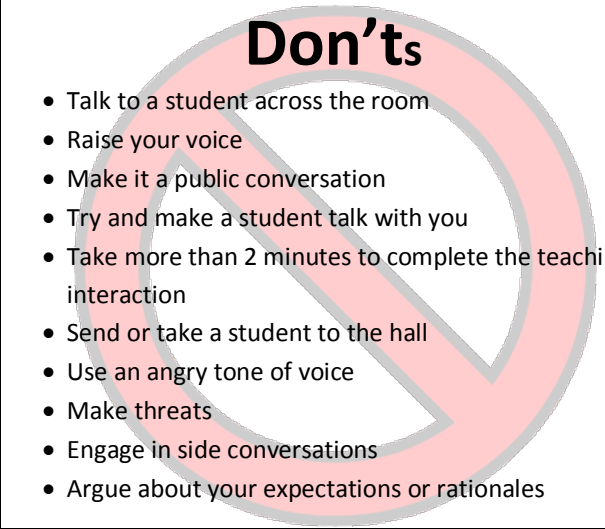
The Teaching Interaction is a seven step, guided discussion in which, the teacher is the one guiding. The general idea has been documented for over thirty years. There are many models to choose from and in general they include identifying the inappropriate behavior, the desired behavior, a rationale and an opportunity to show understanding.

The Teaching Interaction Script	Rationales and Additional Information
1. Start with praise/empathy	This is disarming to a student
2. Identify the problem behavior	State the negative behavior(s) observed, this ensures the concern is with the behavior, not the student
3. Identify the expected behavior	Provide clear expectations concerning the student's behavior
4. Justify the expected behavior	A rationale increases the likelihood that the student will meet the expectation
5. Check for understanding/practice/role play	Make sure the student got the point you were sending
6. Deliver corrective action, if needed	If needed, then deliver the consequences unemotionally and quickly
7. End with praise/empathy	End on a positive note, assure the student that all is not lost, and you are willing to keep a positive focus

Dos

- Respond to misbehavior from the mindset of providing a replacement behavior and a rationale for appropriate behavior
- Use calm, neutral body language and tone of voice when delivering the Teaching Interaction
- Wait until the student is in a receptive frame of mind for the Teaching Interaction
- Give wait time and check back later if the student is not ready
- Provide a space for private reflection and redirection in your classroom
- Post a copy of the Teaching Interaction where you can reference it before or while engaging with a student

Don'ts

- 
- Talk to a student across the room
 - Raise your voice
 - Make it a public conversation
 - Try and make a student talk with you
 - Take more than 2 minutes to complete the teaching interaction
 - Send or take a student to the hall
 - Use an angry tone of voice
 - Make threats
 - Engage in side conversations
 - Argue about your expectations or rationales

Practicing the Teaching Interaction:

1. Identify misbehaviors that consistently recur for an individual student
2. Script the Teaching Interaction to address the recurring misbehavior
3. Practice delivering the scripted Teaching Interaction

Using the Teaching Interaction:

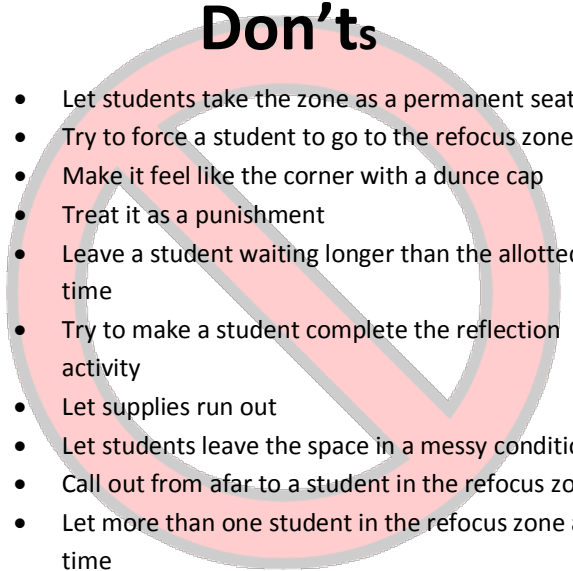
1. Review the steps of the Teaching Interaction before engaging with the student
2. Document the use of the Teaching Interaction and the student's response

Tool #5

Refocus Zone / Peace Area

There are the times when a student is too worked up, frustrated, or otherwise unwilling or unable to cease the negative behaviors. At these times it is good to have a place in your room where the student can go and be away from the rest of the class and have an opportunity to calm down, and then return to the activity. A refocus zone is such a place.

Planning a Refocus Zone	
1. Location	<ul style="list-style-type: none"> • Is it separate from the general population? • Can you constantly monitor? • Do you need more than one?
2. Furnishings	<ul style="list-style-type: none"> • Seating • Postings • Lighting
3. Materials	<ul style="list-style-type: none"> • Sign in • Timer • Reflection Activity • Writing Supplies
4. Independent Activity	<ul style="list-style-type: none"> • Functional Level • Time Frame
5. Expectations	<ul style="list-style-type: none"> • For Recovery • For Transition • For the Independent Activity
6. Name	<ul style="list-style-type: none"> • Tie to your subject • Tie to school mascot • Make it inviting
7. Documentation	<ul style="list-style-type: none"> • What information do you need? • When will you complete it?

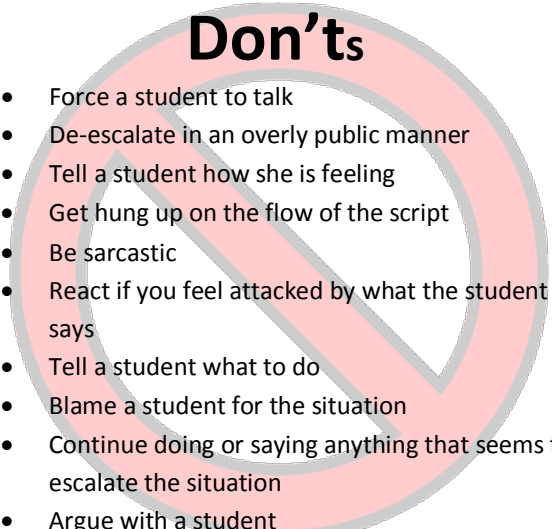
Dos	Don'ts
<ul style="list-style-type: none"> • Make it inviting and calming • Encourage students to go on their own volition, when they feel a need • Provide it as an option when responding to continued negative behavior • Maintain materials • Limit the time a student remains in the zone • If a student refuses to complete self reflection activity; <ol style="list-style-type: none"> 1. explain your concern, 2. explain the expected change in behavior, 3. provide a rationale and 4. check for understanding 	 <ul style="list-style-type: none"> • Let students take the zone as a permanent seat • Try to force a student to go to the refocus zone • Make it feel like the corner with a dunce cap • Treat it as a punishment • Leave a student waiting longer than the allotted time • Try to make a student complete the reflection activity • Let supplies run out • Let students leave the space in a messy condition • Call out from afar to a student in the refocus zone • Let more than one student in the refocus zone at a time

Tool #6

SAMA Verbal De-escalation

Structure response to extreme behavior to minimize and de-escalate the behavior, rather than provoke a power struggle.

The Script	Additional Information
1. I see you _____.	Identify the behavior that tips you off that the student is emotionally escalated.
2. Are you feeling (<i>angry</i>)?	Inquire if you interpret the observed behavior correctly.
3. I can see that you are (<i>angry</i>).	Affirm what the student says.
4. What are you (<i>angry</i>) about?	Inquire why the student is feeling that emotion.
5. So you're (<i>angry</i>) about _____. Is that right?	Restate what you heard to verify your understanding and demonstrate that you are listening.
6. What do you want?	Assist the student in identifying what options are reasonably available.
7. What have you tried?	Guide the student through a process of self-reflection.
8. How well has that worked?	Help the student assess their progress in dealing with the situation.
9. What else are you willing to try?	Provide alternatives if the student is struggling with identifying other ways to deal with the situation – the student chooses the next step.
10. Will you let me know how it goes?	Follow up with the student in an appropriate amount of time; this will build trust.


<h2 style="margin: 0;">Dos</h2> <ul style="list-style-type: none"> Keep a copy of the Verbal De-escalation script where you can easily access it Practice the verbal de-escalation script Provide an independent activity for the rest of your students to engage in if a classmate begins to escalate Get to know your students and know what might lead to or provoke an escalated response Stay calm when engaging in Verbal De-escalation A student may need some cool down or processing time during the Verbal De-escalation – provide wait time and check back later 	 <h2 style="margin: 0;">Don'ts</h2> <ul style="list-style-type: none"> Force a student to talk De-escalate in an overly public manner Tell a student how she is feeling Get hung up on the flow of the script Be sarcastic React if you feel attacked by what the student says Tell a student what to do Blame a student for the situation Continue doing or saying anything that seems to escalate the situation Argue with a student
---	--


Practicing SAMA Verbal De-escalation <ol style="list-style-type: none"> Anticipate an escalated behavior. Practice delivering the scripted de-escalation. Script the verbal de-escalation for the behavior. 	Using Verbal De-escalation <ol style="list-style-type: none"> Follow the response protocol. Review the steps of the Verbal De-escalation before engaging with the student. Document the use of the Verbal De-escalation and the student's response.
---	---

SAMA, <http://www.satorilearning.com>

PUTTING IT ALL TOGETHER

Documenting Student Concerns/Teacher Services and Intervention Plans


AISD
 Austin Independent School District


eCST Advanced Case Management Tool

John Thoms
 Log Off

[Report a Bug](#)
[AYP](#)
[Counts](#)
[N-I Recs](#)
[Svc Rpt](#)
[Student Rpt](#)
[Group/Team/Init/Prog](#)
[Early Warn](#)
[Search](#)

[Profile](#)
[Contacts](#)
[Interventions](#)
[SvcTracking](#)
[Meetings](#)
[Grades](#)
[Assessments](#)
[Enrollment](#)
[Attendance](#)
[Schedule](#)
[Discipline](#)
[Docs](#)

Service Tracking

Andras, Ellen @ Test School

- Document referral to program or organization.
- Document service activity.
- Notify CST chair.

Previous Referrals


Referral Date	Organization	Referral Method	Person Responsible	Update Date	Update Notes	Author	Actions
05/07/2012	Lone Star	Phone Call	Simon Tidd			Simon Tidd	[update]


Previous Services

Role	Service Date	Provider	Service	Note	Actions
Teacher	10/18/2011	Grace Martino-Brewster	Note only	Ellen was disruptive in class today. I called her mom to discuss strategies for getting her to focus more in class. Mom was supportive.	
Teacher	01/12/2012	Vicki McCall	Phone call with parent(s)/guardian(s)	spoke to parent about failing grades and attendi;kasjd(f;lisdjfa;oisdtj	

Previous Notifications to CST

Individual	Date	Note	Actions
Karen Jones	09/21/2011	entered speech intervention for stuttering	[update]
Leah Wallace	09/21/2011		[update]
Kemal Taskin	09/19/2011	Our team would like to place this student on the next CST agenda to discuss the interventions that have been in place. Parent should attend.	[update]


AISD
 Austin Independent School District


eCST Advanced Case Management Tool

John Thoms
 Log Off

[Report a Bug](#)
[AYP](#)
[Counts](#)
[N-I Recs](#)
[Svc Rpt](#)
[Student Rpt](#)
[Group/Team/Init/Prog](#)
[Early Warn](#)
[Search](#)

[Profile](#)
[Contacts](#)
[Interventions](#)
[SvcTracking](#)
[Meetings](#)
[Grades](#)
[Assessments](#)
[Enrollment](#)
[Attendance](#)
[Schedule](#)
[Discipline](#)
[Docs](#)

Intervention Plans

Ellen Andras @ Test School

Add New

- Add an academic intervention plan.
- Add an attendance intervention plan.
- Add a behavior intervention plan.
- Add a speech language intervention plan.

Attendance Intervention

10/17/2011

no more tardies

[Enter Progress Monitoring](#)

[Manage Intervention Plan](#)

Behavior Intervention

05/04/2012

Monitoring -- Open -- Created by Simon Tidd

Social-engagement -- The student will make friends and participate in group work and social situations. --

[Enter Progress Monitoring](#)

[Manage Intervention Plan](#)

Student Action Plans

Hassle Log

Name _____ Date _____ Time _____

Location _____ Teacher _____

What happened?

☐
☐
☐
☐

I didn't like the assignment
I didn't have my supplies
I was late to class
I became distracted

☐
☐
☐

I was off task
I was angry because _____
Other

What did you do?

☐
☐
☐
☐
☐
☐

Hit
Threw something
Fell asleep
Yelled
Cursed

☐
☐
☐
☐
☐

Lied
Talked out
Disrupted class
Talked disrespectfully
Did not accept consequences

☐
☐
☐
☐

Walked out of class
Was out of my seat
Teased someone
Other

How do you think you handled yourself?

☐

Poorly

☐

Not so well

☐

Okay

☐

Good

☐

Great

How angry were you?

☐

Burning

☐

Really angry

☐

Moderately angry

☐

A little, but okay

☐

Not at all

What could you do next time?

☐
☐
☐

Count to 10
Ask for some time to cool off
Request to talk to _____

☐
☐
☐

Ignore
Be better prepared
Other

Do you have any other comments?

MY ACTION PLAN



You have 5 minutes to complete your action plan. Take the time to seriously and honestly answer the following questions and you will have created your action plan that will help you change the behavior that is taking away from your or other's education.

What happened?

What did you do?

What will you do differently next time?

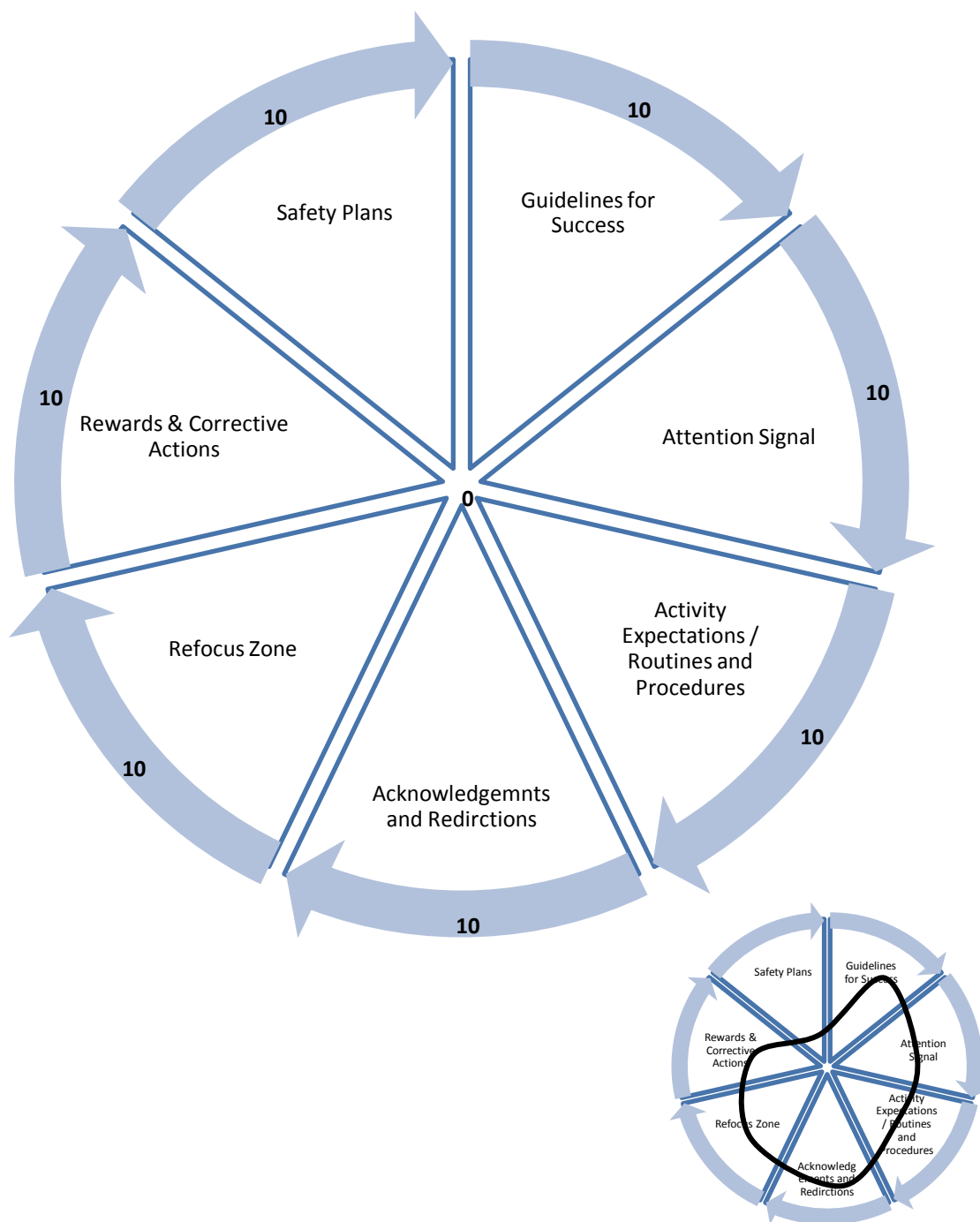
Student's Signature

Date

Modified from Wong, H. (1999). *First Days of School*

Re-Assessing Behavior Management Preparation

Directions: The 7 sections in the Positive Behavior Support Wheel represent the components of a strong classroom management system. On a scale from 0 (the center of the wheel) to 10 (the outer edge of the wheel), rank your level of implementation for each component. 0 is no implementation and 10 is highly effective implementation. Place a point in each wedge to indicate your level of effectiveness for each wedge. Connect the points to create a new outer edge. The new perimeter represents the effectiveness of your behavior management system.



Further Study

Helpful Print Resources:

- Canter, L. (2006). *Lee Canter's classroom management for academic success*. Bloomington, IN: Solution Tree.
- Connolly, T. (1995). *The well-managed classroom: Promoting student success through social skill instruction*. Boys Town, Neb: Boys Town Press.
- Jones, F. H., Jones, P., & Jones, J. L. T. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: F.H. Jones & Associates.
- Kvals, K. J., & Riedler, B. (1998). *Redirecting children's behavior*. Seattle, Wash: Parenting Press.
- Mendler, A., N. (1997). *Power struggles: Successful techniques for educators*. Rochester, N.Y.: Discipline Associates.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education & Treatment of Children*. 31 (3), 351-380.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management*. Jossey-Bass teacher. San Francisco: Jossey-Bass.
- Sprick, R. S., Garrison, M., & Howard, L. M. (1998). *CHAMPs: A proactive and positive approach to classroom management for grades K-9*. Randy Sprick's safe & civil school series. Eugene, OR: Pacific Northwest Publishing.
- Trussell, R. (2008). Classroom Universals to Prevent Problem Behaviors. *Intervention in School and Clinic*. 43 (3), 179-185.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountainview, CA: Harry K. Wong Publications.

Helpful Websites:

- www.childstudysystem.com
- www.modelprogam.com
- www.tbsi.org
- www.pbis.org
- www.ascd.org