CLASSROOM MANAGEMENT:

Template

**Positive Behavior Intervention and Support** 2013

# Section 1: Routines and Procedures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Attention Signal(s)** | |  | | |
|  | | |
| **My Morning Routines** | | | | |
| \ | | | | |
| Entering the room |  | | | |
| Getting started on work |  | | | |
| Arriving late |  | | | |
| Getting materials |  | | | |
| Other |  | | | |
| **My Routines for Managing Work** | | | | |
|  | | | | |
| Getting assignments and turning in work | | | |  |
| Managing independent work times | | | |  |
| Managing cooperative work times | | | |  |
| Getting assistance | | | |  |
| Transitioning | | | |  |
| Other | | | |  |
| **My Ending Routines** | | | | |
|  | | | | |
| Ending instruction | | |  | |
| Organizing and gathering materials | | |  | |
| Giving feedback | | |  | |
| Dismissal | | |  | |
| Other | | |  | |

# Section 2: Developing and Teaching Expectations

|  |  |
| --- | --- |
| **My Classroom**  **Expectations** | **What this Looks Like in My Class** |
|  |  |
|  |  |
|  |  |

**Teaching Expectations**

1. **Method for Teaching Expectations at the Beginning of the Year**
2. **Plan for Re-Teaching**
3. **Strategies for Incorporating Expectations into Instruction**

**Section 3: Encouraging Positive Behavior**

|  |  |
| --- | --- |
| **System for Reinforcing Individual Students** |  |
|  | |
| **Class-Wide Reinforcement System** |  |
|  | |
| **Strategies for Increasing Positive Feedback** |  |
|  | |
| **Strategies for Increasing Personal Regard** |  |

Behavior Basics Quiz

1. All behavior is and communicates a .
2. What are the ABC’s of behavior? A=

B= C=

1. are events that happen immediately *before* the behavior.
2. are existing conditions that increase the likelihood behavior will occur.
3. In the example:
   1. The prompt or trigger for the problem behavior was .
   2. The teacher provided a consequence for the child’s behavior by

.

* 1. The child provided a consequence for the teacher’s behavior by

.

1. Children engage in behavior(s) to what they find reinforcing or to what they find aversive.
2. What is likely to happen when a consequence meets the need of the behavior?
3. What is likely to happen if the consequence does not meet the need of the behavior?

***Possible Functions***

### Gain adult attention Avoid adult attention Gain peer attention Avoid peer attention

*Gain items/activities Avoid tasks/activities/work Gain sensory input Avoid sensory input*

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Possible Function** | **Data Collection Type** |
| Tyler is raising his hand in class during a math lesson. The teacher calls on several other students before Tyler. He becomes agitated and pounds on his desk causing all students to look at him. |  |  |
|  |  |  |
| Phil has taken a lot of time to set up his desk at school just how he likes it. When the teacher asks him to move desks suddenly to allow another student to sit closer to the front, Phil yells at the teacher and leaves the classroom. |  |  |
|  |  |  |
| Ella has been very lethargic during the school day. She has been rubbing her ear and eyes. When the teacher tells her she needs to keep up with the lesson, she begins to cry. |  |  |
|  |  |  |
| Lulu is working on her reading at her desk. The fire alarm goes off. Students are instructed to line up at the door. Lulu refuses to follow the directions and begins to hold her ears and get under the table. |  |  |

***MARK***

*Mrs. Smith’s class is outside preparing to play a game of kickball. The students were told to* go behind home plate. “Okay, let’s all take turns kicking the ball,” she says. All of the children except Mark scrambled for a place in line so they could have a turn. Mark is somewhat overweight, has poor motor skills, and wears thick glasses for nearsightedness. When the teacher noticed that he had left the group, she looked around frantically before spotting him kicking a nearby tree. “Mark, if you can’t be a team player, go back inside with Mr. Martinez.” Mark hurries into Mr. Martinez’s class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent** | **Behavior** | **Consequence** | **Possible Function** |
|  |  |  |  |

**What is likely to happen next time?**

**Based on function noted, describe 2 possible interventions: 1.**

**2.**

*Kathleen and several other students were told they couldn’t use the markers because there* weren’t enough for everyone, and they needed to use colored pencils instead. As the other children were using the markers, Kathleen walked over, took a marker from another student’s hand, and put it in her desk. Then, she crumpled the papers of the classmate sitting next to her. When the student protested, the teacher came over and told Kathleen to apologize to the student. She allowed Kathleen to keep the marker.

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent** | **Behavior** | **Consequence** | **Possible Function** |
|  |  |  |  |

**What is likely to happen next time?**

**Based on function noted, describe 2 possible interventions: 1.**

**2.**

*Rachel dresses in black every day, rarely interacts with teachers or peers, writes and* distributes poems and stories about witchcraft and other science fiction topics. When approached or confronted by teachers, she pulls the hood of her black sweatshirt or coat over her head and walks away. Mystified by her behavior, teachers usually shake their heads and just let her walk away. Recently, she has begun talking to her dead grandmother in class. The other students are frightened by her and teachers just ignore her.

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent** | **Behavior** | **Consequence** | **Possible Function** |
|  |  |  |  |

**What is likely to happen next time?**

**Based on function noted, describe 2 possible interventions: 1.**

**2.**

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**Section 4: Responding to Problem Behavior**

**Late Stage Strategies:**

**Middle Stage Strategies:**

**Early Stage Strategies:**

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