

Class-wide Positive Behavior Support Activities

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Class-wide Rules-within-Routines Matrix

		ROUTINES				
EXPECTATIONS		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•

Social Skill Lesson Plan

LESSON FOCUS

NAME OF EXPECTATION (RULE)

ROUTINE

OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE

LESSON OBJECTIVE

CLEARLY STATE A BEHAVIORAL TEACHING OBJECTIVE

Include 4 parts: learner(s), behavior(s), condition(s), and criteria

LESSON MATERIALS

LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON

TEACHING EXAMPLES

POSITIVE EXAMPLES

•

NEGATIVE EXAMPLES

•

LESSON ACTIVITIES

MODEL

(Indicate how you will demonstrate rule following behavior within the indicated routine)

LEAD

(Indicate how you will provide guided practice)

TEST

(Indicate how you will check for the understanding of each student)

FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)

WAYS TO PROMPT EXPECTED BEHAVIOR

PROCEDURES FOR REINFORCING APPROPRIATE BEHAVIOR

PROCEDURES FOR CORRECTING INAPPROPRIATE BEHAVIOR

PROCEDURES FOR MONITORING/SUPERVISING STUDENT BEHAVIOR

PROCEDURES FOR COLLECTING AND EVALUATING STUDENT DATA

Examples of Strategies to Increase Appropriate Behavior

SAMPLE SPECIFIC PRAISE

SCRIPTED PRAISE STATEMENTS

-
-
-

SAMPLE GROUP CONTINGENCY

_____ GROUP CONTINGENCY

- **Appropriate Behavior:**
- **Reinforcers:**
- **Procedures:**

SAMPLE BEHAVIOR CONTRACT

BEHAVIOR CONTRACT

- **Appropriate Behavior:**
- **Reinforcers/Outcomes:**
- **Procedures:**

SAMPLE TOKEN ECONOMY

TOKEN ECONOMY

- **Appropriate Behaviors:**
- **Reinforcers**
 - **Tokens:**
 - **Back-up Reinforcers:**
- **Procedures**
 - **Number of Tokens for Reinforcers:**
 - **Teaching Strategies/Schedule:**
 - **Decision Rules to Change/Fade:**
 - **Monitoring:**

Examples of Strategies to Decrease Inappropriate Behavior

SAMPLE ERROR CORRECTIONS

SCRIPTED ERROR CORRECTIONS

-
-
-

SAMPLE DIFFERENTIAL REINFORCEMENT

DIFFERENTIAL REINFORCEMENT OF _____

- **Inappropriate Behavior(s):**
- **Appropriate Behavior:**
- **Reinforcers:**
- **Differential Reinforcement Procedures:**

Positive Behavior Support

Classroom Management:
Self-Assessment Revised

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

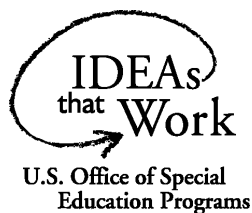
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Classroom Management: Self-Assessment²

Teacher _____ Rater _____		Date _____	
Instructional Activity		Time Start _____	Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio ³ of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No
<p>Overall classroom management score:</p> <p>10-8 "yes" = "Super"</p> <p>7-5 "yes" = "So-So"</p> <p><5 "yes" = "Improvement Needed"</p>	

Yes _____

² Revised from Sugai & Colvin

³ To calculate, divide # positives by # of negatives.

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁴

⁴ What? When? How? By When?