

Establishing PBIS Systems in the Classroom

STOIC

Structure and Organization

Daily Schedule:

- Post your schedule
- Keep a perky pace
- Vary activities

Physical Space:

- Desks are arranged to optimize the most common types of instructional activities students will engage in and reflect the level of structure students require
- Easy access to all parts of the room
- Disruptions caused by activity in high traffic areas will be kept to a minimum
- There is space to display student work

Attention Signal should be:

1. Visual
2. Auditory
3. Plan positive and corrective feedback

Classroom Rules should be:

1. 3-6 positively stated rules that describe specific and observational behaviors you expect students to exhibit at all times
2. Post so that all students can see them
3. Corrective consequences have been developed and can be assigned for infractions of the classroom rules

Teach Expectations

CHAMPs Expectations for Classroom Activities:

C- Conversation

Can students talk to each other during this activity/transition?

H- Help

How can students get questions answered during this activity?

How do they get your attention?

What should they do while waiting for your help?

A-Activity

What is the TEKS/Objective of this activity/transition?

What is the expected end product?

M- Movement

Can students move about during this activity/transition? (i.e. sharpen pencils, go to the restroom, get a drink of water)

P- Participation

What does appropriate student behavior for this activity look like/sound like during this activity/transition?

How do students show that they are fully participating?

Interact Positively

Enthusiasm:

- Determine specific ways to present information to students that will generate enthusiasm and intrinsic motivation on their part.

Non-contingent Attention can include the following:

1. Greeting students with a hand shake
2. Talk about the student's interests (i.e. sports, animals, music, movies...)
3. Attend student activities
4. I noticed...

Ratio of Positive to Negative Interactions:

4 to 1

Positive Feedback must be:

1. Accurate
2. Specific and Descriptive
3. Contingent
4. Age Appropriate
5. Fit Your Personal Style

Correct Fluently

Correcting Misbehavior/Introductory Concepts:

1. Preplan corrective responses
2. Evaluate whether the targeted behavior decreases
3. Make sure correction efforts address the cause
4. Corrective consequences alone are not likely to eliminate the targeted misbehavior

Calmly

Consistently

Immediately

Briefly

Respectfully

Creating Model Classrooms

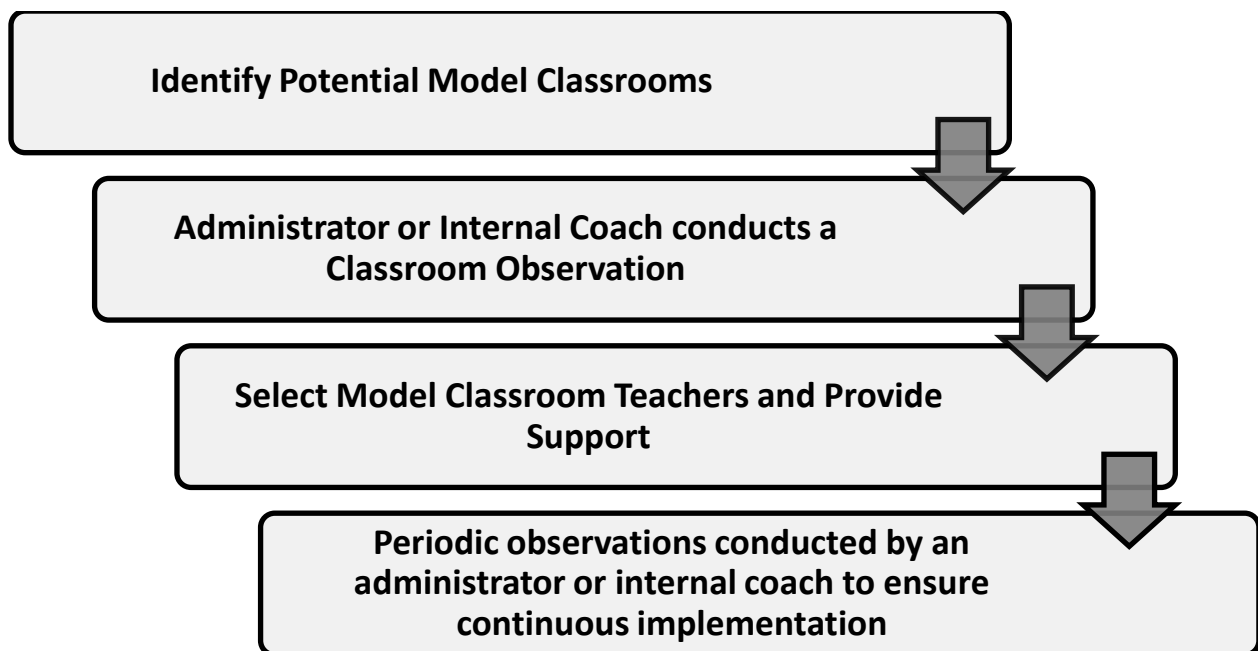
Model Classroom Teacher Criteria

- Already display strong skills and/or potential in the area of classroom management
- Willing to try new things
- Have positive relationships with students and staff
- Are viewed as an effective educator by other faculty on campus

Model Teacher's Responsibility:

- Implement classroom management strategies consistently
- Be willing to have teachers observe these strategies at work within their classroom and offer support and advice to these teachers

Getting Started



Next Steps:

Variables	Classroom Management STOIC Checklist Questions to guide discussion	Y	N	Not Observed	Comments
Structure Organize the classroom for success	<ol style="list-style-type: none"> 1. Is the room arranged so that the teacher can get from any part of the room to any other part of the room relatively efficiently? 2. Are materials accessible for all students without causing a disruption? 3. Does the schedule create consistency, variety, and opportunities for movement? (posted) 4. Are there effective beginning and ending routines? (If observed) 5. Are classroom rules defined for each of the school-wide expectations and posted in the classroom? 				
Teach students how to behave responsibly in the classroom.	<ol style="list-style-type: none"> 1. Are classroom activity expectations visually displayed? 2. Are there clearly defined expectations for transitions between activities? 3. Were expectations explicitly taught for each classroom activity observed? 4. Did re-teaching take place if needed? 				
Observe student behavior	<ol style="list-style-type: none"> 1. Is circulating and scanning taking place as a means of observing/monitoring student behavior? 2. Does the teacher model friendly, respectful behavior while monitoring the classroom? 3. Procedures exist for tracking classroom behavior problems. 				
Interact positively with students.	<ol style="list-style-type: none"> 1. Does the teacher interact with every student in a welcoming manner (ex., saying hello, using the student's name, talking with the student at every opportunity)? (if beginning routine is observed) 2. Does the teacher provide age-appropriate, non-embarrassing feedback? 3. Does the teacher interact more frequently with every student when he /she is engaged in positive behavior rather than when he/she is engaged in negative behavior? 				
Correct irresponsible behavior fluently – that is, in a manner that does not interrupt the flow of instruction.	<ol style="list-style-type: none"> 1. Does the teacher consistently enforce expectations and rules posted? 2. Is there are a range of consequences/interventions for problem behavior that are documented and consistently delivered? 3. Does the teacher correct calmly? 4. Is misbehavior corrected immediately? 5. Is the correction brief? 6. When the teacher is correcting student behavior, is it done respectfully? 				

Classroom Observation Request Tool

Name:	Conference Time:	Date of Request:
Type of Observation: € I would like to observe another class. € I would like someone to observe my class.	Focus of Observation: € Whole class € Individual Student	Desired Observation Date:
I would like a pre-conference: Yes <input type="checkbox"/> No <input type="checkbox"/>		I would like a post-conference: Yes <input type="checkbox"/> No <input type="checkbox"/>

Check the box or boxes below to identify the specific area of concern:

- € Creating Classroom Structure and Organization
- € Consistently Teaching and Implementing Expectations
- € Ratio of Interactions (4:1)
- € Correcting Student Behavior Effectively
- € Academic Engagement
- € Student Motivation
- € Providing Opportunities to Respond
- € Classroom Disruptions
- € Other

Briefly describe the behavioral concern:

Classroom Observation Tool

Name		Date/Time	
Classroom Observed		Activity	
Pre-Observation Conference Notes			
Focus of Observation			
Classroom Observation Notes			
Post-Observation Conference Notes			
Action Plan			
Strategies to Implement		Timeline for Implementation	