

## Classroom - Tier 1

- Intentionally develop a genuine, positive teacher/student relationship (2x10 strategy).
- 3-5 Classroom expectations are agreed upon by the class, tied directly to school-wide expectations and posted in the classroom.
- Looks like/sounds like charts are posted to reinforce the expectations and explicitly taught and reviewed.
- Praise ratio in classroom is a minimum of 4:1 (4 positive comments to 1 correction).
- Classroom has a positive classroom management system where success is identified and rewarded.
- Classroom has clear consequences tied to the school-wide consequences.
- “Restorative Practice” is used to problem solve.
- Classroom data is effectively collected, reviewed and used to drive “next steps” and to identify system changes or additions needed at the school.
- A research-based social skills program is adopted and implemented on a daily basis. It is used weekly in the classroom to unite entire classroom community on needed social skill direction. Students, classroom teacher, specialty teachers, paraprofessionals and supervisors contribute data to drive this discussion. Supported by the data, a social skill is identified as the focus skill for the upcoming week to build capacity in all stakeholders.
- Social skills are explicitly taught each day (Social/Emotional Learning Curriculum). Positive examples of the focus skill are identified and celebrated by the teacher and classmates.

**“Whether you look for the negative or look for the positive...you’ll find what you’re looking for.”**

## Classroom - Tier 2

- Determine the function of behavior: Why is the student doing what they are doing? (*ie: to get attention, to avoid work, to gain control, to fill a sensory need, because they cannot access or do the work*)
- Determine the triggers that set the student off. (*Is it certain times of the day? In certain places? Is it with certain people/peers? Is it during a specific subject? Etc.*)
- Conference with the student about behavior that needs to change. Start them on an incentive chart or system to see if a positive incentive enables them to engage and/or be appropriate.
- Contact administrator to set up an appointment with your building TAT (Teacher Assistance Team)/At-risk Team. Take your documentation, copy of the plan and anything else your team requires with you to the meeting. Present your information and record ideas the team offers as possible ways to improve behavior. Schedule a follow-up appointment with the TAT/At-risk Team for the following week. Continue scheduling until the behavior improves. Bring the current behavior plan to review and/or make changes.
- Involve parents with a consistent reporting system so they are aware and can support at home.
- As a team (parent, administrator, teacher, student, and anyone else involved in working with this student) construct a BIP (Behavior Improvement Plan). Make certain that everyone in the building that works with this student has a copy and follows the same procedures. Document behaviors and responses to plan.
- Consider if the student would respond positively to:
  - \*'In My Office'
  - \*Sensory break in or out of the class
  - \*Reduced work requirement (choose certain problems on the page)
  - \*Using a peer teacher's classroom as "break" area to focus on and complete work.
  - \*Leveling chart where they move up for compliance and down for non-compliance. A reward of their choice is provided when they hit the top and a consequence is provided when they hit the bottom. Each time they hit the top or the bottom they start on green again. Each new day starts them on green also (see example emoji chart on next tab).

For additional ideas and support refer to [pbisworld.com](http://pbisworld.com)