

# Classroom Systems

## SchoolWide-PBIS

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(presentation materials available at this site)

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## Classroom Behavioral Expectations & Routines

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

School Rules	Safe	Kind	Responsible Be a Learner
Expected Student Behavior			
Classroom Routines Defined			Signal
Entering the Classroom			
Starting the Day			
Attention Signal			
Working Independently			
Working in Groups			
Asking for Help			
Transition Procedures/ Lining up			
Hall Pass System			
Obtaining Materials/ Supplies			
Completing & Returning Homework			

<b>Example</b>
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## Map School-wide Rules & Expectations to Classroom Routines

School Rule	Be Safe	Be Respectful	Be Responsible
<b>Expected Student Behaviors</b>	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			Signal
<b>Starting the day</b>	<ul style="list-style-type: none"> <li>• put personal belongings in designated areas</li> <li>• turn in homework</li> <li>• put instructional materials in desks</li> <li>• sharpen pencils &amp; gather necessary material for class</li> <li>• be seated &amp; ready to start class by 8:30</li> </ul>		Morning Bell Rings
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>• enter the room quietly</li> <li>• use a conversational or ‘inside voice’</li> <li>• keep hands, feet, objects to self</li> <li>• walk</li> <li>• move directly to desk or assigned area</li> <li>• sit quietly &amp; be ready for class</li> </ul>		Morning Bell Rings or Coming through the Classroom Door
<b>Working independently</b>	<ul style="list-style-type: none"> <li>• select area to work</li> <li>• have materials ready</li> <li>• work without talking</li> <li>• raise hand to ask for help</li> <li>• keep working or wait quietly for assistance when the teacher is helping someone else</li> <li>• move quietly around the room when necessary</li> <li>• put materials away when finished</li> <li>• begin next activity when finished</li> </ul>		Teacher directions to work independently
<b>Asking for help</b>	<ul style="list-style-type: none"> <li>• always try by yourself first</li> <li>• use the classroom signal for getting assistance</li> <li>• keep working if you can or wait quietly</li> <li>• remember the teacher has other students that may also need help</li> </ul>		Teacher is working with another student or group
<b>Taking care of personal needs</b>	<ul style="list-style-type: none"> <li>• follow the class signal for letting the teacher know you have a private concern</li> <li>• let the teacher know if you need immediate help or if you can wait a while</li> <li>• try to speak to the teacher privately &amp; quietly if you do not want other students involved</li> </ul>		Personal need arises (bathroom, emergency, etc.)
<b>Completing &amp; returning homework</b>	<ul style="list-style-type: none"> <li>• collect your work to take home</li> <li>• complete work, get parent signature when needed</li> <li>• bring work back to school</li> <li>• return work to homework basket</li> </ul>		When work is not completed during school day

**Teaching Behavior & Social Skills**  
**Lesson Plan**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Step 1: Identify the expected behavior and describe it in observable terms.**

**Step 2: Rationale for Teaching the Rule (Why is it important, give examples)**

**Step 3: Identify a Range of Examples**

**Positive Examples of the Expected Behavior**  
(this is what the expected behavior looks like)

**Negative Teaching Examples**  
(non-examples, what not to do)

**Step 4: Practice/Role Playing Activities**

**Model Expected Behavior → Lead Student through Behavior → Test Student**

*\*\*Remember to teach 4 positive examples to 1 negative example\*\**

**Step 5: Responding to Behavior in Classroom & Role Play**

**Reinforcement for Expected Behavior**

**Corrective Feedback for Misbehavior**

**\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency**

**Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom**

**Teaching Behavior & Social Skills**  
**Lesson Plan**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Step 1: Identify the expected behavior and describe it in observable terms.**

Raising hand above head when you have a questions or something to say in class

**Step 2: Rationale for Teaching the Rule (Why is it important, give examples)**

1. So that all students have the opportunity to participate
2. So we are not interrupting others when they are talking
3. So that students and the teacher can be heard when they have something to say

**Step 3: Identify a Range of Examples**

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<ol style="list-style-type: none"> <li>1. Raise hand straight over head</li> <li>2. Sitting upright in chair</li> <li>3. Hand still and mouths quiet</li> <li>4. Waiting to talk until you are called on</li> </ol>	<ol style="list-style-type: none"> <li>1. Waving your hand in the air</li> <li>2. Grunting or saying call on me</li> <li>3. Hand not raised over head</li> <li>4. Hand off to side or in someone else's space</li> <li>5. talking before being called on</li> </ol>

**Step 4: Practice/Role Playing Activities**

**Model Expected Behavior → Lead Student through Behavior → Test Student**

**Model:** I will explain and demonstrate the right way to raise your hand and the wrong ways

**Lead:** Students will be asked as a group to show me the correct way to raise your hand. Students will also tell me what I am doing wrong when I raise my hand incorrectly

**Test:** Students will be asked a series of questions to test how well they do with handraising – immediate feedback will be given

*\*\*Remember to teach 4 positive examples to 1 negative example\*\**

**Step 5: Responding to Behavior in Classroom & Role Play**

<b><u>Reinforcement for Expected Behavior</u></b>	<b><u>Corrective Feedback for Misbehavior</u></b>
Students will be provided with verbal praise and the opportunity to talk in class	Students will be provided with a verbal reminder or visual prompt to remember to raise their hand – they will only be called on after raising their hand

*\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency*

**Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom**

Review handraising lesson before starting with the group each day.

Verbal Prompt/Precorrection, “Ok before I ask this question, remember to raise your hand if you’re ready to respond”

Visual prompt, - sign with picture of hand raiser that says “raise your hand”  
- holding up my hand to remind students to raise their hand

## Classroom Strategies & Modifications for Responding to Problem Behavior

Below is a checklist of strategies to try with students exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try you need to be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

If you do refer a student for support, check the strategies below that you have used consistently with that student and bring this form to the meeting for that student.

Student \_\_\_\_\_ Date \_\_\_\_\_

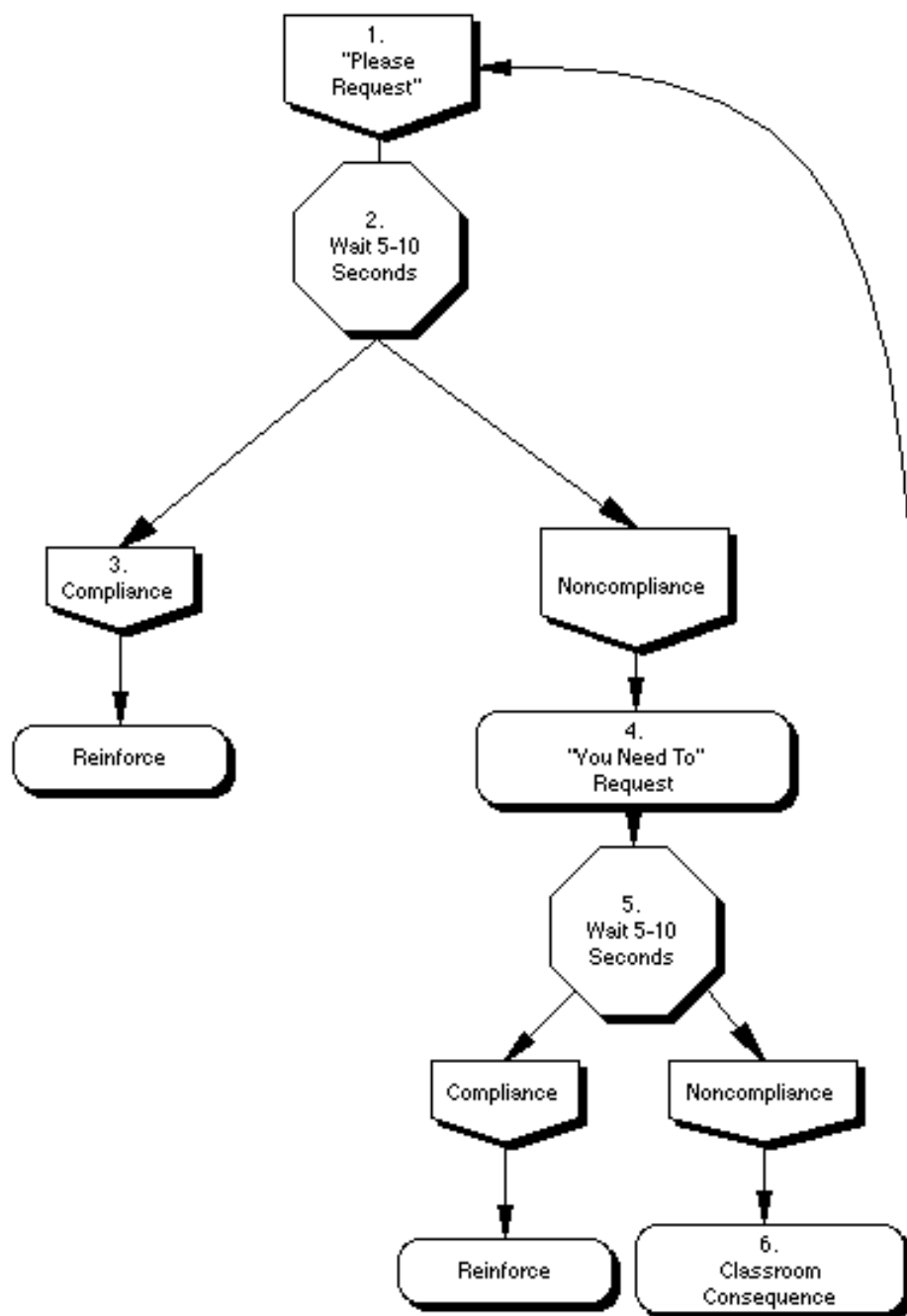
Staff \_\_\_\_\_

Modify Environment	Modify Presentation	Teaching Techniques
<input type="checkbox"/> teach/clarify rules <input type="checkbox"/> change seating <input type="checkbox"/> change groups <input type="checkbox"/> reduce distractions <input type="checkbox"/> special study area	<input type="checkbox"/> shorten <input type="checkbox"/> use work breaks <input type="checkbox"/> individual contracts <input type="checkbox"/> extended time <input type="checkbox"/> use of tape recorder <input type="checkbox"/> daily assignment sheet <input type="checkbox"/> assignment notebook/calendar <input type="checkbox"/> study buddy	<input type="checkbox"/> precorrect/ preteach <input type="checkbox"/> consistent rules & consequences <input type="checkbox"/> teach note-taking & study skills <input type="checkbox"/> provide extra practice <input type="checkbox"/> strategies instruction <input type="checkbox"/> repeat instructions, assignments <input type="checkbox"/> Increase instructional time <input type="checkbox"/> change pace of instruction <input type="checkbox"/> verbal praise <input type="checkbox"/> Incentive/point system <input type="checkbox"/> frequent feedback <input type="checkbox"/> eye contact <input type="checkbox"/> use of visual aids <input type="checkbox"/> tutor or aide one-on-one with student <input type="checkbox"/> small-group instruction <input type="checkbox"/> cross-age tutor
Curriculum/Materials	Request for Assistance	
<input type="checkbox"/> change instructional materials/ assignments to match skill level <input type="checkbox"/> high-interest reading materials <input type="checkbox"/> use of computer <input type="checkbox"/> calculator <input type="checkbox"/> books on tape, taped notes <input type="checkbox"/> learning games <input type="checkbox"/> alternate response	<input type="checkbox"/> conference with parents <input type="checkbox"/> refer to office/counselor <input type="checkbox"/> confer with other school staff <input type="checkbox"/> confer previous teacher <input type="checkbox"/> confer with school behavior specialist <input type="checkbox"/> progress reports sent home <input type="checkbox"/> referral to _____ _____	
Other Strategies		

## Nine Variables That Affect Compliance

1. **Using a Question Format-** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. **Distance-** It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Loudness of Request-**It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).
5. **Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
6. **More Start Requests instead of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")
9. **Reinforce Compliance-**It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

### Sequence Of Steps For Giving Requests



#### **Steps in giving classroom commands or requests**

1. Make the request or command in a polite specific manner, not in the form of a question .
  2. Give the student enough time to comply with request or command.
  3. Important, praise student for complying with request.
- FOR NONCOMPLIANCE:
4. Repeat the request or command emphasizing the word "need" (Only two commands should be given).
  5. Allow approximately 5 seconds for student to comply.
  6. Follow through with the class consequence. (The classroom consequence should already be in place.)
  6. After the student has experienced the consequence immediately reissue the request or command.
  7. Praise if student complies with request, or repeat the sequence.

(Adapted from material presented in a workshop "Magic in a Classroom" by Dr. William R. Jensen)



# Classroom Management Checklist

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

**Please use the following guidelines to rate the extent that each of the items below are actively in place in your classroom.**

- In Place = a practice that you routinely utilize in your classroom at least 80% of the time or more when necessary
- Partially In Place = a practice that you try to do most of the time, but do not implement with regular consistency, or as often as you like
- Not In Place = a practice that you have not implemented in your classroom or do so very infrequently with no consistency
- NA = Not applicable to your current job assignment

In Place Status			Essential Practices
Full 2	Partial 1	Not 0	
			<b>Classroom Management</b>
			1. I acknowledge student positive behavior at least 4 times more often than I acknowledge student problem behavior.
			2. Classroom rules & expectations are taught, practiced & positively reinforced.
			3. Rate the extent the following transition procedures are taught, practiced & positively reinforced in your classroom.
			a. Entering the Classroom
			b. Lining up
			c. Changing between activities
			d. Exiting the Classroom
			4. Rate the extent the following classroom routines are taught, practiced & positively reinforced in your classroom.
			a. Start of the day / Beginning class
			b. Group work
			c. Independent seat work
			d. Obtaining materials
			e. Seeking assistance/help
			f. End of day/ End of class
			5. Attention getting cue/rule taught directly, practiced & positively reinforced
			6. Continuous active supervision across settings & activities, including moving throughout setting & scanning
			7. Desks/room arranged so that all students are easily accessible by the teacher
			8. Necessary materials and supplies are accessible to students in an orderly fashion
			9. Minor problem behaviors are managed positively, consistently & quickly
			10. Chronic problem behaviors are anticipated and precorrected
			11. Students are provided with activities to engage in if they complete work before other students in the class
			<b>Instructional Management</b>
			12. Majority of time allocated & scheduled for instruction
			13. Allocated instructional time involves active academic engagement with quick paced instruction
			14. Ask clear questions and provides clear directions for assignments
			15. Active academic engagement results in high rates of student success (90%+)
			16. Actively involves all/majority of students in lessons, this includes providing activities/instructions to students of varying skill levels
			17. Instructional activities linked directly to measurable short & long term academic outcomes

**Total # of 2's (Fully In Place) \_\_\_\_\_ / 34 = \_\_\_\_\_ % In Place**

## Classroom Management Action Plan

Staff \_\_\_\_\_

Date \_\_\_\_\_

Based on your self-assessment results on the Classroom Management Checklist, identify three areas you would like to work on to improve your classroom management. Complete the action plan below to provide a description of sufficient detail to successfully implement the suggestions changes/actions in the classroom.

1. Complete Classroom Self-Assessment
2. Review data & identify areas for personal development/improvement
3. Identify actions or a plan to take to put in place identified practice in your classroom
4. Identify what steps you will take to regularly encourage/prompt yourself to engage in targeted practices & review your implementation of the practice (e.g. visual prompts, daily self assessment, peer prompts/supports/observations, etc.)
5. Follow-up with re-administration of the Classroom Self-Assessment to monitor personal progress related to goals

Recommended Areas for Improvement (Use self-ass data)	Detailed Description of recommended actions for implementing practices related to targeted item.	When?	How will you regularly review/prompt/ encourage practice?	When?
#1				
#2				
#3				

Classroom Management Practice	Rating	
1) I <b>maximized structure and predictability</b> in my classroom.		
a) I explicitly taught and followed predictable <b>routines</b> .	Yes	No
b) I arranged my room to <b>minimize crowding and distraction</b> .	Yes	No
2) I posted, taught, reviewed, monitored, and reinforced a small number of <b>positively stated expectations</b> .		
a) I operationally defined and <b>posted</b> a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.	Yes	No
b) I explicitly <b>taught</b> and <b>reviewed</b> these expectations in the context of routines.	Yes	No
c) I <b>prompted</b> or <b>pre-corrected</b> students to increase the likelihood that they will follow the expectations.	Yes	No
d) I <b>actively supervised</b> my students.	Yes	No
3) I <b>actively engaged</b> students in observable ways.		
a) I provided a high rate of <b>opportunities to respond</b> during my instruction.	Yes	No
b) I <b>engaged</b> my students in <b>observable ways</b> during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	Yes	No
c) I used evidence based methods to <b>deliver</b> my instruction (e.g., Direct Instruction).	Yes	No
4) I used a <b>continuum of strategies</b> to acknowledge <b>appropriate behavior</b> .		
a) I provided <b>specific and contingent praise</b> for academic and social behaviors (e.g., following expectations).	Yes	No
b) I also used <b>other systems</b> to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	Yes	No
5) I used a <b>continuum of strategies</b> to respond to <b>inappropriate behavior</b>		
a) I provided specific, contingent, and brief <b>error corrections</b> for academic and social errors.	Yes	No
b) In addition, I used the <b>least restrictive procedure</b> to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)	Yes	No
Overall classroom management score:		
10-13 "yes" = " <b>Super</b> "		
7-10 "yes" = " <b>So-So</b> "		# Yes ____
<7 "yes" = " <b>Improvement Needed</b> "		

**Classroom Management Self-Assessment**  
Sugai, Colvin, Horner & Lewis-Palmer

Effective Classroom Management Practices	Current Status		
	Not In PI 0	Partial 1	In Place 2
1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
2. Classroom <u>routines</u> defined and taught a) Signal established for obtaining class attention b) Self-management			
3. Active supervision of classroom a) moving through classroom, scanning, interacting			
4. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			
5. Physical layout is functional and minimized crowding a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement a) Opportunities for student responses (0.5/min) b) Active supervision/monitoring			
7. Promote academic success a) Academic success rate matches level of learning (70-80% for early learners) b) Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Specific feedback for social/academic errors c) Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = $\frac{\quad}{20} \times 100\% = \quad \%$		