Classroom Practice #4
Encouraging Appropriate Behavior
DRAFT 2-15-19

What is it?

A set of practices that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.

Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and supported through professional development.

PRACTICES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Behavior Lesson Plans	Preventative Prompts	**Behavior Specific Praise**	Individual Reinforcers	Group Contingencies
What does it look like?	A written plan/schedule for teaching and practicing an expectation, rule, or routine	Prompting expected behavior just prior to when it is needed. "Before we transition to group work, remember *showing respect* looks like…"	"Diane, Awesome! You are showing <u>Listening to the speaker</u> by leaning in, that's being *respectful*."	Tiger tokens, bulldog bucks, table points, etc.	After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward.
Why?	Ensures all students clear understanding of expected behaviors and teaches new social-emotional competencies.	Prevents inappropriate behavior by setting the environment and students up for success.	Gives feedback about performance. Builds relationships. Helps establish a 5:1 praise to corrections ratio for growth mindset.	Individual acknowledgement systems remind adults to focus on skills they want to see, and to use Behavior Specific Praise	Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community.

> **Trauma-Lens?** These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.

	Behavior Lesson Plans	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
How?	Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and routines in the teaching matrix.	Pleasantly prompt expected behaviors just prior to times it would be beneficial.	1. Identify the student/group 2. Include term of praise 3. Describe rule being recognized 4. Link to school-wide expectation	Use the same the school-wide acknowledgement token in classrooms. Tier 1 Team guides the recommended frequency; use data to target specific behaviors as needed.	Identify collective goals for frequent group rewards/celebrations. Layer larger, less-frequent rewards, on top for bigger celebrations.
Tips?	• Work collectively to create lesson plans all staff can use. • Follow the same design in lesson planning as you do with academics. • Consider social-emotional skills in addition to behavioral and procedural skills	• Write an aligned target behavior on the board next to the academic objective for the period.	• Use routine-building strategies (pennies in your pocket, etc.) and peer obs/self-reflection to build skillset for 5:1 ratio. • Be authentic and genuine in tone. "I really like how you…" can be delivered positively or neg, choose the former.	• Once earned, reinforcers are not taken away. • Layer tangible and social rewards for additional value. • It is not a shaming response cost system (clip-charts, names on board, etc.)	• Get student input on a menu of 5-10 min group rewards in advance. • Everyone is included in group celebrations • Deliver reward as quickly as possible.

Notes:
- Connect classroom system to the school-wide system to: ensure consistency between staff, align efforts to school-wide priorities, and enable the Tier 1 Team to coordinate use of these implementation drivers for school-wide targets.
- Consider adding other research validated strategies to your continuum (proactive circles, strategies to increase academic engagement, etc.)

Assessment Type (circle):   Self-Assess   or   Direct Observation   Schedule (circle): Baseline   or   Follow-up

School: Date: Time: Rm: Grade: Subject: Teacher:

Yes		Somewhat		No	
	Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.		Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.		Rules and expectations are not taught, or are taught less than once per grading period.
	Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. Students demonstrate accurate implementation of posted routines.		Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency		Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
	Routines and procedures are used throughout the day. Routines are used during observation.		Routines and procedures are used less frequently than daily, but at least weekly.		Routines and procedures are not used at least weekly or are not observed
	Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSPS): o identifying student or group o identifying the expectation and routine o provide acknowledgement provide tangible reinforcement (optional)		Students are either prompted or acknowledged for using routines and procedures.		Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.
Teacher Interview or Review of Written School-wide Plan: Rules and Expectations are actively taught: o How frequently are expectations and rules formally taught? o How is it decided which rules and expectations to teach each week? o Evidence: Request to see last behavior lesson plans taught.				Notes:	

Provide Contingent and Specific Praise for Appropriate Behavior (BSPS)

Yes - 2		Somewhat - 1		No - 0		N/A	
	BSPS are used and **first three** components of BSPS are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. Addt'l best practices: (4) link to school-wide expectation, (5) optional - provide tangible reinforcement **Examples:**		Only first 2 components are observed (general praise)		No praise (BSPS or general) was used			

o "Javier, great job waiting your turn" o "Class, terrific job *being safe* by walking in the hallway just as we practiced. Everyone is silent and hands are at sides."			
BSPS was also linked to school-wide expectations 50% or more of the time	BSPS was also linked to school wide expectations some of the time (below 50%)	BSPS was not linked to school wide expectations	BSPS is not used
BSPS is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.	Teacher uses BSPS within 10 minutes of student/group displaying the desired behavior	Students receive BSPS without demonstrating the behavior.	BSPS is not used
Ratio of BSPS (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)	Behavior specific praise statements are delivered 2-3 times as often as negative feedback	Behavior specific praise statements are delivered fewer than 2 times as often as negative feedback	BSPS is not used
Ratio of all positive feedback (both BSPS and General praise) are delivered at least 4 times as often as all corrective feedback (all strategies marked with an asterisk *).	Positive feedback is delivered 2-3 times as often as corrective feedback	Positive feedback is delivered fewer than 2 times as often as corrective feedback	Neither BSPS or general praise is used
If tangible reinforcements are used, teacher uses BSPS when students earn the reinforcement. *Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g. gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place*	Teacher only uses first 2 components of BSPS when tangible reinforcements are earned.	BSPS is not used when students earn tangible reinforcements	The school-wide tangible reinforcements were not used in the classroom; or no tangible reinforcement system is in place

Class-Wide Group Contingency: Positive Behavior Game

Yes		Somewhat		No	
	Teacher identifies and teaches the rule (specific behavior) or procedure/routine and links to schoolwide expectation		Teacher identifies and teaches the rule (specific behavior) or procedure/routine but does not link to schoolwide expectation		Rule or Routine is not taught at the start of PBG
	All students included if class wins (e.g. class plays as entire team, or if played by tables, then winning table picks award but all students participate)		If class plays as smaller groups, only the winning group earns the reward.		One or more students are excluded from winning with their group or the whole class.
	Teacher effectively provides pre-teaching during the game prior to difficult transitions (includes expectation, rule, and checking for understanding)		Teacher provides a simple and effective prompt to pre-correct for the rule or expectation		No evidence of pre-corrections
	Class earns points for engaging in the identified behavior. Points earned at frequent rate (e.g. one point per minute for 10 minutes)		Class earns points at a slow rate (one point every 3-5 minutes)		Class does not earn points for engaging in the desired behavior
	The monitoring system and target rule/behavior/routine are prominently displayed and easy to see from anywhere in the classroom.		Monitoring system is displayed, but target rule/behavior/routine is not indicated.		Monitoring system is not displayed, or is not easy to see.
	If inappropriate behavior occurs, teacher uses strategy(s) from continuum of strategies to respond to inappropriate behavior (e.g. planned ignoring,		Teacher uses strategies from continuum to address inappropriate behaviors, but they are ineffective and prevent the game from continuing.		Teacher does not respond to inappropriate behavior, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.)

prompting, re-teaching, etc.), and the game continues			
Teacher pairs students' earning points with BSPS (individual or class-wide praise)		Points are earned only with generic praise		Points are earned without generic praise.