

# POSITIVE BEHAVIOR SUPPORT - A POSITIVE START TO YOUR YEAR



POSITIVE BEHAVIOR SUPPORT  
SYSTEMS HELP CREATE  
FUNCTIONING CLASSROOMS  
THROUGH THOUGHTFUL

- PLANNING
- IMPLEMENTING
- MAINTAINING



POSITIVE, STRENGTH-BASED  
ENVIRONMENTS ARE EFFECTIVE AND  
EFFICIENT FOR TEACHERS AND STUDENTS.  
PBS CLASSROOM SYSTEMS HELP TO:

- create a safe, civil, and productive environment.
- provide structure and routines.
- create a strength-based environment.
- ensure a consistent, proactive approach for all students.
- provide clear expectations and the motivation to meet them.
- create an environment conducive to successful teaching and learning.

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## HOW TO GET HELP WITH CLASSROOM MANAGEMENT:

Well defined, explicit classroom management structures provide a framework for a consistent, proactive approach to managing the behavior of all students. If you need help setting up these systems, there are several ways to get it:

- Attend *PBS Scaffolding Classroom Management Training*
- If your school is a PBS campus, contact your PBS Coach for feedback and assistance
- Utilize the experience of your mentor

**SCAFFOLDING CLASSROOM  
MANAGEMENT IS A FULL-DAY  
PROFESSIONAL  
DEVELOPMENT WORKSHOP  
ON ESTABLISHING AND  
SETTING UP CLASSROOM  
STRUCTURES & SYSTEMS.**

Check first with your campus administrator and then sign up on e-campus.



## ACTIVITY EXPECTATIONS

Activity expectations are the behaviors you want your students to exhibit while in your class. PBS recommends that you identify and teach activity expectations for the following:

- Direct Teach
- Independent Work
- Partner/Group Work
- Entering Class
- Exiting Class

An effective way to identify what behaviors you expect your students to be able to do during an activity is to start by listing behaviors you *do not* want to see – i.e. getting out of their seat, talking, etc... The next step is to flip those behaviors into a positive action you *would* like to see – i.e. staying in your chair, remaining silent, etc...

These positive behaviors then become your expectations for the class. Make sure you keep each set of expectations positive and short, with no more than 3-5 expectations per activity. Post them in your room for easy reference.

Take the time to teach and practice these activity expectations to your students during the first weeks of school. Then, review them when you transition to the specific activity throughout the year as needed.

## ATTENTION SIGNAL.

Having the students' attention is a prerequisite to learning. Using a consistent attention signal is an effective way to indicate to the class that you need them to pay attention to you.

Use the same process for creating your attention signal expectations that you use to create your other activity expectations. Think of what you want students to do when they see/hear the attention signal. Always take the time to teach and practice your expectations until the students are able to demonstrate an understanding and mastery of them.

Consider having an oral, visual, and kinesthetic component for your attention (ex. "Give me five" while raising your hand – students mimic hand signal.)

## POSITIVE TO NEGATIVE RATIO OF INTERACTIONS – STRENGTHENING TEACHER/STUDENT RELATIONSHIPS

Acknowledging students when they meet your expectations is a powerful way to reinforce the desired behavior. These acknowledgements do not need to be tangible to be effective. Verbal and nonverbal acknowledgments are helpful in influencing student behavior. Ideally, you should be paying attention to students' positive behavior 3-5 times more than you redirect negative behavior.