

# **Scaffolding Classroom Management with Positive Behavior Support**



**Austin Independent School District  
2009 - 2010**



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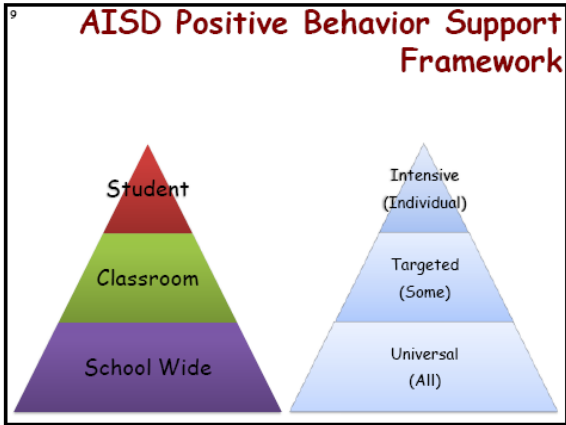
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### Response Protocol:

<b>Initial or Repeating Negative Behavior</b>	<b>Individual:</b> 1. <i>Identify Negative Behavior</i> 2. <i>Identify Positive Behavior</i> 3. <b>Acknowledge Positive Behavior (3)</b> 4. <b>Check for Positive Behavior –</b> 5. <b>Acknowledge Positive Behavior</b> <b>OR</b> <b>Redirect Negative Behavior</b>	<b>Group:</b> 1. <i>Identify Negative Behavior</i> 2. <i>Identify Positive Behavior</i> 3. <b>Use Attention Signal</b> 4. <b>Review Activity Expectations/Procedures</b> 5. <b>Acknowledge Positive Behavior (3)</b> 6. <b>Redirect Negative Behavior</b>
<b>Continuing Negative Behavior</b>	<b>Minor Non-Disruptive:</b> 1. <i>Ignore Negative Behavior, until you have time to engage</i> 2. <i>Begin Classroom Minors Form</i> 3. <b>Conduct Teaching Interaction</b> 4. <i>Complete Classroom Minors Form</i>	<b>Minor Disruptive:</b> 1. <b>Provide the opportunity for the student to move to Refocus Zone</b> 2. <b>Engage the rest of the class in an activity</b> 3. <i>Begin the Classroom Minors Form</i> 4. <b>Conduct Teaching Interaction</b> 5. <i>Complete the Classroom Minors Form</i>
	<b>Escalated:</b> 1. <b>Engage the rest of the class in an independent activity</b> 2. <b>Conduct Verbal De-Escalation</b> 3. <b>Provide the opportunity for the student to move to Refocus Zone</b> 4. <b>Check in with the class</b> 5. <i>Begin the Classroom Minors Form</i> 6. <b>Conduct the Teaching Interaction</b> 7. <i>Complete the Classroom Minors Form</i>	
<b>Crisis Behavior</b>	1. <i>Identify the Crisis Behavior</i> 2. <i>Identify the appropriate Crisis Response Plan</i> 3. <b>Conduct the Crisis Response Plan</b> 4. <i>Document use of the Crisis Response Plan</i>	



# I. Understanding the Austin ISD Positive Behavior Support Framework



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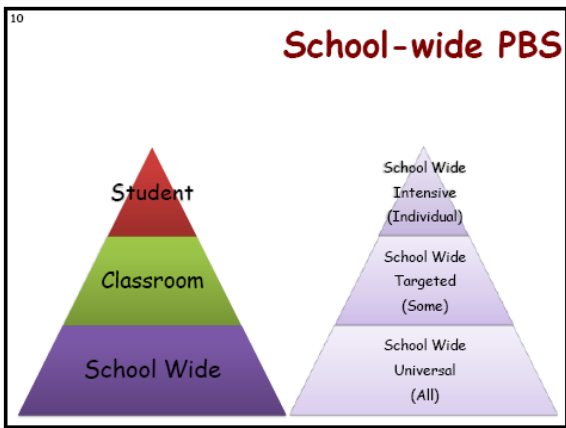
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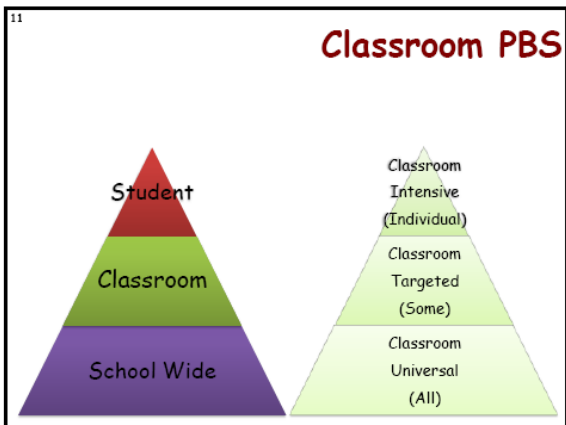
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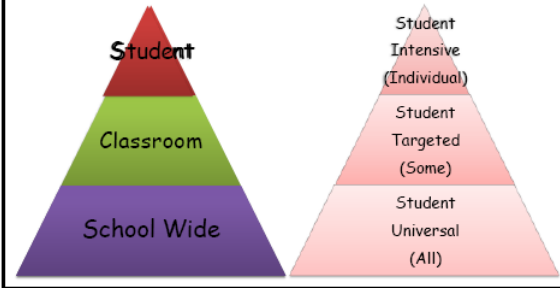
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### Student PBS




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### AISD Positive Behavior Support Framework

	School-wide	Classroom	Student
<b>Intensive</b>	<ul style="list-style-type: none"> <li>Request for Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>Request for Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>Referral to IMPACT</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>Rewards</li> <li>Corrective Actions</li> <li>Response Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Rewards</li> <li>Corrective Actions</li> <li>Response Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Observations</li> <li>Student Behavior Plan</li> </ul>
<b>Universal</b>	<ul style="list-style-type: none"> <li>Guidelines for Success</li> <li>Attention Signal(s)</li> <li>Common Area Expectations</li> <li>Acknowledgements and Redirections</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for Success</li> <li>Attention Signal(s)</li> <li>Activity Expectations</li> <li>Acknowledgements and Redirections</li> </ul>	<ul style="list-style-type: none"> <li>Request for Student Support Services</li> </ul>

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## **II. Responding to Initial or Repeating Negative Behavior**

### **Knowledge:**

- Adopt PBS philosophies.
- Evaluate the significance of student behaviors.
- Consider personal attitudes surrounding student behavior.
- Prioritize acknowledging Positive Behavior with a 3:1 ratio of interactions.

### **Skills:**

- List anticipated Negative Behaviors.
- Categorize anticipated Negative Behaviors as minor disruptive, minor non-disruptive, escalated or crisis.
- List common teacher responses to Negative Behaviors.
- Categorize teacher responses to Negative Behavior as proactive or reactive and reinforcing or corrective.
- Compare common responses to Negative Behavior to the Response Protocol for Responding to Initial Negative Behaviors.
- Identify a menu of sentence starters for verbal Acknowledgements and Redirections.
- Identify a menu of non-verbal cues to serve as Acknowledgements and Redirections.
- Associate Positive Behaviors with each anticipated Negative Behavior.
- Identify Guidelines for Success.
- Articulate behaviors that model / demonstrate an understanding of the Guidelines for Success.
- Incorporate language from Guidelines for Success into the menu of sentence starters for verbal Acknowledgements and Redirections.
- Practice constructing Acknowledgements and Redirections using the sentence starters and identified Positive Behaviors and Negative Behaviors.

### **Outcomes:**

- Respond to Initial Negative Behavior using three Acknowledgements prior to Redirection.
- Achieve a 3:1 ratio of interactions over a 10 minute period.
- Maintain a ratio of interaction of 3:1 or better over a 10 minute period.
- Identify negative behavior and the associated positive behavior.
- Maintain the flow of the class while Responding to an Initial Negative Behavior.



**Directions:** Identifying and appraising Negative Behaviors is the first step in responding to those behaviors. For each Negative Behavior listed on page 4, decide which category it fits into. Minor behaviors are undesired behaviors exhibited by students related to the current activity, but do not contain an emotional component. Non-Disruptive behaviors are behaviors that occur, but still allow for the teacher to continue instruction with 80% or more of the students engaged and on task. Disruptive behaviors prevent the teacher from continuing instruction or prevent 20% or more of students from being engaged and on task. Escalated behaviors include an emotional component, but do not endanger the student exhibiting the behavior or others. Crisis behaviors endanger the student exhibiting the behaviors or others.

### Negative Behaviors

<p><b>Minor – Non-Disruptive</b></p>	<p><b>Escalated</b></p>
<p><b>Minor – Disruptive</b></p>	<p><b>Crisis</b></p>



**Directions:** For each Response to Negative Behavior listed on page 6, place it in the appropriate category below.

### Responses to Negative Behaviors

	Rewarding Positive Behavior	Correcting Negative Behavior
Proactive		
Reactive		

## Responding to Initial Negative Behavior

**Directions:** List behaviors that occur regularly in your classroom, except for crisis behaviors.


**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

<b>Currently Implementing</b>	<b>Response Protocol</b>	<b>Ready to Implement</b>
Yes Maybe/Sometimes No	<i>1. Identify Negative Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>2. Identify Positive Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>3. Provide 3 Acknowledgements.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>4. Check for Positive Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>5. Acknowledge Positive Behavior. or Redirect Negative Behavior.</b>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.

Bolded steps indicate interactions with students.

**Directions:** Practice identifying positive behaviors to seek out and acknowledge prior to redirecting Negative Behaviors. List Negative Behaviors that occur regularly in your classroom. For each Negative Behavior list 3-4 positive behaviors that could replace the Negative Behavior. Use the identified Positive Behaviors to complete verbal Acknowledgements.

### Flipping Behaviors

Negative Behavior	Positive Behavior(s)

**Directions:** Guidelines for Success replace class room rules and provide a vision and standard for student and adult behavior and achievement. To create your own Guidelines for Success, think about the character traits that you feel are significant for your students (see p. 56 for a list of character traits). Group compatible character traits together. Select the most representative trait from the 3-5 largest groups as Guidelines for Success. Identify 2-3 supporting traits for each Guideline for Success. For each Guideline, list examples of student behavior that demonstrate the Guideline. Then, for each Guideline, list adult behaviors that model the Guideline.

### Guidelines for Success

<b>Guideline:</b>	<b>Students Demonstrate By:</b>	<b>Adults Model By:</b>

**Directions:** Acknowledgements reinforce students for exhibiting positive behaviors. Redirections assist students exhibiting negative behaviors to return to positive behavior choices. Ideally, students receive acknowledgement for positive behaviors at a ratio of 3:1 or greater than the number of redirections for negative behaviors. Verbal acknowledgements and redirections should begin with an acknowledgement statement and then identify specific behaviors to complete the statement.

### Acknowledgements and Redirections

	Verbal	Non-Verbal
<b>Acknowledgements</b>		

	Verbal	Non-Verbal
<b>Redirections</b>		



### **III. Responding to Group Negative Behavior**

#### **Knowledge:**

- Correlate Universal Classroom Management Components with the Responding to Initial Negative Behavior or Group Negative Behavior.
- Choose to teach expected behaviors.
- Incorporate behavioral lessons into the scope and sequence of the class.

#### **Skills:**

- Identify Group Negative Behaviors.
- Identify common responses to Group Negative Behaviors.
- Compare common responses to Negative Behavior with the Response Protocol for Responding to Group Negative Behavior.
- Choose an Attention Signal.
- Identify appropriate times to utilize an Attention Signal.
- Demonstrate the complete sequence of using an Attention Signal.
- Create Classroom Activity Expectations.
- Identify appropriate times to pre-correct using Activity Expectations.
- Demonstrate the complete sequence of using an Activity Expectation.
- Practice constructing Acknowledgements and Redirections using the menu of sentence starters and identified Positive Behaviors and Negative Behaviors from Classroom Activity Expectations.
- Develop lessons to teach the Universal Components of the Classroom Management Plan.

#### **Outcomes:**

- Teaching and re-teaching schedule for Universal Components of a Classroom Management Plan.
- Lesson Plans for the Universal Components of a Classroom Management Plan.
- Respond to Group Negative Behaviors using an Attention Signal and Activity Expectations.
- Follow the steps for using an Attention Signal.
- Follow the steps for using an Activity Expectation.
- Maintain Group Positive Behaviors using Acknowledgements and Redirections.
- Maintain a ratio of interaction of 3:1 or better over a 10 minute period.
- Decrease disruptions to 5 or fewer incidents over a 10 minute period.
- Increase on task behavior to 75% or better.
- Maintain the flow of the class while Responding to Group Negative Behavior(s).

## Group Negative Behaviors

**Directions:** List group negative behaviors that occur regularly in your classroom, except for crisis behaviors.


### Responding to Group Negative Behavior

**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

Currently Implementing	Response Protocol	Ready to Implement
Yes Maybe/Sometimes No	<i>1. Identify Negative Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>2. Identify Positive Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>3. Use Attention Signal.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>4. Review Activity Expectations.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>5. Acknowledge Positive Behavior (3).</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>6. Redirect Negative Behavior, if needed.</b>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.

Bolded steps indicate interactions with students.

**Directions:** An Attention Signal must efficiently and effectively capture the attention of all students. List attention signals you use or have seen others use. Select 1-3 attention signals to use with your students. Identify the auditory, visual, and kinesthetic components of each signal. Identify environments where each signal will be effective.

### Attention Signals


Signal	Environments
Signal:  Auditory component:  Visual component:  Kinesthetic component:	
Signal:  Auditory component:  Visual component:  Kinesthetic component:	
Signal:  Auditory component:  Visual component:  Kinesthetic component:	

**Directions:** Activity Expectations provide predictable behavior expectations for instructional routines and classroom procedures. For each activity, list negative behaviors students exhibit during the activity. For each negative behavior, identify a positive behavior that can replace the negative behavior. Consolidate the list of positive behaviors into 3-5 positively stated, behaviorally specific expectations for the activity. Arrange the activity expectations in a predictable pattern (i.e. voice level, movement options, activity, how to get help).

### Classroom Activity Expectations

	Negative Behavior	Positive Behavior	Expectations
<b>Attention</b>			1.
			2.
			3.
			4.
			5.

	Negative Behavior	Positive Behavior	Expectations	
<b>Direct Teach</b>			1.	
				2.
			3.	
				4.
			5.	

	Negative Behavior	Positive Behavior	Expectations	
<b>Independent Work</b>			1.	
				2.
			3.	
				4.
			5.	

	Negative Behavior	Positive Behavior	Expectations
<b>Small Group/Partners</b>			1.
			2.
			3.
			4.
		5.	

	Negative Behavior	Positive Behavior	Expectations
<b>Entering Class</b>			1.
			2.
			3.
			4.
		5.	

	Negative Behavior	Positive Behavior	Expectations
<b>Exiting Class</b>			1.
			2.
			3.
			4.
			5.

**Directions:** Routines and Procedures are the instructional and clerical systems that keep a classroom running efficiently. Identify the Routines and Procedures that you regularly use with your students. Categorize the Routines and Procedures into the Activity Expectation categories. Verify that Activity Expectations are appropriate for all Routines and Procedures that fall into that category. Some Routines and Procedures take place during more than one activity. For those Routines and Procedures, the behavioral expectations will vary depending on what activity the class is engaged in at the time.

### Routines & Procedures

Attention	Direct Teach
Independent Work	Partners/Small Groups
Across Activities	

## **IV. Responding to Continuing Non-Disruptive Behavior**

### **Knowledge:**

- Compare the philosophy of consequenting behavior with the philosophy of teaching to behavior.
- Examine the function(s) of student behaviors.
- Examine the role of adult responses in escalating or de-escalating student behavior.
- Integrate research based practices to increase success in managing and changing chronic negative behaviors.
- Organize a procedure for documenting chronic and negative behaviors.

### **Skills:**

- Review common Minor Non-Disruptive Behaviors.
- Identify common responses to Minor Non-Disruptive Behaviors.
- Compare common responses to Negative Behavior to the Response Protocol for Responding to Continuing Non-Disruptive Behaviors.
- Brainstorm independent activities for students to engage in when the teacher needs to conduct a Teaching Interaction.
- Review the Classroom Minors Form.
- Practice the Teaching Interaction.
- Plan lessons to teach independent activities, and the purpose of the Teaching Interaction.

### **Outcomes:**

- Menu of Independent Activities.
- Address Continuing Minor Non-Disruptive Behaviors using the Teaching Interaction.
- Lesson plans for teaching independent activities, and the Teaching Interaction.
- Teaching and re-teaching schedule for independent activities and Teaching Interaction.
- System for completing, collecting and organizing Classroom Minors Forms.

## Non-Disruptive Behaviors

**Directions:** List Non – Disruptive Behaviors that occur regularly in your classroom, except for crisis behaviors.


### Responding to Continuing Non-Disruptive Behavior

**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

<b>Currently Implementing</b>	<b>Response Protocol</b>	<b>Ready to Implement</b>
Yes Maybe/Sometimes No	<i>1. Ignore the misbehavior, until you have time to engage.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>2. Begin Classroom Minors Form.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>3. Conduct Teaching Interaction.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>4. Complete Classroom Minors Form.</i>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.

Bolded steps indicate interactions with students.

**Directions:** The Classroom Minors Form is used to document Responses to Continuing Negative Behaviors in the classroom and to analyze trends in Continuing Negative Behaviors. Begin the form by filling in the Student's Name and the Date and Time of the incident. Indicate the behavior that the student was exhibiting using behaviorally specific language. Consider possible functions for the behavior (i.e. attention seeking, avoidance) and indicate the most likely function. Indicate all interactions that you utilized to stop the Initial Negative Behavior and any interactions that you utilize to stop the Continuing Negative Behavior. If you utilize a Corrective Action, indicate which category the Corrective Action falls into and what Corrective Action was applied.

### Classroom Minors Form

<b>Student:</b> Michelle R.		<b>Date/Time:</b> 10/7, 9:30 am	
<b>Behavior:</b> taking during direct teach		<b>Function:</b> avoidance – unable to take notes	
<b>Teaching Interaction:</b> <ol style="list-style-type: none"> <li>1. Start with praise/empathy</li> <li>2. Identify the problem behavior</li> <li>3. Identify the expected behavior</li> <li>4. Justify the expected behavior</li> <li>5. Practice/role play</li> <li>6. Deliver consequence, if needed</li> <li>7. End with praise/empathy</li> </ol>	<b>Interactions:</b> <input checked="" type="checkbox"/> Attention Signal <input checked="" type="checkbox"/> Expectations <input checked="" type="checkbox"/> Acknowledgement <input checked="" type="checkbox"/> Redirection <input checked="" type="checkbox"/> Teaching Interaction <input type="checkbox"/> De-escalation	<b>Consequences:</b> <input checked="" type="checkbox"/> Redirection <input type="checkbox"/> Time Owed _____ <input type="checkbox"/> Loss of Privileges _____ <input type="checkbox"/> Restitution _____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Referral to _____	<b>De-Escalation:</b> <ol style="list-style-type: none"> <li>1. I see you _____.</li> <li>2. Are you feeling (<i>angry</i>)?</li> <li>3. I can see that you are (<i>angry</i>).</li> <li>4. What are you (<i>angry</i>) about?</li> <li>5. So you're (<i>angry</i>) about _____. Is that right?</li> <li>6. What do you want?</li> <li>7. What have you tried?</li> <li>8. How well has that worked?</li> <li>9. What else are you willing to try?</li> <li>10. Will you let me know how it goes?</li> </ol>
		<b>Outcome:</b> Michelle was able to identify that she was talking because she did not understand the assignment. Michelle understands that if she does not understand, she can ask for help or wait until independent work to ask for help.	

**Directions:** The Teaching Interaction is a research based strategy for interacting with a student who has engaged in a Continuing Negative Behavior. The Teaching Interaction assists the student in processing what Negative Behavior has occurred and provides an opportunity to identify and practice positive replacement behaviors.

**Teaching Interaction:**

	<u>Elementary Sample Script</u>	<u>Secondary Sample Script</u>
1. Start with praise/empathy	1. Michael, I'm so glad you're here today, we missed you yesterday.	1. Michelle, I understand that Jose made you mad in the hallway.
2. Identify the problem behavior	2. You're walking around the room during work time.	2. You're yelling at him from across the room.
3. Identify the expected behavior	3. You should be sitting at your desk working on the activity.	3. You should be quietly working on the warm-up.
4. Justify the expected behavior	4. If you don't complete this activity, you won't be able to understand the next session.	4. The warm-up is our introduction the lesson today and when you yell, not only are you not working, but you're stopping your classmates from working as well.
5. Practice/role play	5. Show me how you sit at your desk and work.	5. Please quietly get started on your warm-up and ignore Jose; I'll speak with him next.
6. Deliver corrective action, if needed	6. Thanks, Michael. You're doing a great job.	6. I'll need you to stay after class for a minute to discuss this incident.
7. End with praise/empathy		7. I appreciate your getting to work and being quiet.

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**Directions:** Corrective Actions are mildly aversive consequences utilized in during the Teaching Interaction to help change student behavior. Brainstorm of a menu of Corrective Actions for each category listed below. Then, list the common Continuing Negative Behaviors in your classroom and determine the Corrective Action to be utilized in responding to Continuing Negative Behaviors.

### Corrective Actions

Time Owed:	Privileges Lost:
Restitution:	Parent Contact:
Referral:	

	Behavior	Consequence Category
Minor Non-Disruptive		
Minor Disruptive		
Escalated		



## **V. Responding to Continuing Disruptive Behavior**

### **Knowledge:**

- Compare the philosophy of consequenting behavior with the philosophy of teaching to behavior.
- Examine the function(s) of student behaviors.
- Examine the role of adult responses in escalating or de-escalating student behavior.
- Integrate research based practices to increase success in managing and changing chronic negative behaviors.
- Organize a procedure for documenting chronic and negative behaviors.

### **Skills:**

- Review common Minor Disruptive Behaviors.
- Identify common responses to Minor Disruptive Behaviors.
- Compare common responses to Negative Behavior to the Response Protocol for Responding to Continuing Disruptive Behavior.
- Discuss Refocus Zone.
- Design a Refocus Zone for the classroom.
- Practice the Teaching Interaction.
- Plan lessons to teach the purpose of the Refocus Zone.

### **Outcomes:**

- Refocus Zone space.
- Address Continuing Minor Disruptive Behaviors using the Teaching Interaction.
- Lesson plans for teaching the purpose of the Refocus Zone.
- Teaching and re-teaching schedule for the purpose of the Refocus Zone.

## Disruptive Behaviors

**Directions:** List Disruptive Behaviors that occur regularly in your classroom, except for crisis behaviors.


### Responding to Continuing Disruptive Behavior

**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

Currently Implementing	Response Protocol	Ready to Implement
Yes Maybe/Sometimes No	<b>1. Provide the opportunity for the student to move to Refocus Zone.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>2. Engage the rest of the class in an Independent Activity.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>3. Begin the Classroom Minors Form.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>4. Conduct the Teaching Interaction.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>5. Complete Classroom Minors Form.</i>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.  
 Bolded steps indicate interactions with students.

**Directions:** A Refocus Zone is a space in your classroom where students can think through behavior choices and make the decision to change a Negative Behavior into a Positive Behavior. In creating a Refocus Zone, consider the questions and guidelines below.

## **Refocus Zone**

1. Where can you locate a refocus zone in your classroom?

- Is it separate from the general population?
- Can you constantly monitor?
- Do you need more than 1?

2. How will you furnish the recovery zone?

- Seating
- Postings
- Lighting

3. What materials need to be in your refocus zone?

- Sign in
- Timer
- Reflection Activity
- Writing Supplies



## **VI. Responding to Continuing Escalated Behavior**

### **Knowledge:**

- Compare the philosophy of consequenting behavior with the philosophy of teaching to behavior.
- Examine the function(s) of student behaviors.
- Examine the role of adult responses in escalating or de-escalating student behavior.
- Integrate research-based practices to increase success in managing and changing escalated negative behaviors.
- Organize a procedure for documenting escalated negative behaviors.

### **Skills:**

- Review common Escalated Behaviors.
- Identify common responses to Escalated Behaviors.
- Compare common responses to Negative Behavior to the Response Protocol for Responding to Escalated Behavior.
- Practice Verbal De-escalation.
- Plan lessons to teach the purpose of Verbal De-escalation.

### **Outcomes:**

- Address Escalated Behaviors using the Teaching Interaction.
- Lesson plans for teaching the purpose of the Verbal De-escalation.
- Teaching and re-teaching schedule for the purpose of the Verbal De-escalation.

## Escalated Behaviors

**Directions:** List Escalated Behaviors that occur regularly in your classroom, except for Crisis Behaviors.


### Responding to Continuing Escalated Behavior

**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

Currently Implementing	Response Protocol	Ready to Implement
Yes Maybe/Sometimes No	<b>1. Engage the rest of the class in an independent activity.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>2. Conduct Verbal De-Escalation.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>3. Provide the opportunity for the student to move to Refocus Zone.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>4. Check in with class.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>5. Begin classroom minors form.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>6. Conduct the Teaching Interaction</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>7. Complete the Classroom Minors Form</i>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.

Bolded steps indicate interactions with students.





## **VII. Responding to Crisis Behavior**

### **Knowledge:**

- Identify Crisis Behaviors.
- Identify students in need of a Crisis Behavior Plan.
- Gather Crisis Behavior Plans.
- Organize Crisis Behavior Plans.

### **Skills:**

- Review anticipated Crisis Behaviors.
- Identify common responses to Crisis Behaviors.
- Compare common responses to Crisis Behaviors to the Response Protocol for Responding to Crisis Behavior.
- Identify students who may require a Crisis Behavior Plan.
- Identify behaviors that may require a Crisis Behavior Plan.
- Communicate with other campus staff involved in creating Crisis Behavior Plans.
- Create Crisis Behavior Plans for identified students or behavior.
- Obtain Crisis Behavior Plans for identified students or behaviors.
- Organize Crisis Behavior Plans so that they are easily accessible.

### **Outcomes:**

- Identify Crisis Behaviors.
- Identify students in need of a Crisis Behavior Plan.
- Gather Crisis Behavior Plans.
- Organize Crisis Behavior Plans.

## Crisis Behaviors

**Directions:** List Crisis Behaviors that occur in your classroom.


### Responding to Crisis Escalated Behavior

**Directions:** Before the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you currently implement each step when Responding to Negative Behaviors in your classroom. Rank your level of implementation as Yes, Maybe/Sometimes or No. After the section, review the steps of the Response Protocol, in the middle column. Consider whether or not you are ready to implement each step for Responding to Negative Behaviors when you return to your classroom. Rank your level of preparation as Yes, Maybe/Sometimes or No.

<b>Currently Implementing</b>	<b>Response Protocol</b>	<b>Ready to Implement</b>
Yes Maybe/Sometimes No	<i>1. Identify Crisis Behavior.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>2. Identify appropriate Crisis Response Plan.</i>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<b>3. Conduct Crisis Response Plan.</b>	Yes Maybe/Sometimes No
Yes Maybe/Sometimes No	<i>4. Document use of Crisis Response Plan.</i>	Yes Maybe/Sometimes No

\*\*Italicized steps indicate internal processing.

Bolded steps indicate interactions with students.





## **VII. Resources**

## Sample Classroom Management Plan

### Guidelines for Success:

Guideline	Examples
Self-Reliant	<p>Do your best work, every time.</p> <p>Take care of your own business with minimal drama.</p> <p>Use Kelso's choices to solve small problems.</p> <p>Try assignments and activities that seem hard.</p>
Dependable	<p>Arrive to class on time.</p> <p>Bring materials, supplies, and homework.</p> <p>Do your own work.</p> <p>Finish all homework and assignment to the best of your ability.</p>
Articulate	<p>Think before speaking.</p> <p>Tell the truth.</p> <p>Use accountable talk.</p> <p>Use classroom vocabulary.</p>
Tolerant	<p>Help others in class.</p> <p>Share materials and supplies.</p> <p>Compliment others for a job well done.</p> <p>Keep criticism constructive.</p> <p>Treat others as you want to be treated.</p>
Creative	<p>Try new activities and experiences.</p> <p>Be flexible when we have to make changes.</p> <p>Take risks, safely.</p> <p>Seek out creative solutions.</p>

### Attention Signals:

1. I need your attention, please.	2. Timer
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### Classroom Expectations:

<p><b>Attention:</b></p> <ol style="list-style-type: none"> <li>1. Voices off</li> <li>2. Stop all activity / movement</li> <li>3. Eyes on the teacher</li> <li>4. Follow directions</li> </ol>	<p><b>Direct Teach:</b></p> <ol style="list-style-type: none"> <li>1. Voices off, unless called on</li> <li>2. Stay seated</li> <li>3. Follow directions</li> <li>4. Raise hand for help, or permission</li> </ol>
<p><b>Independent Work:</b></p> <ol style="list-style-type: none"> <li>1. Voices off, unless you have permission to speak</li> <li>2. Begin right away</li> <li>3. Work until the task is completed</li> <li>4. Stay seated, unless you have permission to get up</li> <li>5. Raise hand for help, or permission</li> </ol>	<p><b>Partner/Group Work:</b></p> <ol style="list-style-type: none"> <li>1. Voice level: 1-2</li> <li>2. Follow directions</li> <li>3. Follow procedures</li> <li>4. Stay in assigned space, unless you have permission to move</li> <li>5. Raise hand for help, or permission</li> </ol>

<p><b>Entering Class:</b></p> <ol style="list-style-type: none"> <li>1. Voice level 1-2 during passing period</li> <li>2. Voices off after the bell</li> <li>3. Walk; keeping hands, feet and objects to yourself</li> <li>4. Go directly to your assigned seat and follow procedures</li> <li>5. Raise hand for help, or permission</li> </ol>	<p><b>Exiting Class:</b></p> <ol style="list-style-type: none"> <li>1. Voice off during class</li> <li>2. Voice level 1-3, after dismissal</li> <li>3. Wait for permission or teacher dismissal before leaving</li> <li>4. Walk; keeping hands, feet and objects to yourself</li> <li>5. Raise hand for help, or permission</li> </ol>
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**Acknowledgements & Redirections:**

<p><b>Acknowledgements:</b></p> <ul style="list-style-type: none"> <li>• I like the way _____ is _____.</li> <li>• Thank you for _____.</li> <li>• _____ is _____.</li> <li>• I see _____</li> <li>• You are showing _____ when you _____.</li> <li>• Thank you for being _____ by _____.</li> <li>• Great job of _____.</li> </ul>	<p><b>Redirections:</b></p> <ul style="list-style-type: none"> <li>• Thumbs up</li> <li>• Smile</li> <li>• Wink</li> <li>• Pat on the back</li> <li>• Hug</li> <li>• High five</li> </ul>	<p><b>Redirections:</b></p> <ul style="list-style-type: none"> <li>• Please _____.</li> <li>• You need to _____.</li> <li>• A better choice would be _____.</li> <li>• Could you _____.</li> <li>• “The Look”</li> <li>• Proximity</li> <li>• Tap on the shoulder</li> <li>• Tap on desk</li> <li>• Head shake</li> <li>• Shhhh signal</li> <li>• Wait signal</li> </ul>
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**Rewards & Corrective Actions:**

<p><b>Rewards:</b></p> <p>Recognition</p> <p>Student of the week</p> <p>Master mathematician</p> <p>Time Earned</p> <p>Time to work on independent projects</p> <p>Free time</p> <p>Privileges Earned</p> <p>Extra computer time</p> <p>Free choice centers</p> <p>Lunch with teacher</p> <p>Time with a preferred adult</p>	<p>Parent Contact</p> <p>Phone call</p> <p>Note home</p> <p>E-mail</p> <p>Positive Referral</p> <p>To mentor</p> <p>To administrator</p> <p>To preferred adult</p>	<p><b>Corrective Actions:</b></p> <p>Restitution</p> <p>Clean classroom</p> <p>Prepare materials for next lesson</p> <p>Time Owed</p> <p>Cool down time</p> <p>Time with a buddy teacher</p> <p>Privileges Lost</p> <p>Loss of materials</p> <p>Loss of computer time</p> <p>Loss of free choice centers</p>	<p>Parent Contact</p> <p>Phone call</p> <p>Note home</p> <p>E-mail</p> <p>Referrals</p> <p>To mentor</p> <p>To counselor</p> <p>To administrator</p>
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**Guidelines for Success:**

Guidelines	Examples

**Attention Signals:**

1.	2.
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**Classroom Expectations:**

<p><b>Attention</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p><b>Direct Teach</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Independent Work</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p><b>Partner/Group Work</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Arrival</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p><b>Dismissal</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

**Rewards and Corrective Actions:**

Rewards		Corrective Actions	
Use as universal interventions			
Acknowledgement		Redirection	
Use as targeted and intensive interventions			
Recognition	Time Earned	Restitution	Time Owed
Parent Contact	Privileges Earned	Parent Contact	Privileges Lost
Positive Referrals		Referrals	

**Response Protocol:**

<b>Initial Negative Behavior</b>	<b>Individual:</b> 1. Acknowledge Positive Behavior 2. Check for Positive Behavior 3. Redirect Negative Behavior	<b>Group:</b> 1. Use Attention Signal 2. Review Activity Expectations 3. Acknowledge Positive Behavior 4. Redirect Negative Behavior
<b>Continuing Negative Behavior</b>	<b>Minor Non-Disruptive:</b> 1. Teaching Interaction 2. Documentation	<b>Minor Disruptive:</b> 1. Opportunity to Refocus Zone 2. Teaching Interaction 3. Documentation
	<b>Escalated:</b> 1. Verbal De-Escalation 2. Opportunity to Refocus 3. Teaching Interaction 4. Documentation	
<b>Crisis Behavior</b>	1. Follow Crisis Response Plan 2. Documentation	

<b>Teaching Interaction:</b> 1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Practice/role play 6. Deliver consequence, if needed 7. End with praise/empathy	<b>De-Escalation:</b> 1. I see you _____. 2. Are you feeling ( <i>angry</i> )? 3. I can see that you are ( <i>angry</i> ). 4. What are you ( <i>angry</i> ) about? 5. So you're ( <i>angry</i> ) about _____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?
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**Response Protocol:**

<b>Initial or Repeating Negative Behavior</b>	<p><b>Individual:</b></p> <ol style="list-style-type: none"> <li>1. <i>Identify Negative Behavior</i></li> <li>2. <i>Identify Positive Behavior</i></li> <li>3. <b>Acknowledge Positive Behavior (3)</b></li> <li>4. <b>Check for Positive Behavior</b></li> <li>5. <b>Acknowledge Positive Behavior</b></li> </ol> <p><b>OR</b></p> <p><b>Redirect Negative Behavior</b></p>	<p><b>Group:</b></p> <ol style="list-style-type: none"> <li>1. <i>Identify Negative Behavior</i></li> <li>2. <i>Identify Positive Behavior</i></li> <li>3. <b>Use Attention Signal</b></li> <li>4. <b>Review Activity Expectations</b></li> <li>5. <b>Acknowledge Positive Behavior (3)</b></li> <li>6. <b>Redirect Negative Behavior</b></li> </ol>
<b>Continuing Negative Behavior</b>	<p><b>Minor Non-Disruptive:</b></p> <ol style="list-style-type: none"> <li>1. <i>Ignore Negative Behavior, until you have time to engage</i></li> <li>2. <i>Begin Classroom Minors Form</i></li> <li>3. <b>Conduct Teaching Interaction</b></li> <li>4. <i>Complete Classroom Minors Form</i></li> </ol>	<p><b>Minor Disruptive:</b></p> <ol style="list-style-type: none"> <li>1. <b>Provide the opportunity for the student to move to Refocus Zone</b></li> <li>2. <b>Engage the rest of the class in an activity</b></li> <li>3. <i>Begin the Classroom Minors Form</i></li> <li>4. <b>Conduct Teaching Interaction</b></li> <li>5. <i>Complete the Classroom Minors Form</i></li> </ol>
<b>Continuing Negative Behavior</b>	<p><b>Escalated:</b></p> <ol style="list-style-type: none"> <li>1. <b>Engage the rest of the class in an independent activity</b></li> <li>2. <b>Conduct Verbal De-Escalation</b></li> <li>3. <b>Provide the opportunity for the student to move to Refocus Zone</b></li> <li>4. <b>Check in with the class</b></li> <li>5. <i>Begin the Classroom Minors Form</i></li> <li>6. <b>Conduct the Teaching Interaction</b></li> <li>7. <i>Complete the Classroom Minors Form</i></li> </ol>	
<b>Crisis Behavior</b>	<ol style="list-style-type: none"> <li>1. <i>Identify the Crisis Behavior</i></li> <li>2. <i>Identify the appropriate Crisis Response Plan</i></li> <li>3. <b>Conduct the Crisis Response Plan</b></li> <li>4. <i>Document use of the Crisis Response Plan</i></li> </ol>	

## Universal Components of Classroom Management

Component	How to Use
Acknowledgements & Redirections	<ol style="list-style-type: none"> <li>1. Provide direction(s).</li> <li>2. Wait and scan.</li> <li>3. Provide an acknowledgement to at least three students.</li> <li>4. Provide redirection, if needed.</li> </ol>
Attention Signal	<ol style="list-style-type: none"> <li>1. Give the signal.</li> <li>2. State and/or refer to the expectations.</li> <li>3. Wait and scan.</li> <li>4. Acknowledge Positive Behavior (3).</li> <li>5. Redirect Negative Behavior.</li> </ol>
Activity Expectations	<ol style="list-style-type: none"> <li>1. Use an Attention Signal.</li> <li>2. Review Activity Expectations.</li> <li>3. Cue students to begin.</li> <li>4. Wait and scan.</li> <li>5. Acknowledge Positive Behavior (3).</li> <li>6. Redirect Negative Behavior.</li> </ol>
Routines and Procedures	<ol style="list-style-type: none"> <li>1. Use an Attention Signal.</li> <li>2. Review Procedure.</li> <li>3. Cue students to begin.</li> <li>4. Wait and scan.</li> <li>5. Acknowledge Positive Behavior (3).</li> <li>6. Redirect Negative Behavior.</li> </ol>

<b>Student:</b>		<b>Date/Time:</b>	
<b>Behavior:</b>		<b>Function:</b>	
<b>Teaching Interaction:</b> 1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Practice/role play 6. Deliver consequence, if needed 7. End with praise/empathy	<b>Interactions:</b> <input type="checkbox"/> Attention Signal <input type="checkbox"/> Expectations <input type="checkbox"/> Acknowledgement <input type="checkbox"/> Redirection <input type="checkbox"/> Teaching Interaction <input type="checkbox"/> De-escalation	<b>Consequences:</b> <input type="checkbox"/> Redirection <input type="checkbox"/> Time Owed _____ <input type="checkbox"/> Loss of Privileges _____ <input type="checkbox"/> Restitution _____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Referral to _____	<b>De-Escalation:</b> 1. I see you _____. 2. Are you feeling ( <i>angry</i> )? 3. I can see that you are ( <i>angry</i> ). 4. What are you ( <i>angry</i> ) about? 5. So you're ( <i>angry</i> ) about _____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?
	<b>Outcome:</b>		

<b>Student:</b>		<b>Date/Time:</b>	
<b>Behavior:</b>		<b>Function:</b>	
<b>Teaching Interaction:</b> 1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Practice/role play 6. Deliver consequence, if needed 7. End with praise/empathy	<b>Interactions:</b> <input type="checkbox"/> Attention Signal <input type="checkbox"/> Expectations <input type="checkbox"/> Acknowledgement <input type="checkbox"/> Redirection <input type="checkbox"/> Teaching Interaction <input type="checkbox"/> De-escalation	<b>Consequences:</b> <input type="checkbox"/> Redirection <input type="checkbox"/> Time Owed _____ <input type="checkbox"/> Loss of Privileges _____ <input type="checkbox"/> Restitution _____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Referral to _____	<b>De-Escalation:</b> 1. I see you _____. 2. Are you feeling ( <i>angry</i> )? 3. I can see that you are ( <i>angry</i> ). 4. What are you ( <i>angry</i> ) about? 5. So you're ( <i>angry</i> ) about _____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?
	<b>Outcome:</b>		

Campus	Guidelines for Success				
Allan	Behaviors are respectful and kind				
Allison					
ALC	Exercising Self-control	Positively Motivated	Respectful	Disciplined	Positively Socialized
Andrews					
Ann Richards	An Ann Richards girl...				
Austin					
Bailey					
Baranoff					
Barrington	Be Responsible	Be Respectful	Be your Best		
Becker	Perseverance	Respect	Responsibility		
Bedicheck					
Blazier	Be Safe	Be Respectful	Be Responsible	Be Cooperative	Be Productive
Brentwood	Personal Best	Active Listening	With Respect	Super Responsible	
Brooke	Perseverance	Respect	Integrity	Dependability	Enthusiasm for Learning
Brown	Respect for self	Respect for Others	Respect for environment		
Burnet	Strive for Success	Accept Responsibility	Improve each day	Lead with Respect	
Campbell					
Casey	Respectful	Friendly	Cooperative	Encouraging	
Clayton					
Cook	Be Responsible	Be Cooperative	Be Respectful	Be Safe	Be Productive
Covington	Perseverance	Respect	Initiative	Dressed for Success	Eager to Learn
Crockett					
Cunningham					
Davis					
Dobie					
Fullmore	Be Prompt	Be Prepared	Be Polite	Be Punctual	Be Productive
Garcia	Dress to Impress	Respect themselves, others, and their school	Act Responsibly	Get working on their Warm-ups	Operate with Integrity
-Garcia ctd.			Never give up, Never Surrender	Succeed in School, Succeed in Life	
Gorzycki					
Govalle	I am responsible	I am respectful	I am cooperative	I am safe	I will do my best
Graham	Prepared	Awesome Attitude	Well-Mannered	Safe	
Gullet	Respectful &	Responsible	Everywhere		
Hart	Responsible	Positive	Cooperative	On-Task	Punctual

Houston					
International HS					
Johnston					
Joslin	Attentive Listening	Initiative	Mutual Respect		
Kealing	Respect Others	Respect Self	Respect Property		
Kocurek					
Lamar					
Langford	I am Responsible	I am Respectful	I am Cooperative	I am Safe	I am Smart
Linder					
Lucy Read	Responsibility	Respectful	Eager to Learn	Always Ready	Determined to be our Best
Maplewood	Encourage/Respect	Considerate/Composure	Communicate	Honesty	Teamwork
Martin	Operate with Integrity	Now is what's Important	Everyone deserves Respect		
Mendez	Respect	Achievement	Pride		
Metz	Cooperative	Obedient	Brilliant	Respectful	Attentive
Murchison					
Norman					
O'Henry					
Oak Hill	Soar to Success	Observant of Others	Accept Responsibility	Respectful to All	
Oak Springs					
Odom	Perseverance	Respect/Responsibility	Integrity	Dependable	Eager to Learn
Ortega	Respect Self	Respect Property	Respect Adult Expectations	Respect Learning	Respect Others
Pearce	Ready to Learn	Responsible	Respectful		
Pease					
Pecan Springs	Self-disciplined	Truthful	Attentive	Responsible	Respectful
Overton	Value and Respect my school and my Community	Take pride in all I do	Come to School to Learn	Together we establish a legacy  of Success for future Volma Overton students.	
Palm	Respect Others	Respect Self	Respect Property		
Paredes					
Patton	Believe in Respect	Learn Each Day	Accept Responsibility	Strive for Safety	Try our Best

Perez	Responsible	Respectful	Ready to Learn		
Pickle	Persevere	Integrity	Cooperate	Kindness	Love to Learn
-Pickle ctd.	Everyone is Responsible				
Pleasant Hill	Relationships	Responsibility	Respect		
Reilly	Respectful	Responsible	Safe	Successful	
Rodriguez					
Sanchez	Self-disciplined	Take Initiative	Active Problem Solver	Responsibility	Show Respect
Sims					
Small	Prepare Yourself	Accept Responsibility	Work towards Excellence	Seek Help when Needed	
Travis					
Travis Heights	Responsibility	Organized	Considerate	Kind	Scholarly
Walnut Creek	Self Control	Organization	Attitude	Respect	
Webb					
Widen	Respect	Optimism	Courage	Kindness	
Williams					
Winn	I will be Kind and Respectful	I will make Positive Choices	I will Practice Self-control		
Wooldridge	Safe	Responsible	Respectful		
Zavala	Respect	Integrity	Self-discipline	Empathy	

## Guidelines for Success Options

Able	Decisive	Generous	Organized	Social
Accepting	Dedicated	Genuine	Original	Spontaneous
Accomplished	Deft	Goal-setter	Outgoing	Stable
Accurate	Democratic	Good listener		Steady
Active	Dependable	Good-natured	Patient	Stimulating
Adaptable	Detailed	Gracious	Perceptive	Successful
Adept	Determined	Gregarious	Persevering	Supportive
Adroit	Dexterous		Persistent	Sympathetic
Adventurous	Dignified	Hardworking	Personable	Systematic
Aggressive	Diligent	Healthy	Persuasive	
Agreeable	Diplomatic	Helpful	Pleasant	Tactful
Alert	Direct	Honest	Poised	Talented
Ambitious	Discerning		Polite	Team-player
Analytical	Disciplined	Industrious	Popular	Tenacious
Approachable	Discreet	Informed	Positive	Thoughtful
Apt	Distinguished	Imaginative	Practical	Thorough
Articulate	Dominant	Incisive	Praiseworthy	Thrifty
Artistic	Dynamic	Independent	Precise	Tolerant
Assertive		Innovative	Problem-solver	Trained
Astute	Eager	Insightful	Productive	Trusting
Attentive	Earnest	Inspiring	Professional	Trustworthy
Avid	Easy-going	Intellectual	Proficient	Truthful
Aware	Educated	Intelligent	Profit-oriented	Undaunted
	Effective	Intuitive	Progressive	Understanding
Bilingual	Efficacious	Inventive	Prolific	
Businesslike	Efficient	Investigative	Prompt	Versatile
	Eloquent		Prudent	Versed
Calm	Energetic	Judgmental	Purposeful	Veteran
Candid	Enterprising			Vigorous
Capable	Enthusiastic	Keen	Qualified	
Careful	Equable	Kind	Questioning	Well-educated
Caring	Ethical	Knowledgeable	Quick-thinking	Willing to learn
Cautious	Exacting			
Cheerful	Experienced		Realistic	
Clear-thinking	Expert	Learned	Reflective	
Committed	Expressive	Logical	Relate well	
Communicative	Extroverted	Loyal	Reliable	
Compassionate			Resilient	
Competent	Fair-minded	Mature	Resolute	
Composed	Familiar (with)	Methodical	Resourceful	
Confident	Far-sighted	Meticulous	Responsible	
Congenial	Firm	Modest	Risk-taker	
Conscientious	Flexible	Motivated		
Considerate	Focused	Multilingual		
Consistent	Forceful		Self-confident	
Constructive	Forthright	Natural	Self-controlled	
Conventional	Frank		Self-reliant	
Convincing	Friendly	Objective	Sensitive	
Cooperative	Frugal	Observant	Sincere	
Creative		Optimistic	Skillful	
		Orderly	Sociable	

## PBS Classroom Management Resources

### Helpful Print Resources:

- Canter, L. (2006). *Lee Canter's classroom management for academic success*. Bloomington, IN: Solution Tree.
- Connolly, T. (1995). *The well-managed classroom: Promoting student success through social skill instruction*. Boys Town, Neb: Boys Town Press.
- Jones, F. H., Jones, P., & Jones, J. L. T. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: F.H. Jones & Associates.
- Kvoles, K. J., & Riedler, B. (1998). *Redirecting children's behavior*. Seattle, Wash: Parenting Press.
- Mendler, A., N. (1997). *Power struggles: Successful techniques for educators*. Rochester, N.Y.: Discipline Associates.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education & Treatment of Children*. 31 (3), 351-380.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management*. Jossey-Bass teacher. San Francisco: Jossey-Bass.
- Sprick, R. S., Garrison, M., & Howard, L. M. (1998). *CHAMPs: A proactive and positive approach to classroom management for grades K-9*. Randy Sprick's safe & civil school series. Eugene, OR: Pacific Northwest Publishing.
- Trussell, R. (2008). Classroom Universals to Prevent Problem Behaviors. *Intervention in School and Clinic*. 43 (3), 179-185.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountainview, CA: Harry K. Wong Publications.

### Helpful Websites:

- [www.tbsi.org](http://www.tbsi.org)
- [www.pbis.org](http://www.pbis.org)
- [www.ascd.org](http://www.ascd.org)

## Month by Month Checklist

### August

- Create classroom management plan
- Organize physical classroom/post expectations
- Create lesson plans for teaching universal classroom management components
- Schedule self-monitoring observations

### September

- Self-observation(s) conducted
- Identify additional professional development opportunities
- Identify on-campus resources and referral procedures
- Check-in with campus mentor

### October

- Self-observation(s) conducted
- Analyze student attendance and performance data
- Check-in with campus mentor

### November

- Self-observation(s) conducted
- Review/re-teach classroom management plan after Thanksgiving Break

### December

- Review classroom management plan and revise as necessary
- Analyze student attendance and performance data
- Check-in with campus mentor

### January

- Teach new/re-teach existing classroom management plan
- Self-observation(s) conducted
- Identify additional professional development opportunities

### February

- Self-observation(s) conducted
- Analyze student attendance and performance data
- Check-in with campus mentor

### March

- Review/re-teach classroom management plan after Spring Break
- Analyze student attendance and performance data

### April

- Develop classroom management components for testing
- Check-in with campus mentor

### May

- Review and re-teach classroom management expectations, as needed
- Review current classroom management plan and begin revisions for next school year
- Self-observation(s) conducted

## PBS Program Specialists

External Coach	Contact Information	Assigned Campuses	
Sergio Barrios	Phone number: 414-0196 Email: <a href="mailto:sergio.barrios@austinisd.org">sergio.barrios@austinisd.org</a>	Casey Elementary Joslin Elementary Cunningham Elementary	Clayton Elementary Oak Hill Elementary Covington Middle
Krystal Colhoff	Phone number: 414-0542 Email: <a href="mailto:krystal.colhoff@austinisd.org">krystal.colhoff@austinisd.org</a>	Becker Elementary Linder Elementary Fulmore Middles	Blazier Elementary Travis Heights Elem.
Noah Diggs	Phone number: 414-0881 Email: <a href="mailto:ndiggs@austinisd.org">ndiggs@austinisd.org</a>	Barrington Elementary Brentwood Elementary Murchison Middle	TA Brown Elementary Lucy Read
Carla Grace Roberson	Phone number: 414-0192 Email: <a href="mailto:croberso@austinisd.org">croberso@austinisd.org</a>	Cook Elementary Woolridge Elementary Webb Middle School	Reilly Elementary Lamar Middle School
Karen Gonzales	Phone number: 414-0360 Email: <a href="mailto:karen.gonzales@austinisd.org">karen.gonzales@austinisd.org</a>	Kocurek Elementary Gorzycki Middle Small Middle	Odom Elementary Paredes Middle Crocket High
Heather Hatton	Phone number: 414-0110 Email: <a href="mailto:heather.hatton@austinisd.org">heather.hatton@austinisd.org</a>	Langford Elementary Pleasant Hill Elementary Mendez Middle School	Perez Elementary Zilker Elementary Travis High
Martha Mahan	Phone number: 404-0880 Email: <a href="mailto:martha.mahan@austinisd.org">martha.mahan@austinisd.org</a>	Cambell Elementary Sanchez Elementary	Oak Springs Elementary O'Henry Middle
Grace Martino-Brewster	Phone number: 414-0219 Email: <a href="mailto:gbrewste@austinisd.org">gbrewste@austinisd.org</a>	Graham Elementary Walnut Creek Elementary Pearce Middle	Hart Elementary Dobie Middle
Amelia Nieto	Phone number: 414-0219 Email: <a href="mailto:anieto@austinisd.org">anieto@austinisd.org</a>	Baranoff Elementary Williams Elementary Bedicheck Middle	Patton Elementary Bailey Middle
Jane Ross	Phone number: 414-0116 Email: <a href="mailto:jross@austinisd.org">jross@austinisd.org</a>	Davis Elementary Pickle Elementary Reagan High	Gullett Elementary Burnet Middle
Carrie Stavenhagen	Phone number: 414-0396 Email: <a href="mailto:carrie.stavenhagen@austinisd.org">carrie.stavenhagen@austinisd.org</a>	Jordan Elementary Pecan Springs Elementary Garcia Middle	Overton Elementary Winn Elementary
Judy Stubblefield	Phone number: 414-0109 Email: <a href="mailto:jstubble@austinisd.org">jstubble@austinisd.org</a>	Allan Elementary Brooke Elementary Zavala Elementary	Allison Elementary Pease Elementary
John Thoms	Phone number: 414-0120 Email: <a href="mailto:john.thoms@austinisd.org">john.thoms@austinisd.org</a>	Govalle Elementary Metz Elementary Martin Middle Austin High	Maplewood Elementary Kealing Middle
Linda Zanders	Phone number: 414-0540 Email: <a href="mailto:lzanders@austinisd.org">lzanders@austinisd.org</a>	Houston Elementary Rodriguez Elementary Ann Richards School	Palm Elementary Widen Elementary
Marisa Zappone	Phone number: 414-0541 Email: <a href="mailto:marisa.zappone@austinisd.org">marisa.zappone@austinisd.org</a>	Andres Elementary Ortega Elementary ALC	Norman Elementary Sims Elementary

## Scaffolding Classroom Management Training Evaluation

### Teaching Assignment

Select your school level assignment for 2009-2010:

<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High	<input type="checkbox"/> Special Center
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Please indicate your assignments for 2009-2010 (Check all that apply.):

<input type="checkbox"/> School:	<input type="checkbox"/> Grade Level(s):
<input type="checkbox"/> General Education	<input type="checkbox"/> Special Education
<input type="checkbox"/> Bilingual/ESOL	<input type="checkbox"/> Inclusion
<input type="checkbox"/> Life Skills	<input type="checkbox"/> PPCD
<input type="checkbox"/> SBS	<input type="checkbox"/> SCORES
<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> PE/Health
<input type="checkbox"/> Technology	<input type="checkbox"/> LOTE/Journalism

### Understanding the Positive Behavior Support Framework

As of today, what is your level of understanding of the following systems and tools?

	Very Low	Low	Moderate	High	Very High
Positive Behavior Support Systems					
<i>Scaffolding Classroom Management Systems</i>					
Guidelines for Success					
Attention Signal					
Activity Expectations					
Entering & Exiting Class Expectations					
Acknowledgements and Redirection					

As of today, what is your level of preparation to manage and implement the following systems and strategies in the classroom?

	Very Low	Low	Moderate	High	Very High
Positive Behavior Support Systems					
<i>Scaffolding Classroom Management Systems</i>					
Guidelines for Success					
Attention Signal					
Activity Expectations					
Entering & Exiting Class Expectations					
Acknowledgements and Redirection					

As of today, what is your level of preparation to collaborate on the following?

	Very Low	Low	Moderate	High	Very High
Positive Behavior Support Systems					
<i>Scaffolding Classroom Management Systems</i>					
Guidelines for Success					
Attention Signal					
Activity Expectations					
Entering & Exiting Class Expectations					
Acknowledgements and Redirection					

**Impacting Student Behavior Using Positive Behavior Support**

Provide your opinion on each of the following statements.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
PBS is an effective process to address student behavior issues.				
<i>Scaffolding Classroom Management</i> is an effective system for managing the classroom.				

Rate the following tools on their potential effectiveness in your classroom.

	Not at all Effective	Somewhat Effective	Mostly Effective	Extremely Effective
Guidelines for Success				
Attention Signal				
Activity Expectations				
Entering & Exiting Class Expectations				
Acknowledgements and Redirections				

**Scaffolding Classroom Management Training**

Rate your level of agreement with each of the following statements.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
The presenter(s) created an effective learning environment.				
The training activities engaged participants.				

**PBS Topics for Further Training and Support**

Please indicate which topics for which you would like to receive further information and support. (Check all that apply.)

<input type="checkbox"/> Universal Level Systems	<input type="checkbox"/> Targeted and Intensive Level Systems
<input type="checkbox"/> Lesson Planning	<input type="checkbox"/> Self-Monitoring

