Maximize Structure

What is it?

Arranging and organizing the physical space so all students can see, hear, move freely, and engage in order to maximize learning and allow for active supervision.

What does it look like?

Working within the space available, the teacher arranges the student learning areas to allow for multiple configurations (circle, rows, groups) to match to the learning activity, while ensuring freedom of movement in a clean and organized space.

Curriculum visuals (e.g. the teaching matrix with school rules, posted routines for behavior and academic skills, etc.) are current.

Why?

Effective arrangement of the Physical Environment…
- ☐ Increases on-task behavior,
- ☐ Increases perception of safety,
- ☐ Supports a respect of others' personal space,
- ☐ Makes it easier to use the curriculum visuals,
- ☐ Allows for teacher movement (Active Supervision)

Trauma-Lens?

A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma. Incorporate routine and predictability.

How?

Class-wide: Define spaces, organize storage, reduce clutter and old materials. Complete a visual scan of curriculum materials posted throughout the space. Is the content still relevant? Does it reflect the most current behavior and academic curriculum? Ensure these tools are in locations where they are needed and easily referenced by teachers and students.

Whole group: Arrange seating so all students can engage; Develop and post routines for safely and efficiently moving desks into different arrangements.

Small group: Arrange seating so all students can equally participate, limit distractions.

Tips?

- ☐ Partner up for peer feedback; invite a colleague to view your space to make recommendations for improvement.
- ☐ Review data on recent behaviors and consider how the physical environment contributed, and could be adjusted, to reduce future occurrences.
- ☐ Have students practice transitioning furniture into diagrammed arrangements.
- ☐ Include options for multiple arrangements to support learning activity, such as:

Desks in Rows	Desks in Clusters	Desks in Circle/U-Shape
Whole group instruction; Assessments; Attention toward one instructional location (e.g. "board")	Small group and cooperative learning.	Encourages discussion and participation.

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Self-Report and/or Peer Observation Tool

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic times.

Assessment Type (circle): Self-Report or Direct Observation

School: Teacher: Date: Time:

Schedule (circle): Baseline or Follow-up

Grade: Subject: Room:

	Yes = 2		Somewhat = 1		No = 0
	Traffic patterns are clearly defined and allow movement without disrupting others.		Traffic patterns are clearly defined and allow movement without disrupting others 50% of the time.		Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom.		Staff and students have easy access to enter/exit classroom 50% of the time.		There is not easy access for entering/exiting classroom.
	Materials are clearly labeled, easily accessible, and organized for ease of use.		Some materials are clearly labeled, easily accessible and organized for ease for use.		Materials are not clearly labeled, are not accessible or organized.
	Only current or relevant materials from the behavior/academic content, lesson, or activity are displayed.		Current behavior/academic curriculum is visible, yet some materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Also consider using the **FLPBIS Classroom Assistance Tool (CAT)**.
The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

Developed through ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

What is it?

The Classroom Teaching Matrix is a simple visual tool displaying the established **Classroom Expectations, Rules, and Routines.** The Matrix itself is not an actual "practice," but is a critical foundation for establishing consistency among adults. **It is a continuation of the school-wide teaching matrix.** The teaching matrix serves as the primary tool defining the behavioral-social-emotional learning standards for instruction.

What does it look like?

Expectations:
3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).

Rules:
Observable, measurable, positively stated, applicable, and understandable pro-social examples for each expectation

Routines:
Posted procedures for automating common activities. Consider routines for external behaviors (e.g. turning in assignments, etc.), and social-emotional skills (e.g. self-awareness, brain regulation, developing relationships, etc.)

The Warren Way	Classroom Rules	Classroom Routines	
		Group Work	When you feel upset
Be Responsible	☐ Focus on your work ☐ Apologize for mistakes	1. Do your fair share	1. Display your 'stop signal' 2. Choose a coping strategy
Be Respectful	☐ Listen to speaker ☐ Raise hand	2. Listen to your peers	3. Use "I statement" to express feelings and needs
Be Safe	☐ Keep hands and feet to self	3. Clean up area	4. Use Calm Corner as necessary 5. Talk to someone if you need help

Why?

Consistent expectations in all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated examples inform teachers on what to instruct and prompt.

Students know exactly what to do.

Routines crate a predictable and calm environment.

Routines prevent disruption often associated with staff inconsistency.

Maximize learning time by automating frequent tasks and activities.

Trauma-Lens? A well-designed teaching matrix creates consistency and predictability through clearly stated rules. Routines support regulation, and can develop social-emotional competencies.

How?

Use the same expectations as posted school-wide. Expectations usually stay the same year-after-year, but revisit behavior data annually to review possible rule revisions.

Two approaches to consider: 1) all rules individual to each room OR 2) having core rules be the same, with room for individual teacher rules. Tier 1 Team decides.

Tier 1 team can save time and resources by developing routines to be shared with colleagues. Tier 1 team may consider some routines to be the same school-wide (transition, getting attention, other?)

Tips?

☐ Use the Teaching Matrix to integrate social, emotional, and behavior examples from related initiatives (SEL competencies, bullying prevention skills, mental health, etc.)

☐ Keep the number of rules/examples manageable. After an initial draft, try to pick 3-5 rules for each expectation that have the biggest impact on your target outcomes

☐ Get student input on the established rules. Are they clear? What are examples and non-examples?

☐ Daily: Identify an expectation and rule/example to match to the period's academic learning objective in the lesson plan, and post it as a prompt for what behavior to expect and reinforce.

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Self-Report and/or Peer Observation Tool

Observe and monitor for aligned expectations, rules, and routines during a 10-20 minute period.

Assessment Type (circle): Self-Report or Direct Observation.

School: Teacher: Date: Time:
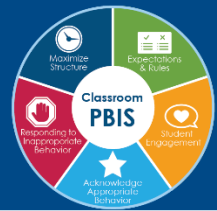
  Schedule (circle): Baseline or Follow-up.   Grade: Subject: Room:

Yes = 2	Somewhat = 1	No = 0
Classroom expectations are the same as the school-wide expectations.	Classroom expectations are the same as the school-wide expectations & there are additional/other expectations posted.	Classroom expectations are different than the school-wide expectations.
Classroom rules are visually displayed & conceptually **aligned** to school-wide expectations.	Classroom rules are conceptually aligned, but are not visually displayed or connected to the school-wide expectations.	Rules are not aligned to school-wide expectations.
Classroom rules are **defined**, **observable**, **measurable**, & **positively** stated. *(e.g., hands & feet to self vs. no-fighting; raise hand & wait to be called vs. be your best)*	A few of the rules are not positively stated or are not measurable or observable.	Several of the rules are not positively stated or are not measurable or observable.
Teaching matrix is posted & large enough to read anywhere in the classroom.	Matrix is posted but difficult to read from all locations in the classroom.	Matrix is not posted, is hard to find, &/or hard to easily read.
Classroom routines & procedures are succinct, positively stated, & in age-appropriate language or visuals.	Two out of three items are in place.	Zero to one items are in place.
Routines & procedures are aligned with school-wide expectations. Expectations are visually included on a classroom matrix.	School-wide expectations are conceptually linked to procedures & routines, but not visually included on matrix.	School-wide expectations are neither conceptually or visually linked on the classroom matrix with procedures & routines.
Routines & procedures are prominently posted in respective locations (*e.g,. lab routine in lab)*. Large enough to read from respective locations.	Routines & procedures are posted, but not in designated areas &/or not easy to read.	Routines & procedures are not posted.

Also consider using the **FLPBIS Classroom Assistance Tool (CAT)**.
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Maximize the simultaneous participation of all students through strategies and questions to solicit group responses.

What is it?

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What does it look like?

Examples:

Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.

All students write their answer to a math problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

- -

Why?

☐ Increase on-task behavior
☐ Increase praise to corrections ratio
☐ Provides continual formative assessment
☐ Makes learning visible
☐ Increase academic/learning outcomes
☐ Allows for differentiated responses and varied types of engagement for students who do not want group attention

Trauma-Lens? Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

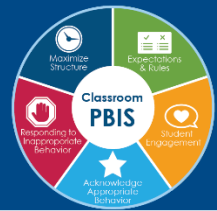- -

How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

Tips?

☐ Teacher talk should account for no more than 40-50% of instructional time.
☐ Use wait time of 5 seconds to allow for processing and encourage engagement
☐ Share strategies and practice group opportunities to respond skills in grade/department teams.
☐ Teach students the strategies prior to using them during an instructional lesson.

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Self-Report and/or Peer Observation Tool

Observe and monitor the components of **Opportunities to Respond** during a 10-20 minute period of active instruction.

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

School: **Teacher:**   **Grade:**   **Room:**   **Date:**   **Time:**

Yes = 2	Somewhat = 1	No = 0	N/A
Group responses are used more frequently to engage all students.	1-2 strategies are used to engage students in group responses.	Students are not engaged in group responses.	Active instruction was not observed.
3 or more strategies are used to replace single student responding, and engage students in group responses.	Group responses and individual responses are used equally.	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.	Active instruction was not observed.
Teacher talk is less than 40% of instruction time observed.	Teacher talk is 40-60% of time observed.	Teacher talk is greater than 60% of time observed	Active instruction not observed.
Wait time equals 5 seconds.	Wait time is less than 5 seconds.	No wait time allow.	Active instruction not observed.
80% or more of students are on task during each of the three scans.	70-79% of students are on task during one or more scans.	Less than 70% students are on task during one or more scans.	

Data Collection for Engagement & Multiple Opportunities to Respond	Data
Tally of instructional questions, statements or gestures made by the teacher seeking an academic **group** response. *(all students responding)*	
Tally of instructional questions, statements or gestures made by the teacher seeking an academic **individual** response. *(single student responding)*	
Strategies and/or instructional tools used to replace single student responding (*e.g. use of response cards, dry erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.)*	

On-task/off-task behavior for academic engagement during 10-minute observation sessions (below).
Scan all students to note on-task and off-task behaviors.

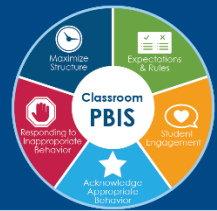| Total # students in class		Time of each scan:	Time 1:	Time 2:	Time 3:	Average
		Ratio and/or % on-task at each interval:				
Brief description of the instructional context during the observation. *(Individual instruction, small group, whole class, tech in use, etc.)*						

Notes:

Also consider using the [FLPBIS Classroom Assistance Tool (CAT)](). The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

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Acknowledge Appropriate Behavior

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Classroom PBIS
- Maximize Structure
- Expectations & Rules
- Student Engagement
- Acknowledge Appropriate Behavior
- Responding to Inappropriate Behavior

What is it?

A set of strategies 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.

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

STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOR

	Teach Behavior/ Routines	Preventative Prompts	Behavior Specific Praise	Individual Reinforcers	Group Contingencies
What does it look like?	A written plan/schedule for teaching and practicing expectations, rules, or procedures	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 have a 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 4:1 praise to corrections ratio for growth mindset.	Individual acknowledgement systems remind adults to focus on skills they want to see students use, and to use Behavior Specific Praise	Keeps a focus on growth mindset. Use the benefits of social rewards to emphasize desired behaviors, build relationships, and build community.
Trauma-Lens?	These strategies (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.				
How?	Teach behavior like academics. Install new skills, and engage in ongoing intentional practice. Teach the identified rules and procedures 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 specific positive praise 3. Describe rule being recognized 4. Link to school-wide expectation	Use the same 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/ celebration. Layer larger/less-frequent rewards on top for bigger celebrations.
Tips?	☐ Tier 1 team works 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. ☐ Avoid using 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. ☐ Classroom celebrations are also group contingencies.

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.)

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Acknowledge Appropriate Behavior

Self-Report and/or Peer Observation Tool

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

School: **Teacher:**   **Grade:**   **Subject:**   **Room:**   **Date:**   **Time:**

Teacher interview or review of written school-wide and/or classroom plan:
Expectations, rules, and routines are actively taught.
  1. How frequently are expectations, rules, routines formally taught?
  2. How is it decided which expectations, rules, routines to teach each week
  3. Request to see last behavior and academic lesson plans taught.
	Notes:

Teaching Behavior/Routines & Preventative Prompts				
Yes = 2		**Somewhat = 1**		**No = 0**
Lessons on expectations & examples are taught at least weekly *(lesson plans)*. Expectations & rule prompts are embedded in daily lessons & activities. *(academic plans)*		Rules & expectations are taught once per grading period. Occasional prompts & practice embedded into lessons & activities.		Rules & 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.		Routines & procedures are taught & practiced quarterly to maintain student consistency & fluency.		Routines & procedures are not in place or not taught & practiced at least 4 times throughout the year.
80% - 100% of students demonstrate routine implementation of posted procedures throughout the day.		Procedures are used at least weekly & are routine for 50% - 80% of students.		Procedures are not in place or not routine for at least 50% of students

Students are prompted & acknowledged for using routines/procedures. Prompts prepare students to follow the routine. Teacher acknowledges success using behavior specific praise.
  1. Identifies student by name or group
  2. Identifies expectations & routine
  3. Provides acknowledgment
  4. Provides tangible rewards *(optional)*
		Students are either prompted or acknowledged for using routines and procedures.		Routines & procedures are not in place or students are neither prompted or acknowledged for using routines and procedures.

Behavior Specific Praise (BSP) & Individual Reinforcers				
Yes = 2		**Somewhat = 1**		**No = 0**

BSP is used & **all three** components are observed:
  1. Student/group identified by name
  2. Term of praise included
  3. Describes & acknowledges rule/ behavior being recognized.
Examples:
  1. "Javier, great job waiting your turn"
  2. "Class, terrific job *being safe* by walking in the hallway just as we practiced. Everyone is silent and hands are at sides."
		Only first 2 components are observed, general praise provided.		No BSP or general praise provided.

BSP was linked to school-wide expectations 50% or more of the time.		BSP was linked to school-wide expectations less than 50% of the time.		BSP was not linked to SW expectations or was not used.

BSP contingent *(student demonstrates behavior being reinforced)* & delivered immediately upon accurate display of desired behavior.	Teacher uses BSP within 10 minutes of student/group displaying the desired behavior.	Students receive BSP without demonstrating the behavior or BSP was not used.
Ratio of BSP statements are delivered at least 4 times as often as error corrections.	BSP statements delivered 2-3 times as often as negative feedback.	BSP statements are delivered fewer than 2 times as often as negative feedback or BSP was not used.
Ratio of all positive feedback *(BSP & general praise)* are delivered at least 4 times as often as all corrective feedback.	Positive feedback delivered 2-3 times as often as corrective feedback.	Positive feedback delivered fewer than 2 times as often as corrective feedback or praise was not used.
If tangible reinforcements are used, teacher uses BSP when students earn the reinforcement. *Note: Rate this item if a school-wide tangible reward 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 BSP when tangible reinforcements are earned.	BSP is not used when students earn tangible reinforcements.

Group Contingencies		
Yes = 2	**Somewhat = 1**	**No = 0**
If the teacher implements a group contingency s/he identifies & teaches the group contingency rule *(specific behavior)* or procedure/routine & links it to school-wide expectation.	Teacher identifies & teaches the group contingency rule *(specific behavior)* or procedure/routine but does not link to it a school-wide expectation.	Rule or routine is not taught at the start of the group contingency.
All students included if class wins. *(e.g. class plays as entire team or by tables then whole or 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 playing period prior to difficult transitions when needed/applicable.	Teacher provides a simple & effective prompt to pre-corred for the rule or expectation.	No evidence of pre-corrections provided.
Class earns acknowledgements at a high rate for engaging in the identified behavior.	Class earns acknowledgements at a slow rate resulting in lost interest or focus on skill.	Class does not earn acknowledgement for engaging in desired behavior.
Monitoring system & target rule, behavior, or routine are prominently displayed & easy to see anywhere in the classroom.	Monitoring system is displayed, but target rule, behavior, or routine is not indicated.	Monitoring system is not displayed, or is not easy to see.
If inappropriate behavior occurs, teacher uses a continuum of strategies to respond to inappropriate behavior *(e.g. planned ignoring, prompting, re-teaching, etc.)* &the group contingency continues.	Teacher uses strategies from continuum to address inappropriate behaviors but they are ineffective & prevent the game from continuing.	Teacher doesn't respond to inappropriate behavior or strategies used are not recommended &/or supported. *(e.g. shouting, response cost, etc.)*
Teacher pairs BSP for students earning acknowledgement. *(individual or class-wide)*	Acknowledgements are earned only with generic praise.	Acknowledgements are earned without generic praise.

Also consider using the **FLPBIS Classroom Assistance Tool (CAT)**.

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Responding to Inappropriate Behavior

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Classroom PBIS

What is it?

A teacher's toolkit of practices organized by resource intensity, for responding to inappropriate behavior. Use the least intensive educational approach to support student learning and achieve demonstration of the appropriate skill.
Practices are chosen by the Tier 1 team, added to the school's discipline flowchart, and installed and supported through professional development (PD).

What does it look like?

Sample Practices Team May Install	Definition
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior or adherence to a procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix
Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example, praise the positive behavior while ignoring the student's inappropriate behavior.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Specific Error Correction	Specific feedback that informs the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation. 1. Respectfully address the student 2. Describe inappropriate behavior 3. Describe expected behavior/rule 4. Link to school-wide expectation on matrix 5. End with encouragement
Regulate, Relate, Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity.
Conference with Student	Ask the five restorative questions (What happened?, What were you thinking of at the time?, What have you thought about since?, Who has been affected by what you have done and in what way?, What do you think you need to do to make things right?). Understand the problem and the alternative behavior. Provide rationale. Practice and give feedback. Develop a plan.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations (Costello et. al., 2010)

Why?

Educators need a tool kit of behavioral teaching strategies to meet different functions, intensity, and rates of inappropriate behavior. No single strategy will work for all youth or in all situations.
Punishing problem behavior, instead of correcting through a positive, proactive, educative approach, is linked to increased aggressions, vandalism, truancy, and dropouts (Mayer & Sulzer-Zazroff, 1990; Skiba, Peterson, & Williams, 1997).

Trauma-Lens? The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason).

How?

A formal toolkit of practices should be selected by the Tier 1 Team, and installed through ongoing PD. The toolkit should include 1) practices to address **skill deficit** (lack of a skill to perform a desired behavior), 2) practices to address **performance deficit** (lack of a motivation to perform the desired behavior), and 3) **Error Correction** as a universal corrective feedback process.
Provide opportunities for self-assessment, peer-observation, and coaching to improve fidelity of the strategies.

Tips?

- ☐ Use the least resource intense practice possible to achieve the objective. Focus on consistency and patience in responding to behavior.
- ☐ Document the school-wide list of recommended practices in a discipline flow-chart.
- ☐ Response practices should communicate support, caring, and relationship building
- ☐ Provide teachers PD on function of behavior to support selection of practice
- ☐ It is not: A list of punishments, nor a process for teachers to follow in order to reach a punishment; A public shaming response cost system (clip-charts, names on board, etc.) A privilege level system

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Self-Report and/or Peer Observation Tool

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

School: Teacher: Grade: Subject: Room: Date: Time:

Yes = 2	Somewhat = 1	No = 0
Disruptions did not take place during observation.	Some disruption(s) occurred but peers were not impacted.	Disruptions occurred impacting the ability of peers to learn.
Teachers uses continuum to respond to inappropriate behavior. *(minimum of 3 strategies observed)*	1-2 strategies used other than general correction.	No strategies used or strategies used were not recommended &/or supported *(e.g. shouting, response cost, etc.)* &/or did not change the behavior.
Inappropriate behavior is addressed in a calm, consistent, brief, immediate, & respectful manner.	Some inappropriate behaviors were not addressed in a calm, consistent, brief, immediate, &/ or respectful manner.	Most inappropriate behaviors were not addressed in a calm, consistent, brief, immediate, &/or respectful manner, or no behaviors were corrected.
When using specific error correction, the following five steps are observed: 1. Respectfully address student 2. Describe inappropriate behavior 3. Describe expected behavior 4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior	3 or 4 out of the 5 steps were observed during specific error correction.	Specific error correction was not used.
Teacher follows error correction with behavior specific praise *(BSP)* as soon as student displays appropriate behavior.	Teacher delivers BSP at least 50% of the time in response to student displaying appropriate behavior after an error correction.	Teacher didn't use BSP to reinforce students after receiving error correction, or there is evidence of a response cost system in the classroom *(clothespin, flip cards, etc.)*, or no behaviors were corrected.

Behavior Specific Praise & **Strategies to Respond to Inappropriate Behavior:** *Observe/monitor 10-20 mins. during problematic times*

Start Time:	PRAISE & PRE-CORRECTIONS	TALLY	TOTAL
	General praise for behavior *(e.g., great job, thumb's up, etc.)*		
	Behavior Specific Praise *(e.g., student/group, behavior & expectation identified)*		
End Time:	Corrections for inappropriate behavior *(e.g., verbal, redirect, prompt, gesture, etc.)*		
	Specific correction inappropriate behavior *(e.g., student/group & behavior/expectation not met identified)*		
	Ratio of Praise to Corrections		

Response Strategies Used: *(circle all that apply)*

Planned Ignoring	Praise Others' Appropriate Behavior	Reteach	Provide Choice
Direct Eye Contact	Redirect	Specific Error Correction	Conference with student
Proximity	Praise Approximation	Regulate, Relate, Reason	Restorative Circle
Signal/Non-verbal Cue	Other:	Other:	Other:

Notes:

Also consider using the FLPBIS Classroom Assistance Tool (CAT).

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).