

# Scaffolding

# Classroom Management

## With Positive Behavior Support

### Part 1 – Preparing for Students



**Child Study System**  
**Learning Support Services**  
**Austin Independent School District**

Updated July 2015

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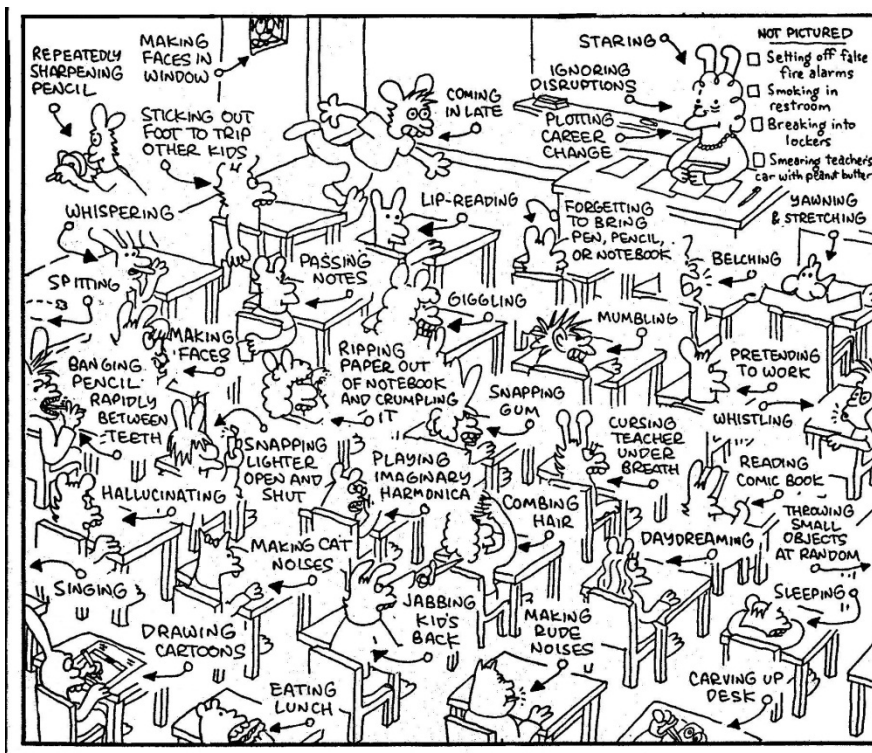
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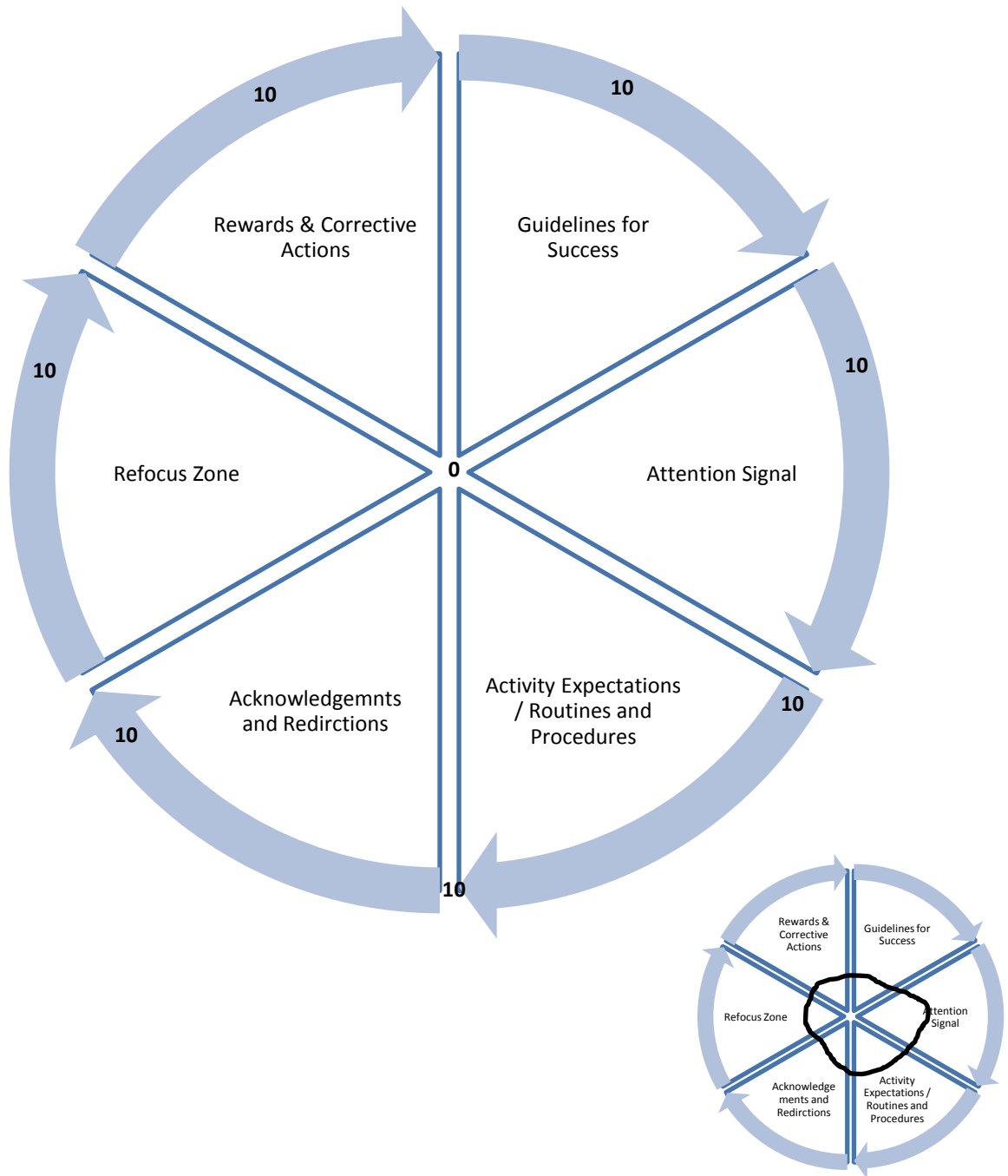
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# Part 1 - Foundations

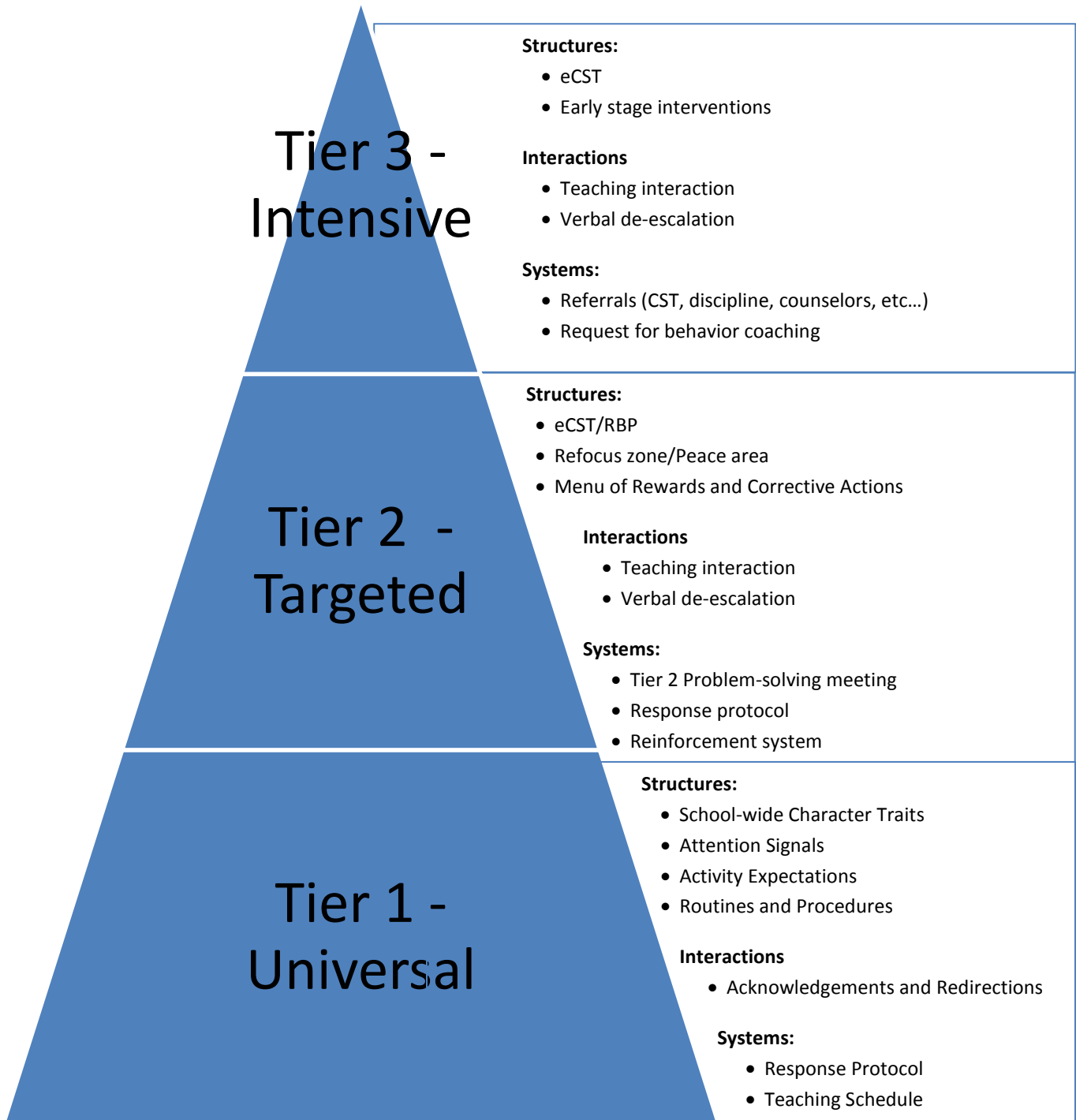
## Assessing Behavior Management Preparation

**Directions:** The 7 sections in the Positive Behavior Support Wheel represent the components of a strong classroom management system. On a scale from 0 (the center of the wheel) to 10 (the outer edge of the wheel), rank your level of implementation for each component. 0 is no implementation and 10 is highly effective implementation. Place a point in each wedge to indicate your level of effectiveness for each wedge. Connect the points to create a new outer edge. The new perimeter represents the effectiveness of your behavior management system.



## Planning for Behavior Management

Creating a functioning classroom requires thoughtful planning, implementation, and maintenance. Teachers need to define, teach, and reinforce consistent classroom structures and systems to create classrooms in which students and adults can articulate and model clear expectations. When systems, structures, and interactions are functional, it allows for day-to-day management of the classroom that ensures the teacher has time to focus on academic learning.



## Behavior Management and Discipline Planning

**Directions:** For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number. Total the scores for all items. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1 – 6 relate to the population of the entire school.			
1. How would you describe the overall behavior of students in your school?	Generally, behavior is quite irresponsible. I frequently have to nag and/or assign consequences.  10 <input type="checkbox"/>	Most students behave responsibly but about 10 percent put me in the position where I have to nag and/or assign consequences.  5 <input type="checkbox"/>	Generally responsible. I rarely find it necessary to nag and/or assign consequences.  0 <input type="checkbox"/>
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more  10 <input type="checkbox"/>	10 to 60 percent  5 <input type="checkbox"/>	Less than 10 percent  0 <input type="checkbox"/>
3. What percentage of students in your school typically move in and/or out of the school during the school year?	50 percent or more  10 <input type="checkbox"/>	10 to 50 percent  5 <input type="checkbox"/>	Less than 10 percent  0 <input type="checkbox"/>
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated.  10 <input type="checkbox"/>	It's a mix, but most students feel okay about school.  5 <input type="checkbox"/>	The vast majority of students like school and are highly motivated.  0 <input type="checkbox"/>
5. How would you describe the overall nature of interactions between students and adults in your school?	There are frequent confrontations which include sarcasm and/or disrespect.  10 <input type="checkbox"/>	There is a mix, but most interactions are respectful and positive.  5 <input type="checkbox"/>	The majority are interested, involved, and supportive of what goes on in school.  0 <input type="checkbox"/>
6. How would you describe the level of interest and support provided by the parents of the students in your school?	Many parents are openly antagonistic and many show no interest in school.  10 <input type="checkbox"/>	Most parents are at least somewhat supportive of school.  5 <input type="checkbox"/>	The majority are interested, involved and supportive of what goes on in school.  0 <input type="checkbox"/>
Questions 7-11 relate to students in your class this year. Middle school and high school teachers should use their most difficult class, or if you are doing this before the school year begins, simply give your best guess.			
7. What grade level do you teach?	Pre-K – 1 <sup>st</sup> , 9 <sup>th</sup>  20 <input type="checkbox"/>	6 <sup>th</sup> – 8 <sup>th</sup> or 10 <sup>th</sup>  5 <input type="checkbox"/>	2 <sup>nd</sup> – 5 <sup>th</sup> , 11 <sup>th</sup> – 12 <sup>th</sup> , or other  0 <input type="checkbox"/>
8. How many students do you have in your class?	30 or more  10 <input type="checkbox"/>	23 to 30  5 <input type="checkbox"/>	22 or less  0 <input type="checkbox"/>
9. What is the reputation of this group of students from the previous year?	This is the class from h*ll.  10 <input type="checkbox"/>	It's a mix, but most students work hard and cooperate.  5 <input type="checkbox"/>	This group is very hard working and cooperative.  0 <input type="checkbox"/>
10. How many students in your class have been identified as emotionally disturbed?	Two or more  10 <input type="checkbox"/>	One  5 <input type="checkbox"/>	Zero  0 <input type="checkbox"/>
11. Not including students identified as ED, how many students have a reputation for chronic discipline problems?	Three or more  10 <input type="checkbox"/>	One or two  5 <input type="checkbox"/>	Zero  0 <input type="checkbox"/>
If your total is:                      Your risk factors are:			
0 to 30 <input type="checkbox"/>	<b>Low:</b> Your students can probably be successful with a classroom management plan that involves Low, Medium, or High Structure.		
31 to 60 <input type="checkbox"/>	<b>Medium:</b> Your students can probably be successful with a classroom management plan that involves Medium or High Structure.		
61 to 120 <input type="checkbox"/>	<b>High:</b> Your students probably need a classroom management plan with High Structures to be successful.		

## Categorizing Negative Behaviors

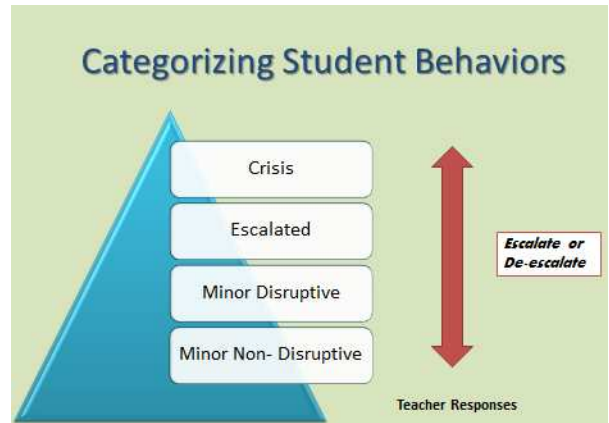
**Directions:** Negative behaviors are any undesired behaviors related to the current activity. List in the appropriate category all negative behaviors students exhibit in your class or any you anticipate students may exhibit.

**Minor Non-Disruptive:** behaviors do not interfere with other students' on-task behavior

**Minor Disruptive:** behaviors pull other students off-task

**Escalated:** behaviors are more extreme or non-compliant

**Crisis:** behaviors cause emergency situations which may pose imminent danger to student or others



Minor Non- Disruptive

Minor Disruptive

Escalated

Crisis

## Common Teacher Responses to Negative Student Behavior

**Directions:** Sort the following list into teacher actions that are *corrective responses* to student behavior and teacher actions that are *punitive responses*. Feel free to add to the list of responses. Record answers in the boxes below:

- Lose recess time
- Move seat
- Re-do assignment
- Contact parent
- Private conversation with student
- Eye contact
- Send to another teacher's room
- Yell
- Proximity
- Detention
- Hand on student's shoulder
- Change student's color on chart
- Verbal redirection/reminder
- Non-verbal cue or prompt
- Loss of privileges
- Redirect
- 
- 
- 
- 
- 

<u>Corrective</u>	<u>Punitive</u>
<ul style="list-style-type: none"> <li>• Intent is to change the behavior</li> <li>• Empowers students to choose positive behavior</li> <li>• Response is usually calm, intentional, and student-centered</li> <li>• Role of teacher is to assist in resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Intent is to penalize child, not behavior</li> <li>• Punishes students for their behavior</li> <li>• Response can emotionally based</li> <li>• Role of teacher is to provide a consequence</li> </ul>

## Part 2 – The Classroom Management Plan

### Sample Classroom Management Plan

#### Classroom Guidelines for Success/Character Traits

Guideline or Character Trait	Example
Prepared	Have all materials necessary for learning
Respectful	Listen to different opinions Follow classroom expectations
Industrious	Complete all work on time Stay on task
Dependable	Arrive to class on time
Ethical	Tell the truth Complete own work

#### Attention Signals

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

<b>Attention:</b> <ol style="list-style-type: none"> <li>Voices off</li> <li>Stop all activity/movement</li> <li>Eyes on teacher</li> <li>Follow directions</li> </ol>	<b>Direct Teach:</b> <ol style="list-style-type: none"> <li>Voices off unless called on</li> <li>Stay seated</li> <li>Follow directions</li> <li>Raise hand for help or permission</li> </ol>
<b>Independent Work:</b> <ol style="list-style-type: none"> <li>Voices off unless you have permission to speak</li> <li>Begin work right away</li> <li>Work until the task is completed</li> <li>Stay seated unless you have permission to get up</li> <li>Raise hand for help or permission</li> </ol>	<b>Partner/Group Work:</b> <ol style="list-style-type: none"> <li>Voice level: 1 – 2</li> <li>Follow directions</li> <li>Follow procedures</li> <li>Stay in assigned space unless given permission to move</li> <li>Raise hand for help or permission</li> </ol>
<b>Entering Class:</b> <ol style="list-style-type: none"> <li>Voice level: 1 – 2 during passing period</li> <li>Voices off after the bell</li> <li>Walk, keeping hands, feet, and objects to self</li> <li>Go directly to your assigned seat and follow procedures</li> <li>Raise hand for help or permission</li> </ol>	<b>Exiting Class:</b> <ol style="list-style-type: none"> <li>Voice off during class</li> <li>Voice level 1-3 after dismissal</li> <li>Wait for teacher dismissal before leaving</li> <li>Walk, keeping hands, feet and objects to self</li> <li>Ask teacher for help or permission</li> </ol>



### Acknowledgements and Redirections

Acknowledgements		Redirections	
<b>Verbal:</b> <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>	<b>Non-Verbal:</b> <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> <li>• Fist bump</li> <li>• Sticker</li> </ul>	<b>Verbal:</b> <ul style="list-style-type: none"> <li>• Please _____.</li> <li>• You need to _____.</li> <li>• A better choice would be _____.</li> </ul>	<b>Non-Verbal:</b> <ul style="list-style-type: none"> <li>• “The look”</li> <li>• Proximity</li> <li>• Tap on the shoulder</li> <li>• Tap on the desk</li> <li>• Head shake</li> <li>• “Shhhhh” signal</li> <li>• Wait signal</li> <li>• Reminder note</li> </ul>

### Rewards and Corrective Actions

Rewards		Corrective Actions	
<b>Recognition :</b> <ul style="list-style-type: none"> <li>• Student of the Week</li> <li>• Master Mathematician</li> <li>• Phone call</li> </ul>	<b>Parent Contact:</b> <ul style="list-style-type: none"> <li>• Note home</li> <li>• Email</li> </ul>	<b>Restitution:</b> <ul style="list-style-type: none"> <li>• Clean classroom</li> <li>• Prepare materials for next lesson</li> </ul>	<b>Parent Contact:</b> <ul style="list-style-type: none"> <li>• Phone call</li> <li>• Note home</li> <li>• Email</li> </ul>
<b>Time Earned:</b> <ul style="list-style-type: none"> <li>• Time to work on independent projects</li> <li>• Free time</li> </ul>	<b>Privileges Earned:</b> <ul style="list-style-type: none"> <li>• Extra computer time</li> <li>• Free choice centers</li> <li>• Lunch with teacher</li> <li>• Time with a preferred adult</li> </ul>	<b>Time Owed:</b> <ul style="list-style-type: none"> <li>• Cool down time</li> <li>• Time in another teacher’s classroom</li> </ul>	<b>Referrals:</b> <ul style="list-style-type: none"> <li>• To mentor</li> <li>• To counselor</li> <li>• To administrator</li> </ul>
<b>Positive Referral:</b> <ul style="list-style-type: none"> <li>• To mentor</li> <li>• To administrator</li> <li>• To preferred adult</li> </ul>	<b>Others:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Privileges Lost</b> <ul style="list-style-type: none"> <li>• Loss of materials</li> <li>• Loss of computer time</li> <li>• Loss of free choice centers</li> </ul>	<b>Others:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

## Creating Behavior Management Structures

### Guidelines for Success/Character Traits/Rules

**Directions:** Guidelines for Success replace class room rules and provide a vision and standard for student and adult behavior and achievement. If you have School-Wide Guidelines for Success, we recommend using them. For each Guideline, list the examples of student behavior that demonstrate the Guideline in your classroom. Then list adult behaviors that model each guideline.

#### Example

Guideline or Trait:	Students Demonstrate By:	Adults Model By:
Be Prepared	Having all materials ready Being in your seat, ready for the lesson	Having lessons ready Being to class on time Having classroom open and ready for students

Guideline or Trait:	Students Demonstrate By:	Adults Model By:

### Classroom Activity Expectations

**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).

	Negative Behavior	Positive Behavior	Expectations
<b>Direct Teach</b>			
<b>Independent Work</b>			
<b>Small Group/Partner</b>			

	Negative Behavior	Positive Behavior	Expectations
<b>Attention</b>			
<b>Entering Class</b>			
<b>Exiting Class</b>			

## Routines & Procedures

**Directions:** Routines and procedures are the instructional and clerical systems that keep a classroom running efficiently. Below are some routines and procedures that are regularly used with students. Consider each routine: if the routine is allowed during the activity, check the box and explain how students will comply.

<p><b>Pencil Sharpening</b></p> <p><input type="checkbox"/> During Direct Teach How?</p> <p><input type="checkbox"/> During Independent Work How?</p> <p><input type="checkbox"/> During Small Group/Partner Work How?</p> <p><input type="checkbox"/> Entering the Room How?</p> <p><input type="checkbox"/> Exiting the Room How?</p>	<p><b>Going to the Restroom</b></p> <p><input type="checkbox"/> During Direct Teach How?</p> <p><input type="checkbox"/> During Independent Work How?</p> <p><input type="checkbox"/> During Small Group/Partner Work How?</p> <p><input type="checkbox"/> Entering the Room How?</p> <p><input type="checkbox"/> Exiting the Room How?</p>
<p><b>Getting Materials</b></p> <p><input type="checkbox"/> During Direct Teach How?</p> <p><input type="checkbox"/> During Independent Work How?</p> <p><input type="checkbox"/> During Small Group/Partner Work How?</p> <p><input type="checkbox"/> Entering the Room How?</p> <p><input type="checkbox"/> Exiting the Room How?</p>	<p><b>Putting Away Materials/Turning in Work</b></p> <p><input type="checkbox"/> During Direct Teach How?</p> <p><input type="checkbox"/> During Independent Work How?</p> <p><input type="checkbox"/> During Small Group/Partner Work How?</p> <p><input type="checkbox"/> Entering the Room How?</p> <p><input type="checkbox"/> Exiting the Room How?</p>
<p>Other:</p>	

## Attention Signals

**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.

Signal	Environments
<p>Signal:</p> <p style="padding-left: 20px;">Auditory component:</p> <p style="padding-left: 20px;">Visual component:</p> <p style="padding-left: 20px;">Kinesthetic component:</p>	

# Classroom Behavior Management Plan Template

## Guidelines for Success

Guidelines	Examples

## Attention Signals

1.	2.
----	----

## Classroom Expectations

<b>Attention</b> 1. 2. 3. 4. 5.	<b>Direct Teach</b> 1. 2. 3. 4. 5.
<b>Independent Work</b> 1. 2. 3. 4. 5.	<b>Partner/Group Work</b> 1. 2. 3. 4. 5.
<b>Arrival</b> 1. 2. 3. 4. 5.	<b>Dismissal</b> 1. 2. 3. 4. 5.

## 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> <ol style="list-style-type: none"> <li>1. Identify negative behavior</li> <li>2. Identify positive behavior</li> <li>3. Acknowledge positive behavior (3:1 ratio)</li> <li>4. Check for positive behavior</li> <li>5. Acknowledge positive behavior or use fluent redirection for continued negative behavior</li> </ol>	<b>Group:</b> <ol style="list-style-type: none"> <li>1. Identify negative behavior</li> <li>2. Identify positive behavior</li> <li>3. Use attention signal</li> <li>4. Review activity expectations</li> <li>5. Acknowledge positive behavior (3:1 ratio)</li> <li>6. Use fluent redirect for negative behavior</li> </ol>
<b>Continuing Negative Behavior</b>	<b>Minor Non-Disruptive:</b> <ol style="list-style-type: none"> <li>1. Ignore negative behavior, until you have time to engage</li> <li>2. Use fluent redirection                             <ul style="list-style-type: none"> <li>• Give 5 a Try</li> </ul> </li> <li>3. Conduct teaching interaction</li> </ol>	<b>Minor Disruptive:</b> <ol style="list-style-type: none"> <li>1. Fluent redirection                             <ul style="list-style-type: none"> <li>• Give 5 a Try</li> </ul> </li> <li>2. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone</li> <li>3. Engage the rest of the class in an activity</li> <li>4. Conduct teaching interaction</li> </ol>
	<b>Escalated:</b> <ol style="list-style-type: none"> <li>1. Engage the rest of the class in an independent activity</li> <li>2. Conduct Teaching Interaction</li> <li>3. Conduct verbal de-escalation, if warranted</li> <li>4. Provide the student with the choice of engaging in expected behavior or moving to the refocus zone</li> <li>5. Check in with the class</li> <li>6. Conduct the teaching interaction</li> </ol>	
<b>Crisis Behavior</b>	<ol style="list-style-type: none"> <li>1. Identify the crisis behavior</li> <li>2. Identify the appropriate crisis response plan</li> <li>3. Conduct the Crisis Response Plan</li> <li>4. Document use of the Crisis Response Plan</li> </ol>	
<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. Check for understanding</li> <li>6. Deliver consequence, if needed</li> <li>7. End with praise/empathy</li> </ol>		<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>

## Part 3 – Using the Plan

### Teaching Your Expectations

Now you have a plan in place that includes student behavior expectations. You can make posters with your expectations and refer to them throughout the year. The next step is to prepare a lesson plan to teach the students what your expectations look like and sound like, and how you will respond to the behaviors, “good” and “bad.”

#### Objective

Ensure all students understand the behavior expectations.

#### Time

25 minutes with daily follow up

#### Step 1 (2+ min)

- Post all behavior expectations
- Ask students to read each set of expectations

#### Step 2 (3+ min)

- Pose the question, “What do you think is the purpose of these behavior expectations?”
- Allow a couple of minutes for students to respond
- Even if no one responds, go to step 3

#### Step 3 (5+ min)

- Teacher adds to student responses, explaining the rationale and thinking that went into the development of each set of expectations

#### Step 4 (10+ min)

- Select small groups of students to demonstrate/role-play
- Begin with a non-example, demonstrate what it looks like and sounds like to **not** meet the expectations
- Follow up with examples, demonstrate what it looks like and sounds like **to meet** the expectations

#### Step 5 (Follow up daily for three weeks)

- Refer to the posters at each transition, for example, going from direct teach to independent work
- Use the same language as in the posted expectations when providing acknowledgement or redirection
- Tie incentives to the expectations
- Repeat daily for the first month of school

Follow the **3-33 Rule** – *Focus on building relationships and teaching expectations for the first 3 weeks, then the next 33 weeks will be smooth sailing.*



## Monitoring & Acknowledging On Task Behavior (Elementary)

### What is it?

A means of increasing:

- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

### When to Use?

- For classes where there is a pattern of less than 80% of students on task
- Continue using until more than 80% of students are regularly on task

### Steps to Implement

1. Do daily
2. Give each student a slip of paper, chart, post-it-note, a cup for pom poms, a pipe cleaner for stringing beads...
3. Quickly explain the purpose
  - Teacher will add a tally mark (sticker, pom pom, bead) if the student is working during tally time
  - Teacher will have tally time frequently through the day or targeted time of day
  - Once a student collects \_\_\_\_ number of tallies, he or she gets to choose a celebration/reward  
While tangible items often work, students can be very enthusiastic about experiential reward coupons such as bringing a show-and-tell item, keeping a stuffed animal at their desk for a day, computer time, free draw time, sitting in the teacher's chair, using a special pen during the day...
4. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
  - Have they made sufficient progress on the assigned activity?
  - Are they focused on the work or visiting/zoning/texting/etc?
5. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity

### Note

This is a great strategy for increasing on-task behavior but can also be used to increase compliance of and engagement in other expectations set by the teacher such as:

- Following directions
- Having a safe body – hands, feet, and objects to self
- Using kind and respectful language

Choose one priority behavior for the class to work on at a time. After success (>80%) is achieved and maintained over many days, consider adding or changing to another priority behavior.

## Monitoring & Acknowledging On Task Behavior (Secondary)

### What is it?

A means of increasing:

- on task behavior
- individual acknowledgments
- attention provided to students who remain on task
- helps maintain a 3:1 ratio of interactions

### When to Use?

- For classes where there is a pattern of less than 80% of students on task
- Continue using until more than 80% of students are regularly on task

### Steps to Implement

4. Do daily
5. Give each student a slip of paper or post-it-note
6. Quickly explain the purpose of the paper
  - Teacher will add a tally mark on the slip if the student is working during tally time
  - Teacher will have tally time 5-7 times per class
  - Students with 5 or more tallies will be dismissed when the bell rings
  - Students with less than 5 tallies will be dismissed by name
9. Tally time is when you circulate around the classroom and periodically take notice of each student, focused on the student's effort
  - Have they made sufficient progress on the assigned activity?
  - Are they focused on the work or visiting/zoning/texting/etc.?
10. Put a tally mark on a student's slip if they are on task and making sufficient progress on the assigned activity
11. Make sure to circulate and tally 5-7 times during the period
12. Students who have 5 or more tallies at the end of the period are dismissed by the bell
  - Others are quickly dismissed by name
  - All students should be dismissed within 15-30 seconds
  - Dismiss based on their effort, first those with 4 tallies, then 3 tallies, etc.
  - Remind students that the next class period is a new opportunity to stay on task, collect tallies, and be dismissed by the bell

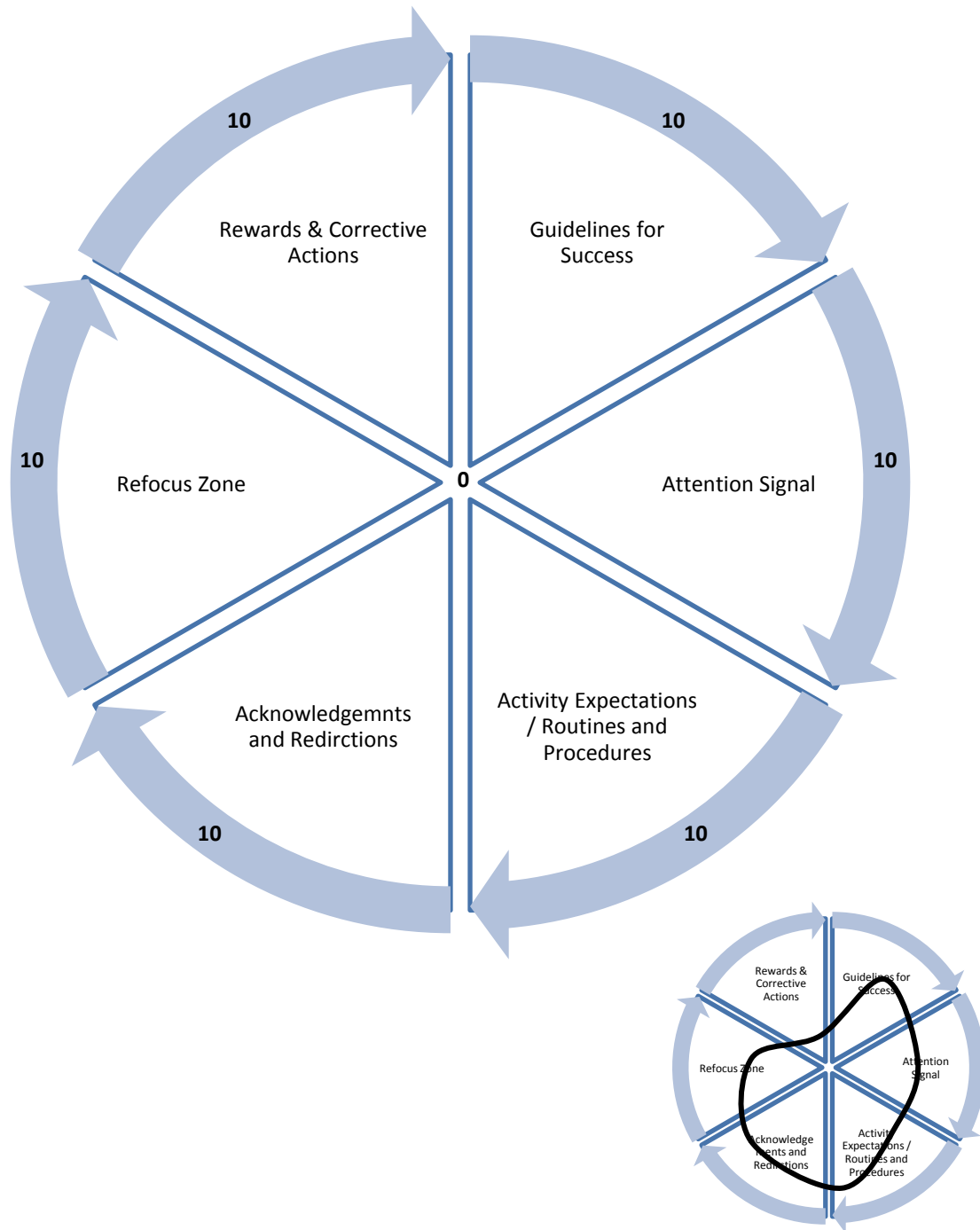
### Note

Some students will leave at the bell, even if they do not have at least 5 tallies. When they do, say, "I won't try to stop you, but I will catch up with you later. We will deal with it then."

- Take note of any students who leave without permission
- Find each student later (same day)
- Use the *Teaching Interaction* when you catch up with them, point out you told them you would catch up
- Find them:
  - at lunch
  - at the end of your conference period, wait outside of the student's class
  - exiting campus at the end of the day

## Re-Assessing Behavior Management Preparation

**Directions:** The 7 sections in the Positive Behavior Support Wheel represent the components of a strong classroom management system. On a scale from 0 (the center of the wheel) to 10 (the outer edge of the wheel), rank your level of implementation for each component. 0 is no implementation and 10 is highly effective implementation. Place a point in each wedge to indicate your level of effectiveness for each wedge. Connect the points to create a new outer edge. The new perimeter represents the effectiveness of your behavior management system.



## Further Study

### Helpful Print Resources:

- Canter, L. (2006). *Lee Canter's classroom management for academic success*. Bloomington, IN: Solution Tree.
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### Helpful Websites:

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