



Section B: Behavior

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Introduction: Behavior

Schools often respond to behavior problems reactively, heavily focused on consequences and/or exclusionary practices. While temporarily reducing the behavior, a negative reinforcement cycle is initiated. In contrast, **a positive school-wide behavior system is a framework for effectively organizing and implementing essential prevention and intervention strategies.** It is based on a three-level approach to create a positive school climate: universal interventions, targeted interventions, and intensive interventions ([see diagram, page 5](#)).

The table below forecasts the focus areas and offers some practical tips for building leaders to implement in their schools.

Focus Areas	Role of Building Leader(s)
School-Wide Behavior System	<ul style="list-style-type: none"> • Talk to students about what prevents them from learning. • Spend time talking with staff about the connection between behavior and increased academic achievement. • Engage staff and parents in conversations about ways the climate currently does not support learning and ways that it does.
Key Components of a School-Wide Behavior System	<ul style="list-style-type: none"> • Establish school-wide expectations for student and staff behavior. • Identify building-wide strategies to prevent behavior challenges and to establish efficient interventions. • Establish systems that support appropriate behavior in non-classroom settings across the campus. • Assure that the school-wide behavior plan is in place in classrooms. • Review data to see that the school-wide behavior plan is being implemented consistently and equitably.
School Connectedness	<ul style="list-style-type: none"> • Maintain a focus on building positive relationships in the building—model, support, and encourage them. • Become familiar with the cultural expectations and traditions that students bring with them and find ways to acknowledge and celebrate them at school. • Reach out to families and communities where students live; invite volunteers in and welcome parents when they come into the building.



Focus Area: School-Wide Behavior System

“Behavior is disruptive to the learning in our school, yet we don’t seem to have effective systems to deal with it.”

This section describes the four components of an effective **school-wide behavior system**. **Unlike a behavior plan, the emphasis of a behavior system is on preventing problems and providing a comprehensive, consistent approach.** Shifting the focus to prevention minimizes behavioral problems and increases academic time for students. When this type of system is in place:

- Staff are more consistent in their expectations and actions.
- Students understand and are more likely to follow rules and expectations.
- A more positive relationship exists between and among staff and students.
- Focus is on learning.

Just as we do not assume that students know how to do long division when they come to school, we cannot assume they know how to behave appropriately in school. We must teach them the skills they need to succeed in an educational setting. **Well-managed classrooms help students learn and grow academically as well as socially and emotionally.**

Providing predictability, stability, clear limits, consistency, and routine helps create safe learning environments. Structure helps children develop internal control and self-discipline by organizing their world and providing age-appropriate opportunities for them to make their own positive decisions.



Focus Area: Key Components of a Positive School-Wide Behavior System

“There are behavior problems in our lunchroom and classrooms and the same few students are always involved.”

A positive school-wide behavior system uses data to drive decision-making and addresses prevention and intervention in four areas:

School-Wide Focus

This area includes strategies that affect the entire school community in all environments. It includes key prevention and early intervention strategies that are a foundation for all students. Developing and teaching expectations, orienting new students, and teaching social skills are examples of school-wide strategies. School-wide strategies assure consistency across the building.

Non-Classroom Focus

This area includes strategies that affect the entire school community in any area that is **not** a classroom (e.g., hallways, lunchroom, arrival /dismissal areas, assemblies, recess, etc.). Many of the conflicts that can erupt in a classroom are the result of disagreements that begin or re-surface in non-classroom settings.

Classroom Focus

Discipline is an educational process just like every other subject. Included in this section are behavior management strategies that can assist with the learning process, including how to organize the classroom, basic classroom management tips, beginning and ending routines, ways to build relationships and a sense of community with and among students, ways to orient new students. (Additional information regarding effective classrooms is available through MPS Departments of [Curriculum and Instruction](#), 612-668-5300; [Special Education](#), 612-668-5444; and [English Language Learners](#), 612-668-0215.)

Individual Focus

This includes strategies that affect the entire school with primary impact on individual students or groups of students who need assessment and strategies beyond those provided universally in the school for all students (e.g., problem solving or CTARS teams, individual behavior plans). For questions about the [Office of Civil Rights \(OCR\) Agreement and Procedures](#), call 612-668-5476. For questions about use of the OCR website, call 612-668-0468.



Focus Area: School Connectedness

“There are a number of students who do not feel a part of our school.”

In addition to structure and clear expectations, effective schools are characterized by students who have a positive connection to the school and who have caring relationships with adults who demonstrate concern for the student as an individual. Blum and Resnick, et al., have found that school connectedness is a key factor in student success. In the context of caring relationships, the student learns to trust adults in the school, and then is more able to take the risks necessary to learn new skills and try new behaviors.

In a district with a wide variety of cultures, languages, and races, establishing connections with students may be challenging. It is important that strategies for students are developed with the understanding that both teaching and learning are influenced by cultural backgrounds and experiences. The racial, cultural, linguistic, social, and historical backgrounds of children (and their families) have a significant impact on how students acquire knowledge and process information, and on how they perceive school. **Teachers can maximize students’ connections with school by recognizing the impact of language and culture and by effectively using instructional strategies that build on students’ cultural strengths.**

A student’s sense of connection is also strongly impacted by mobility. Many students transition between schools during a school year, entering schools after the beginning of the year. It is important that there is a system in place so that each of these students is provided with special orientation and connections with other students and adults in the building.

Other website resources are listed below:

http://www.ed.gov//pubs/Idea_Planning/index.html

<http://www.casel.org/>

<http://www.samhsa.gov/>

<http://www.apa.org/>

<http://www.dps.state.mn/ojp> (School Safety: Lessons Learned)

<http://www.safeyouth.org/home>

<http://www.nasponline.org/>



Tool Guide: Behavior

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Classroom Focus Tools

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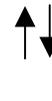
Individual Student Tools

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Tool: Components of a School-Wide Behavior System

This table illustrates the components of a school-wide behavior system and lists strategies that should be included within each component. Check areas that need improvement, note which boxes contain the most checks, and correlate this information with other data sources.

Prevention			Consequences
School-Wide Systems	School-Wide Expectations	Environment	
<ul style="list-style-type: none"> <input type="checkbox"/> Expectations are clear, positive and culturally respectful <input type="checkbox"/> Distinctions between classroom and office managed behaviors are clear <input type="checkbox"/> System for out of class referrals is clear and consistent <input type="checkbox"/> Bottom line behaviors are clearly defined <input type="checkbox"/> Staff, students and parents are clear about School-Wide Behavior Systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Stated positively <input type="checkbox"/> Clear <input type="checkbox"/> Consistently enforced <input type="checkbox"/> Posted and referenced <input type="checkbox"/> Culturally respectful <input type="checkbox"/> Lesson plans for teaching <input type="checkbox"/> Taught, practiced, reinforced and revisited <input type="checkbox"/> Positive behavior reinforced <input type="checkbox"/> Staff knows and explains <input type="checkbox"/> Students know and explain <input type="checkbox"/> Positive acknowledgement for appropriate behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum and instruction match student needs <input type="checkbox"/> Students experience high rates of success-differences are accommodated <input type="checkbox"/> Positive acknowledgement for appropriate behavior <input type="checkbox"/> Social/emotional competencies are taught, reinforced and reviewed <input type="checkbox"/> A caring, nurturing, safe and welcoming environment <input type="checkbox"/> Students receive 4:1 positive to negative reinforcements <input type="checkbox"/> Adults intervene early to prevent larger problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Accommodate differences <input type="checkbox"/> Continuum of interventions <input type="checkbox"/> Intervene early, when problems begin to arise <input type="checkbox"/> Provide intensive interventions and re-teach skills as necessary <input type="checkbox"/> Distinctions between office and classroom managed behaviors <input type="checkbox"/> Procedures for handling emergency situations posted and understood <input type="checkbox"/> 3-5 step procedure used before student is referred out (warn, redirect, time out, buddy room)



Data
<ul style="list-style-type: none"> <input type="checkbox"/> Suspension and referral data reviewed by data group or climate committee, including school leadership. <input type="checkbox"/> Referral data reviewed regularly by teams. <input type="checkbox"/> Data used to design and implement interventions. <input type="checkbox"/> Data used to provide staff with regular feedback on patterns. <input type="checkbox"/> Data used to provide staff with additional training. <input type="checkbox"/> Data used to provide students with additional training to correct problem behaviors.



Tool: Assessing a School-Wide Behavior System

This information, as well as a comprehensive discussion of Positive Behavior Intervention and Support (PBIS), is available at <http://www.pbis.org>.

Horner & Sugai (University of Oregon, 2004) have developed an approach to school-wide behavior systems: Positive Behavior Intervention and Support (PBIS). It is an evidence-based system for promoting positive social and learning outcomes in schools. It is *not* a pre-canned program or curriculum. Rather, it is a compilation of effective practices, interventions, and system change strategies that have been demonstrated to be empirically effective and efficient.

What are the steps involved in setting up a school-wide system of discipline?

An effective school-wide system of discipline or positive behavioral interventions and supports is only as good as the structures and processes that are in place to support its sustained use. When setting up a school-wide system of discipline or positive behavioral interventions and supports, the following steps should be followed:

1. Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.
2. Secure administrator agreement of active support and participation.
3. Secure a commitment and agreement from at least 80% of the staff for active support and participation.
4. Conduct a self-assessment of the current school-wide discipline system.
5. Create an implementation action plan that is data-based.
6. Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBIS efforts.

What are the components of a comprehensive school-wide system of discipline or positive behavioral interventions and supports?

All effective school-wide systems have seven major components in common:

1. An agreed upon and common approach to discipline
2. A positive statement of purpose
3. A small number of positively stated expectations for all students and staff
4. Procedures for teaching these expectations to students
5. A continuum of procedures for encouraging displays and maintenance of these expectations
6. A continuum of procedures for discouraging displays of rule-violating behavior
7. Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis

How do we know if a school-wide system of discipline or positive behavioral interventions and supports is effective?

Many schools make the mistake implementing a school-wide system of discipline or positive behavior support without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to:

1. Prevent ineffective practices from wasting time and resources
2. Improve the efficiency and effectiveness of current procedures
3. Eliminate elements of the system that are ineffective or inefficient
4. Make modifications before problem behavior patterns become too durable and entrenched

Can a school buy a ready-made or published school-wide behavior curriculum?

Many published school-wide behavior programs that can be purchased have the necessary features. However, every school has its unique features (for example: students, size, staff composition, geographic location) that must be taken into account when any discipline program is selected. The best approach is to assess what is currently in place in your school, whether it is effective, and what needs to be added or improved. Once this assessment is completed, a program that best addresses the features of your school can be selected.

What relationship does a school-wide system of discipline or positive behavioral interventions and supports have with other school initiatives, like safe and drug-free schools, IDEA97, character education, early literacy?

School-wide positive behavior support is not considered a new initiative. Instead, it is a set of problem solving strategies and processes that can be used to build upon a school's existing strengths. However, school-wide positive behavior intervention has a lot of characteristics that overlap with other initiatives. Proactive school-wide behavior systems create environments in which:

- a) Learning and teaching are valued, and aggressive, unsafe behavior are discouraged
- b) Respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged
- c) Individual differences are valued rather than criticized
- d) Educating students with disabilities can be supported more effectively and efficiently
- e) Teaching fundamental skills like reading and math can be maximized



Tool: Addressing Behavior During Difficult Times of the Year

Here are survival strategies for difficult times around holidays and at the end of school year.

- Increase contact with parent/guardian for both concerns and feedback. Call, write notes home or email, if available.
- Re-teach and model desired behavior. For example, demonstrate how students should enter and exit classroom.
- Stay positive, greet students by name and with a smile in the morning. **Let them know you like and respect them.**
- Practice routines and procedures students have forgotten (or are ignoring!).
- Increase visibility in the hallway/doorway during transition times.
- Anticipate students with the highest need for additional support during these times and develop intervention plan.
- Celebrate the small successes of all students and staff.
- Do something fun with your class; routine is important, but so is unexpected but structured play.



Tool: Transitions

Creating and managing transitions minimizes disruptions and behavior problems while maximizing student engagement.

How to Ensure Successful Classroom and School Transitions

- Model the appropriate way to make each specific transition; have students practice, then provide feedback.
- Make changes rapidly, with clear endings and beginnings.
- Teach and post daily routines and expectations.
- Establish rules and expectations for entering/exiting class, taking attendance, handing in homework, etc. both verbally and in writing.
- Post daily/weekly schedules to make certain students know when to expect transitions.
- Incorporate enough time for students to prepare for next activity or set of instructions.
- Have classroom materials accessible to all students; make certain that the pathways to these materials are clear to avoid disruptions in the flow of traffic.
- Provide students with a consistent visual and/or auditory signals or verbal cues to signal time for a transition.
- Circulate among and supervise during transitions.
- Provide additional support for students who are struggling with transitions.



Tool: Hallway Procedures

Design hallway procedures that promote positive student behavior.

Guidelines for Orderly School Hallways

- Do not issue passes during the first and last 10 minutes of class.
- Limit issuance of passes to emergency cases and to pre-arranged situations (media center, health office, etc.).
- Leave classroom doors unlocked.
- Do not send tardy students back out into the halls for a pass.
- Do not send students into the halls for timeout.
- Call and speak to a parent or guardian of student as soon as a pattern of tardiness emerges.
- Continue to enforce tardy policy throughout the year.
- If behavior is problematic, follow school procedures to arrange for an escort.



Tool: Successful Cafeteria Set-Up

- Use this time to teach and model appropriate behavior, as well as reinforce students with positive behavior.
- Directly teach lunchroom expectations immediately prior to moving to the lunchroom during the first two weeks of school and the weeks before and after each break.
- Students should move in a quiet line to tables, go to the lunch line only when called or by convention of the school, be physically appropriate, use quiet voices, display common courtesies, and after selection food, move directly to lunch tables.
- Post lunch rules in the lunchroom, and ensure that support staff is trained to implement the rules with both formal and informal positive feedback systems.
- Support staff should move around lunchroom, catching kids being good.
- With older students, engage in brief, positive conversations or move to wayward youth and quietly redirect them.
- Do not sit in one place and/or yell at students who are misbehaving, use a bullhorn, or similar approaches. If a student is problematic, move to the student and quietly redirect to task, send to timeout or move from the lunchroom, if necessary.
- For minor incidents, redirection to appropriate behavior is most useful. For any aggression, theft of food, or noncompliance with adult directives, brief timeout away from the table may be most effective. Students have a right to lunch, but not a social one if they misbehave.
- In case of an altercation, immediately remove those involved from the area.
- Do not simply reprimand the students and return them to the lunchroom. Make sure some staff stay in the lunchroom to support other students who remain in the lunchroom.



Tool: Playground Set-up and Management

Create playgrounds that promote positive student behavior and healthy environments.

Guidelines for a Successful Playground

- Teachers/staff frequently review student expectations and remind students of which organized games and activities are available.
- Rules for playground posted in classroom and at door(s) adjacent to the playground.
- Playground divided into specific areas for various activities with visual markers (such as orange cones).
- Staff stand in and move about play area to monitor students. Staff should not gather in one spot. Staff able to see students and speak to them in a normal or slightly elevated voice.
- Staff reinforces appropriate play, encourages participation of all students, and redirects those who are engaging in unacceptable activities.
- Minor infractions of the rules managed by redirection, reminder and return to play.
- Aggression, threatening or exploiting another student results in immediate movement of student to timeout area for five minutes. If behavior is egregious, student removed from playground and sent to principal or school behavior management specialist.
- Playground supervisor always has two-way communication with office in case of emergency.



Tool: Bus Safety and Behavior

- Review and rehearse positive behavior expectations for bus arrival, dismissal and the ride on the bus during the first two weeks of the school year, the week before and after each break, and the last two weeks of the year.
- Bus duty is instructional time. Sufficient staff should be available to monitor the front, middle, and rear of bus lines.
- Staff should encourage walking, appropriate physical contact, low voice volume and prompt movement to the appropriate bus.
- Walkers should be promptly excused from the bus loading area and off school grounds.
- Positive conduct reports should be used to encourage good bus riding behavior. Reports may be exchanged for individual, classroom or whole bus rewards.
- Bad bus conduct reports should be reviewed daily by school staff; if more than two or three reports are written for a given student in a one-month period, a written behavior plan should be created with the student.
- Adult supervision during arrival/departure should not focus exclusively on correction or documenting misbehavior. Adults should greet students, work on building positive connections, and modeling appropriate behavior.
- Music and radios should be listened to on individual headphones only. Drivers may not listen to music on headphones and should not play personal music at a volume that can be heard throughout the bus.
- Drivers should not allow students to select music to be broadcast throughout the bus.
- Assigned seating is critical in preventing behavior problems. Options include:
 - ✓ Random seating, with names drawn by school staff
 - ✓ Modified random seating, boy-girl-boy, with names drawn at random from a list of boys, alternating names drawn from a list of girls
 - ✓ Students needing supervision, and verbal reinforcement from the driver throughout the route, seated in the front rows of bus
 - ✓ Initial self-selected seating by students, which is then drawn into a formal seating chart



Tool: Classroom Observation Form

Use this form to assess implementation of key climate strategies.

Teacher: _____

Date: _____ Time: _____

Observer: _____

	Degree of Implementation			
	Low		High	
A small number of classroom expectations are posted consistently throughout the building.	1	2	3	4
Rules are reinforced positively.	1	2	3	4
Teacher monitors student compliance with the rules.	1	2	3	4
Teacher gives reminders about expected behavior in advance of an activity.	1	2	3	4
Teacher uses inappropriate behavior as an opportunity to re-teach or reinforce behavioral expectations.	1	2	3	4
School-wide expectations are posted.	1	2	3	4
Teacher praises students often when they behave appropriately, using specific examples about what s/he liked.	1	2	3	4
Students appear to understand the rules and routines, and to understand the consequences for misbehavior.	1	2	3	4
Teacher handles behavior disruptions consistently and promptly.	1	2	3	4
Behavior management techniques (contracting, reinforcement systems) are used with students who needed more support.	1	2	3	4
Students are engaged in authentic project work, cooperative learning, hands-on learning, and active research.	1	2	3	4
Students are engaged in active conversation that is teacher initiated but not teacher directed.	1	2	3	4
Teacher supports and assists students with work.	1	2	3	4



Tool: Classroom Strategies Planner

When examining the results of the “Classroom Observation Form,” use this planning form to start implementation of strategies. The following page provides a sample plan.

Template for Classroom Plan	
Community Building Strategies	Teaching Expectations
Reinforcing Positive Behavior	Cues and Reminders
Classroom Consequences	

Additional Classroom Interventions:

(Consult with colleagues to identify additional interventions for students with repeat problems.)

Sample Classroom Plan

<p>Community Building Strategies</p> <ul style="list-style-type: none"> ✓ I will play a name game with my class every day for the first week of school and weekly after that for two weeks. ✓ I will do three “get acquainted” activities in each of the first two weeks. ✓ I will have an individual conference with new students and assign each one a student buddy. ✓ I will contact the family of every student in my class by phone or in person within the first three weeks of school, working with BPS if needed. 	<p>Teaching Expectations</p> <ul style="list-style-type: none"> ✓ I will teach one of the basic expectations each day for the first two weeks of school. ✓ I will conduct guided practice with my students on entering and leaving the room, the cafeteria, and the halls in the first two weeks. ✓ I will conduct a re-entry conference with every student I send to the office, focusing on positive solutions.
<p>Reinforcing Positive Behavior</p> <ul style="list-style-type: none"> ✓ Student helpers. ✓ Successful groups allowed game time. ✓ Line leaders. ✓ Send “Your Student is a Star!” notes home; work with BPA to develop notes in Spanish, Somali, Hmong. 	<p>Cues and Reminders</p> <ul style="list-style-type: none"> ✓ We will review expectations every Monday. ✓ I will post expectations on the wall. ✓ Students will be asked to identify expectations.
<p>Classroom Consequences</p> <ul style="list-style-type: none"> ✓ Students will be asked to take a time out on the edge of the classroom. ✓ Students will be asked to call home and report the incident. ✓ I will supervise recess detention. ✓ Students will be sent to Ms. Jones’ classroom for a time out. 	

Additional Classroom Interventions:

(Consult with colleagues to identify additional interventions for students with repeat problems.)



Tool: Developing and Teaching Expectations

A process for creating and teaching expectations within the classroom

School-wide and classroom expectations are basic foundations of a positive behavior system. Students want to know what teachers expect of them and this needs to be taught directly. A five-step process is outlined here.

1. Develop the expectations.
2. Teach the expectations.
3. Practice the expectations.
4. Monitor the expectations and provide frequent feedback.
5. Re-teach and review as needed.

1. Develop the expectations.

School-wide expectations provide the foundation for all Positive School-Wide Behavior Systems. These school-wide expectations are applied in all areas of the school – classroom and non-classroom settings, and at all times – before, after and during the school day. Ideally, staff, students, parents and community members should be involved in developing these expectations.

School-Wide Expectations:

- 3-5 positively stated expectations
- Clear, concise and broad
- Posted in all areas of the building
- Used by all staff members and visitors

Examples

- Be respectful
- Be responsible
- Be on time
- Be prepared

2. Teach the Expectations

All staff should reinforce the school-wide expectations. Both staff and students should have a clear understanding of the expectations and should be able to explain them. Classrooms and non-classroom settings should have expectations that match, or at least do not conflict, with school-wide expectations. Following are tips on teaching the expectations – both school-wide and in the classroom:

- Teach what each expectation looks like and sounds like in every context (e.g., classroom, cafeteria).
- Practice each expectation in every context.
- **Teach during the first weeks of school, two to three weeks before each significant break, and review the week after each break.**
- Teach at appropriate age and grade level.

Examples of teaching what each expectation looks like and sounds like in every context:

Be respectful in the classroom looks like:

- Hands and feet to your selves
- Taking turns at the pencil sharpener
- Raising your hand to speak
- Listening to the speaker

Be respectful in the hallway sounds like:

- Walking quietly
- Using appropriate language

3. Practice the Expectations.

Students need practice and role-playing of the expectations once what they “look like” and “sound like” have been defined. The expectations should be practiced extensively at the beginning of the school year.

- Remind students what the expectations are for each activity.
- Review what the expectations should look like and sound like.
- Model the expectation for the students.
- Allow one student to model/practice the expectation for the other students. Reinforce with specific positive feedback.
- Allow two more students to do the same. Reinforce.
- Allow a small group to do the same. Reinforce.
- Allow the rest of the group to do the same. Reinforce.

Repeat in every context and at the beginning of classes, in the hallways, in the auditorium, in specialty classes, and whenever change has taken place. Modeling and practicing the skill in a real-life setting is important for staff and students.

4. Monitor the Expectations

To let students know they are meeting school expectations, monitor and give feedback.

- Circulate through the classroom, giving large group and individual positive reinforcement when you see expectations being met.
- Scan the room at all times, reinforcing when students are meeting the expectations and redirecting when students are not. Be specific in both praise and redirection about what you are seeing and hearing.
- Remind students gently and respectfully when they are not meeting expectations and redirect by stating the expectation. Be specific about what the expectation should look and sound like.
- While students are learning and practicing the expectations, keep positive feedback to negative feedback at least 10:1.
- Corrective feedback should always be given calmly, immediately and consistently.
- Monitor expectations everyday, all day and give positive feedback frequently.

5. Re-teach and Review the Expectations

At a bare minimum, expectations should be taught at the beginning of the year, to each and every student. They should be re-taught two or three weeks before each break (winter and spring) and reviewed the week after each break. As new students enter, teachers and students should teach them expectations. This provides new opportunities for review in the classroom.

- Post expectations in each classroom and refer to them when redirecting students.
- Keep looks like/sounds like posters up in classroom and review them when students appear to forget the expectations.
- Keep review and re-teaching quick and concise, but serious.
- Use review and re-teaching as an opportunity to learn, not as punishment.
- Be consistent, calm, and affirm positive behavior.



Tool: Teaching Social Skills

Criteria for selecting an effective social skills program, with a recommendation for the Second Step and Steps to Respect curricula (<http://www.cfchildren.org>)

One component of a positive school-wide behavior system includes the proactive teaching of social skills to students. While this may be obvious for elementary school students, many teachers expect that middle and high school students come to school knowing these basic skills. However, many children lack the skills necessary to work with each other. By using an evidenced-based, positive social skills program, students can learn the necessary skills to interact positively with each other and with adults. Ideally, a program should be implemented school-wide, with all teachers teaching and all students receiving the same instruction.

Tips for Using a Social Skills Program

- Select a social skills program that teaches empathy, emotion management, problem solving steps, and pro-social skills.
- Tell students why they are learning social skills.
- Teach one skill at a time.
- Teach the skill using real life experiences as examples.
- Model each skill for the students.
- Allow time for practice, using role-playing.
- Reinforce each skill throughout the day and week, and in all classes.
- Illustrate how to incorporate the skill into the rest of the school day and in the community.
- Review the skills throughout the school year.

Recommended curricula to teach social skills and anti-bullying behaviors:

Second Step (8–28 lessons per year, appropriate for grades K–8) is a curriculum designed to develop students’ social and emotional skills, while teaching them to change behaviors and attitudes that contribute to violence. The program focuses on teaching empathy, anger management, and impulse control and provides broad, multi-year coverage of violence prevention.

Steps To Respect (appropriate for grades 3–5) is an anti-bullying curriculum, designed to develop students’ skills in identifying bullying behavior, increasing awareness of the role of bystanders, and addressing situations in which bullying occurs. Steps to Respect builds on skills taught in Second Step.



Tool: Suggestions for Orienting New Students

Many new students are entering MPS each day. Schools need systems to connect new students with other students and staff, as well as with vehicles to help them learn the procedures in the school and in the classroom.

What to cover:

- Tell students your name and write it out for them.
- Help them learn the names of their classmates.
- Teach the expectations.
- Inform students about the schedule.
- Discuss upcoming events.
- Provide names and contact information of other individuals in the school who speak the family's home language.

Ways to provide orientation:

- Support staff/administration share information with students and families when student enrolls.
- Teacher reviews classroom and school expectations in a private conference during first three days.
- Teacher conducts classroom discussion of expectations during student's first week.
- Teacher assigns new student a buddy who orients the student to expectations.
- New student is invited to a team meeting to get to know staff.
- As groups of students enter, orient them as a group.
- Take some class time to have students help orient a new student.
- Consider seating placement: place the new student near a student who will enjoy being helpful.



Tool: Building Community in the Classroom

Strategies focused on school routines, family contact and connections among students and staff

- Hold daily/weekly class meetings/circles.
- Encourage school spirit days.
- Hold student/staff retreat.
- **Make sure everyone learns one another's name in the first three days of school.**
- Conduct “getting to know you” activities during first two weeks of school.
- Before school starts, post a list of all students’ names. Have staff place a checkmark by the students they know. Every student should have a check from someone other than the classroom teacher. If not, assign an adult to get to know that student. The adult’s commitment can be a simple introduction, saying “hello” to the student by name daily.

Maintaining Ongoing Relationships

- Encourage parents to come to team meetings on a particular day of the week.
- **Have “office hours”** when parents and students can come in to talk.
- Schedule a regular after-school make-up session.
- Hold conferences with students individually and during team meetings.
- Provide regular recognition of team and individual accomplishments.

Encouraging Family Contact

- Begin relationships on a positive note; get to know families before problems arise.
- Consider sharing the following with families:
 - Basic expectations**
 - Calendar of events
 - Curriculum overview
 - Homework expectations and suggestions for how family members can help
 - Names and contact information of individuals who speak family’s home language
 - Opportunities for family input, suggestions, and questions
 - Positive attributes and specifics about individual students**
 - Staff photos, names, phone numbers and subjects taught

Encouraging Connectedness

- Conduct a survey with non-active students. Ask what types of activities they would like and participate in at their school.
- Survey staff to see if they have hobbies or skills they would like to share.
- Seek organizations that offer activities to students during and/or after school.
- Create jobs or responsibilities in the school for which students can be rewarded.
- Reach out to parents and engage them in sharing talents with students.

- Seek collaborations with local colleges.
- Create interest groups.
- Start intramural sports leagues.
- Create opportunities for non-active students to have a voice in school decisions.
- Have staff **personally encourage** students to participate in activities (not just during PA or advisory announcements).



Tool: Strategies for Positive Relationships

Strategies to help adults focus on evidenced-based practices to enhance relationships and to set rigorous standards for all students

To interact with students in positive, caring ways, research indicates that teachers should:

- Learn student names as soon as possible.
- Actively seek students' ideas and perspectives, and learn about student interests, problems and accomplishments.
- Encourage effort, focusing on the positive aspects of students' answers, products and behaviors.
- Listen to students' concerns about assignments, interactions with other students.
- Communicate interest and caring to students.
- Encourage students to develop a sense of responsibility and self-reliance.
- Follow through on students' ideas or concerns or explain why you cannot; don't ignore them.
- Share personal stories to build trust and understanding.
- Help students understand why a certain behavior is important.
- Catch students "being good" and recognize them with a pat on the back, a smile, a thank you, or a call or note home to parents.
- Encourage students to ask questions for clarification on lesson, assignments, homework.

To set clear standards, effective teachers should:

- Set standards that are consistent with school-wide expectations.
- Let students know that there are high standards and that s/he wants all students to succeed.
- Explain rules, discipline procedures, rewards and consequences to students.
- Provide written standards, teach and review them regularly.
- Establish rules that are clear and specific.
- Hold students to the standards.
- Provide re-teaching and practice of rules and procedures.
- Involve students in establishing rules.
- Be consistent and equitable in discipline for all students.
- Teach and reinforce positive, pro-social behaviors.
- Stop disruptions quickly, taking care to avoid halting classroom activities.
- Focus on behavior, not individuals.
- Handle most discipline in the classroom.
- Participate in training to improve management skills.

Sources: CHAMPS: A Proactive and Positive Approach to Classroom Management, Sprick, Garrison, Howard 1998; The Tripod Middle School Project, Ron Ferguson & Sarah McCann, 2002; Building Supportive Relationships with Adolescents, Megan Stuhlman, et. al. 20002; Student Voice: Teacher Inquiry into Student/Teacher Relationships, Manitoba School Improvement Program, Dr. Judith M. Newman, 2005.



Tool: Proactive Behavior Management Strategies

The first set of general strategies is for use in most situations. The next set looks at strategies to use with students who need to build awareness of skills in managing their own behavior.

Early Responses for Behavior Issues

Preplan a response to misbehavior.

Develop a repertoire of simple correction strategies:

Proximity

- Continue teaching
- Follow up corrected behavior with a compliment / thank you

Gentle and quiet verbal reprimand

- Short
- Proximity to student
- Respectful tone and content
- Clear and unequivocal
- State expected behavior, not accusatory
- Create the illusion of privacy

Discussion

- At a neutral time
- Private
- Discuss better choices

Family contact

- Objective description of behavior
- Ask for assistance in discussing behavior with student
- Avoid asking for punishment at home
- Create a partnership

Humor

- Gentle humor to diffuse the situation
- Never use ridicule or sarcasm
- Follow up with a private discussion about expectation in the future

Praise others behaving responsibly

- Primary and early intermediate only

Restitution

- Logical consequences

Emotional reactions

- Use sparingly if at all
- With groups, not individuals

Try the easiest correction first. If misbehavior continues across a period of time, move to next steps.

Developing Student Self-Awareness for misbehaviors that stem from student's lack of awareness about when or how much s/he is misbehaving.

Early stage corrections are not working and negative responses occur when corrected.

Bring awareness of students' misbehavior

Let student know what behavior you expect

- Meet with student (and family)
- Explain behaviors you want demonstrated
- Emphasize the benefits to the student
- Optional: use an informal contract

Respond to misbehavior to let student know the expectation is not being met

- Gentle verbal reprimands
- Redirection without giving student much direction
- Use a predetermined, non-verbal signal
- Pre-correction when there is a good chance student will exhibit misbehavior

Monitor behavior

- Teacher tallies misbehavior and shares with student once a day
- Student records own misbehavior

Provide positive feedback or incentives when necessary

- Throughout the day as student makes steps toward success
- If student does not respond with a change in behavior to verbal feedback, give points and a small reward as points accumulate

Building Student Skills and Abilities for behaviors that stem from lack of ability or skills

- At a neutral time, discuss and/or provide lessons on goal behaviors
Model and practice behaviors 2-3 times a week
- Correct errors in a manner that provides instruction
Proximity
Gentle reprimands
Cueing signal
Re-direction
- Make accommodations to increase the chance of success
Modify schedule
Modify structure
- Provide positive feedback or incentives

Source: Adapted from: CHAMPs: A Proactive and Positive Approach to Classroom Management, Sprick, Garrison, Howard 1998



Tool: Beginning and Ending Routines

Creating beginning and end-of-the-day routines that promote positive student behavior and engaged learners

Beginning of the Day

- Greet students at the door.
- Provide students with immediate 3-5 minute activity to work on as they take their seats. Make certain the assignment ties to educational objectives and keeps students actively engaged.
- Do housekeeping while students work.
- Correct class work together and collect for grading.
- Keep a seating chart immediately accessible for attendance.
- Establish a procedure for tardy students to avoid disruptions when checking in. Speak to the student later during independent work time. Make certain the tardy policy is communicated verbally and in writing to students and families.

End of the Day

- Provide students with a 2-10 minute activity.
- Organize papers, clean up room.
- Give whole class feedback on the day, emphasizing important areas, such as respect and following directions.
- Remind students of homework, other assignments and due dates by posting on bulletin or chalkboard and talking through the list.
- Establish procedure for excusing class (by rows, section, etc.).
- Post written expectations for leaving classroom and school building.



Tool: Organizing Your Classroom

Designing a classroom that promotes positive student behavior and engaged learners

How to Organize a Successful Classroom

- Provide a varied schedule of activities that includes teacher-directed instruction, independent deskwork, group work, and choice time.
- Keep each activity to 30 minutes or less to avoid behavior problems.
- Provide students with short, independent activities as they enter classroom.
- End the day with less independent work and more teacher-directed activities, especially in the last 5–10 minutes of the day.
- Spend the final minutes of the day reminding students of homework, other assignments and due dates, as well as reviewing what they learned that day.
- Ensure that classroom materials are accessible and that pathways to these materials, sink, drinking fountain and pencil sharpener are clear to avoid classroom disruptions.
- Post classroom behavior expectations and review frequently.
- Include a wide-range of multi-cultural materials (books, posters, pictures, etc.) in classroom displays.