

# PBIS Classroom Plan

Name:

Class:

<b>Effective Classroom Behavior Support Plan</b> <a href="https://www.educationworld.com/a_curr/columnists/jones/jones002.shtml">https://www.educationworld.com/a_curr/columnists/jones/jones002.shtml</a>			
<p style="text-align: center;"><b><u>Proactive and Preventable Actions</u></b></p>	<p><b><u>How do you build relationships and engage students?</u></b></p>		
<p><b><u>Tier I: Classroom</u></b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b><u>What are your classroom expectations?</u></b> (tied to school wide common expectations)</p> <p style="text-align: center; margin-top: 20px;"><b><u>How I teach expectations to students:</u></b></p> <p style="margin-top: 20px;">*Reminder: Regularly review expectations throughout the day and year.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b><u>What are your routines?</u></b> (how kids enter/exit class, hand in work, work with peers, get teachers attention, etc.)?</p> </td> </tr> </table>	<p><b><u>What are your classroom expectations?</u></b> (tied to school wide common expectations)</p> <p style="text-align: center; margin-top: 20px;"><b><u>How I teach expectations to students:</u></b></p> <p style="margin-top: 20px;">*Reminder: Regularly review expectations throughout the day and year.</p>	<p><b><u>What are your routines?</u></b> (how kids enter/exit class, hand in work, work with peers, get teachers attention, etc.)?</p>
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	<p><b><u>What attention getting signal do you use?</u></b>  <a href="https://www.teachhub.com/collection-quiet-cues-attention-getters">https://www.teachhub.com/collection-quiet-cues-attention-getters</a></p>		
	<p><b>How will you regularly acknowledge appropriate behaviors/celebrate success?</b>  <i>Identify 1 or 2 actions that you will regularly use.</i>  <a href="http://www.pbisworld.com/tier-1/">http://www.pbisworld.com/tier-1/</a></p>		
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	<p align="center"><b>How will you regularly address minor misbehaviors?</b>  Identify <i>1 or 2 actions that you will regularly use.</i>  <a href="http://www.pbisworld.com/">http://www.pbisworld.com/</a></p>
	<p>I will use a low-level intervention appropriate to the situation, which I pre-taught students (modeled and practiced, and reviewed several times a year) from the following menu:</p>
	<p align="center"><b>How will you regularly address repeated minor misbehaviors?</b>  Identify <i>1 or 2 actions that you will regularly use.</i></p>
	<p>I will use a low-level intervention appropriate to the situation, which I pre-taught students (modeled and practiced, and reviewed several times a year) from the following menu:</p>
<p><b><u>Differentiated Management</u></b>   <b><u>Tier II: Classroom</u></b></p>	<p align="center"><b>Differentiation: What strategies will you use with more difficult behaviors?</b>  <i>What might work with students who aren't responding to your regular behavior supports?</i>  5-15%  <a href="https://www.pbisworld.com/tier-2/">https://www.pbisworld.com/tier-2/</a></p>
<p><b><u>Individualized Management</u></b>   <b><u>Tier III: Classroom</u></b></p>	<p align="center"><b>Individualized Management Plan: What strategies might you try with your most difficult behaviors?</b> <i>What might work with students who aren't responding to your regular behavior supports?</i> 3-5%  <a href="https://www.pbisworld.com/tier-3/">https://www.pbisworld.com/tier-3/</a></p>
	<p>I will use any of the following strategies listed below, including the following resources: PLC team and/or School Counselor/PBIS Coordinator)</p>