

BUSD Positive Behavior Classroom Instructional Practices

Procedures and Expectations Clearly Defined and Posted

- Classroom rules are stated positively, defined clearly and posted in the classroom and school-wide
- School rules are posted in all common areas (for example: Be Safe, Be Respectful, Be Responsible)
- There are clear procedures for all classroom routines and materials used in class
- Procedures and expectations are communicated to parents

Procedures and Expectations are Taught Directly

- Each week there is dedicated time (30 minutes) to explicitly teach social and emotional skills
- Lessons include examples, non-examples, role playing and student practice
- Regular class meetings are held to discuss ongoing behavior in the classroom and other school settings
- Community circles are utilized to create positive classroom culture
- Welcoming Schools curriculum and literature are used regularly

Expected Behaviors are Reinforced

- Procedures for acknowledging positive student behavior are in place
- Systems of reinforcement for individuals, groups and whole class positive behavior are evident (team points, individual awards, whole class marble jar, behavior rubrics etc.)
- The ratio of teacher student interactions is 4 positives to 1 corrective
- Parents receive regular positive behavior updates

Systems for Dealing with Challenging Behaviors

- Classroom-based options exist to allow classroom instruction to continue when challenging behavior occurs (examples include: in-class time away areas, clear redirection, planned ignoring etc.)
- Challenging behaviors are dealt with in a consistent, equitable way while maintaining the flow of instruction
- Individual behavior contracts are used for additional support and created collaboratively with students
- Teams are established at sites to support teachers in making data driven decisions about behavior
- Procedures exist to allow teachers access to additional support for how to handle challenging behaviors

Student Engagement

- Instruction and curriculum materials are matched to student learning needs
- Students demonstrate high rates of academic success
- Students demonstrate active engagement in the learning process
- Culturally responsive teaching practices and materials are used
- Downtime is minimal; students stay engaged in learning and are offered choices throughout the day
- Students work in various group settings (whole group, small groups, partners, independently, homogeneous, heterogeneous)

Environmental Supports

- Daily schedules are posted in a meaningful and developmentally appropriate way and are reviewed frequently
- Student friendly objectives are posted for each lesson
- Work areas are clearly defined
- Materials are well-organized for student and teacher access
- Transitions between activities are efficient and orderly
- Strategic seating charts are implemented
- Classroom arrangement is adapted to student needs