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.

Adapted from Effective Behavior Support (EBS) Self-Assessment Survey 2.0 (August, 2003) and B.E.S.T Behavior (Sopris West, 2005)