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| **Positive Classroom Behavior Support Plan** |
| Teacher Name: | *Add* | Grade Level/Period: | *Add* | Date Updated: | *Add* |

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| **Positive Classroom Expectations Look Like, Sound Like, Feel Like in….** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expectations** | **Routines** | **Teacher-Directed Instruction** | **Small Group Activities** | **Independent Seat Work** | **Transitions** | **…** |
|  **1. Kind to self** | * Use whole body listening
 | * Share your ideas
 | * Do your best
* Ask for help if you need it
 | * Bring what you need to be ready for what’s next
 |  |
|  **2. Kind to others** | * Calm body & quiet voice
 | * Listen to your friends
 | * Calm body & quiet voice
 | * Quiet voice
* Keep a space bubble
 |  |
|  **3. Kind to environment** | * Take care of your space
 | * Take care of your space & materials
 | * Take care of your space & materials
 | * Leave your space better than you found it
 |  |
| **…** |  |  |  |  |  |

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| **Attach Lesson Plans that explicitly teach each expectation in each routine.** |

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| **Plan high rate/quality of opportunites to respond (active engagement) for students.** |

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| **Prompt Expected Behavior…** | **Prompt Examples:** |
| ...at the beginning of each activity  | * “While I’m reading, you can be kind by keeping your body calm, voice quiet, and eyes on me. “
 |
| …prior to end of each activity  | * “In 1 minute, we’re going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it.”
 |
| …before each transition | * “Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies. ”
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| **Give Specific Feedback …** | **Praise/Correction Examples:** |
| ...for desired behavior (praise) | * “Wow. I like how you are being kind by helping you friend with her materials.”
* “Class, you are being kind to yourselves by being ready to learn…this is going to be a fun and important lesson.”
 |
| …for undesired behavior (correction) | * “I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it.”
* “I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas.”
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| **Consider additional strategies to acknowledge or respond to student behavior.** |

 *(Please complete tables with your own information. Delete/replace light blue example text.)*

**Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)**

**Lesson Focus**:

Demonstrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*).

**Teaching Objective**:

Following instruction, students will demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*describe behaviors*) across \_\_ out of \_\_ sampled opportunities (*criteria*).

**Teaching Examples**:

|  |  |
| --- | --- |
| ***Positive Examples*** | ***Negative Examples*** |
| *
*
 | *
*
 |

**Lesson Materials**:

**Lesson Activities**:

***Model****:*

***Lead****:*

***Test****:*

**Follow-up Activities**:

***Strategies to prompt****:*

***Procedures to reinforce****:*

***Procedures to correct behavioral errors****:*

***Procedures to monitor/supervise****:*

***Procedures to collect and evaluate student data****:*