

# **Class-wide Positive Behavior Support Activities**

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## **Overview of Activities**

1. Class-wide Rules within Routines Matrix (p. 2)
2. Social Skills Lesson Plan (p. 3)
3. Examples of Strategies to Increase Appropriate Behavior (p. 6)
  - a. Scripted Praise Statements
  - b. Group Contingency
  - c. Behavior Contract
  - d. Token Economy
4. Examples of Strategies to Decrease Inappropriate Behavior (p. 8)
  - a. Scripted Error Corrections
  - b. Differential Reinforcement Strategies
5. Classroom Self-Assessment & Action Plan (p. 9)

# Class-wide Rules-within-Routines Matrix

		ROUTINES				
EXPECTATIONS		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•

# Social Skill Lesson Plan

## LESSON FOCUS

**NAME OF EXPECTATION (RULE)**

**ROUTINE**

**OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE**

## LESSON OBJECTIVE

**CLEARLY STATE A BEHAVIORAL TEACHING OBJECTIVE**

*Include 4 parts: learner(s), behavior(s), condition(s), and criteria*

## LESSON MATERIALS

**LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON**

## TEACHING EXAMPLES

**POSITIVE EXAMPLES**

•

**NEGATIVE EXAMPLES**

•

## LESSON ACTIVITIES

### **MODEL**

(Indicate how you will demonstrate rule following behavior within the indicated routine)

### **LEAD**

(Indicate how you will provide guided practice)

### **TEST**

(Indicate how you will check for the understanding of each student)

**FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)**

**WAYS TO PROMPT EXPECTED BEHAVIOR**

**PROCEDURES FOR REINFORCING APPROPRIATE BEHAVIOR**

**PROCEDURES FOR CORRECTING INAPPROPRIATE BEHAVIOR**

**PROCEDURES FOR MONITORING/SUPERVISING STUDENT BEHAVIOR**

**PROCEDURES FOR COLLECTING AND EVALUATING STUDENT DATA**

# Examples of Strategies to Increase Appropriate Behavior

## SAMPLE SPECIFIC PRAISE

### SCRIPTED PRAISE STATEMENTS

- 
- 
- 

## SAMPLE GROUP CONTINGENCY

### \_\_\_\_\_ GROUP CONTINGENCY

- **Appropriate Behavior:**
- **Reinforcers:**
- **Procedures:**

## SAMPLE BEHAVIOR CONTRACT

### BEHAVIOR CONTRACT

- **Appropriate Behavior:**
  
- **Reinforcers/Outcomes:**
  
- **Procedures:**

## SAMPLE TOKEN ECONOMY

### TOKEN ECONOMY

- **Appropriate Behaviors:**
  
- **Reinforcers**
  - **Tokens:**
  
  - **Back-up Reinforcers:**
  
- **Procedures**
  - **Number of Tokens for Reinforcers:**
  
  - **Teaching Strategies/Schedule:**
  
  - **Decision Rules to Change/Fade:**
  
  - **Monitoring:**

# Examples of Strategies to Decrease Inappropriate Behavior

## SAMPLE ERROR CORRECTIONS

### SCRIPTED ERROR CORRECTIONS

- 
- 
- 

## SAMPLE DIFFERENTIAL REINFORCEMENT

### DIFFERENTIAL REINFORCEMENT OF \_\_\_\_\_

- **Inappropriate Behavior(s):**
- **Appropriate Behavior:**
- **Reinforcers:**
- **Differential Reinforcement Procedures:**



Positive Behavior Support

Classroom Management:  
Self-Assessment Revised

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# SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports<sup>1</sup>

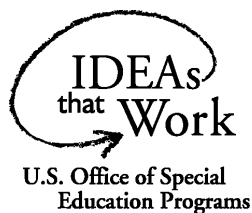
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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## Classroom Management: Self-Assessment<sup>2</sup>

Teacher _____ Rater _____		Date _____	
Instructional Activity		Time Start _____	Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio <sup>3</sup> of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. I have arranged my classroom to <b>minimize crowding and distraction</b>	Yes No
2. I have <b>maximized structure and predictability</b> in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 <b>positively stated expectations</b> (or rules).	Yes No
4. I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.	Yes No
6. My instruction <b>actively engaged</b> students in observable ways (e.g., writing, verbalizing)	Yes No
7. I <b>actively supervised</b> my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I <b>ignored</b> or provided <b>quick, direct, explicit reprimands/redirections</b> in response to inappropriate behavior.	Yes No
9. I have <b>multiple strategies/systems</b> in place to <b>acknowledge</b> appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided <b>specific feedback</b> in response to social and academic behavior errors and correct responses.	Yes No
<p>Overall classroom management score:</p> <p>10-8 "yes" = <b>"Super"</b></p> <p>7-5 "yes" = <b>"So-So"</b></p> <p>&lt;5 "yes" = <b>"Improvement Needed"</b></p>	
	# Yes _____

<sup>2</sup> Revised from Sugai & Colvin

<sup>3</sup> To calculate, divide # positives by # of negatives.

### Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
  - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
  - b. Assess whether each classroom management practice was evident.
  - c. Sum the number of “yes” to determine overall classroom management score.
  - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies <sup>4</sup>

<sup>4</sup> What? When? How? By When?