



# 1. Classroom Expectations

1. Develop a few behaviors/rules aligned with each schoolwide expectation (Example: Be Respectful—Follow Directions)
2. Post Expectations & Rules in prominent place and refer to them frequently
3. Teach rules explicitly
4. Recognize students when they follow rules



## 2. Classroom Procedures

1. Develop explicit steps to follow for common classroom activities (e.g. handing in papers)
2. Post classroom procedures in a prominent place and refer to them frequently
3. Teach classroom procedures explicitly
4. Recognize students when they follow the procedures



## 3. Encouraging Expected Behavior

1. Provide high rates of responses to students who comply with classroom rules & procedures through:
  - Specific Positive Verbal Feedback
  - Nonverbal Recognition
2. Ideal rate of responses when students follow classroom rules & procedures is 4 to 1 response to correct students.



## 4. Discouraging Inappropriate Behavior

1. Use an instructional approach when students make social behavioral errors similar to when students make academic errors.
  - Use professional tone and demeanor
  - Correct errors by telling students what to do, using language of the classroom expectations and rules
2. Use a variety of response strategies (e.g. re-direct, re-teach)



## 5. Active Supervision

1. Continually monitor students by scanning, moving and interacting frequently and strategically.
2. Design classroom floor plan and lessons to consider ease of movement, student groupings, activity levels, etc.
3. Provide positive contact, positive and corrective feedback while moving.



## 6. Opportunities to Respond

1. Design lessons to provide a variety of strategies to increase students opportunities to respond and there, increase engaged time.
2. Strategy examples:
  - Various strategies to track students being called on
  - Choral responding
  - Non-verbal responses (e.g. thumbs up)
  - Response Cards
  - Guided Notes



# 7. Sequencing and Choice

1. Design lessons and assignment to sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.
2. Design lessons and assignments to offer a variety of choice options, for example:
  - Give students choice of partners
  - Offer locations in classroom to do work
  - Offer a variety of ways students can demonstrate their knowledge



## 8. Task Difficulty

1. Set students up for success by ensuring instruction, independent work and reading assignments are at students' academic level.
2. Design lessons and assignments to address a variety of assignment lengths, response modes and increased opportunities for instruction or practice.