

ABC Schoolwide Planning

Directions: Choose a expected behavior (column 1) and then **indicate level of implementation for each action/step listed in columns 2-5** to increase this expected student behavior:

+ = action/step that is already in place and evidence exists to document it's use

√ = action/step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation

- = action/step that is not currently in place

2. What conditions will encourage student use of the expected replacement behavior chosen from the MATRIX ?	3. How will expectations be taught/re-taught?	1. Desired Replacement Behaviors (MATRIX)	4. How will adults consistently provide a continuum of positive feedback for expected/desired/matrix behaviors?	5. How will adults consistently respond to unexpected (social errors) that includes a continuum of corrective interventions?
<p>___ Non-Classroom Routines Defined & Taught to Fluency</p> <p>___ Classroom Procedures & Routines Defined & Taught to Fluency</p> <p>___ Lesson Plans</p> <p>___ Teaching Schedule</p> <p>___ Active Supervision</p> <p>___ Pre-corrects</p> <p>___ Schoolwide Signage</p> <p>___ Communication with Students and Families</p>	<p>Teachers and staff</p> <p>___ Staff Meetings</p> <p>___ Staff memos, emails, newsletters, and handbooks</p> <p>___ Departmental or grade level meetings</p> <p>___ Staff PD</p> <p>___ OTHER:</p> <p>Students</p> <p>___ Direct instruction = tell, show, practice, feedback.</p> <p>___ Embedded within academic curriculum.</p> <p>___ Rationale -Tied to everyday life in the REAL WORLD</p>	<p>Select the one behavior from your Schoolwide Matrix Expectations / Rules that would lead to the biggest improvement in student behavior schoolwide:</p> <ul style="list-style-type: none"> • <i>Use expected tone, volume & language.</i> • <i>Follow teacher directions the first time.</i> • <i>Keep hands, feet and objects to self.</i> 	<p>Plan for Effective Encouraging Expected:</p> <p>___ Positive</p> <p>___ Specific</p> <p>___ Immediate</p> <p>___ Genuine</p> <p>___ Minimum Ratio of 4:1</p> <p>Schoolwide Plan including:</p> <p>___ Free & Frequent</p> <ul style="list-style-type: none"> • Use everyday, in every setting <p>___ Intermittent</p> <ul style="list-style-type: none"> • Award Occasionally <p>___ Occasional</p> <ul style="list-style-type: none"> • Quarterly or Year Long Goal <p>___ Performance Feedback for Staff</p>	<p>Plan for Effective Discouraging Unexpected:</p> <p>___ Immediate</p> <p>___ Specific</p> <p>___ Private/Quiet</p> <p>___ Calm</p> <p>___ Quick</p> <p>Schoolwide Continuum to Include:</p> <p>___ Prompt</p> <p>___ Redirect</p> <p>___ Re-teach</p> <p>___ Provide Choices</p> <p>___ Conference</p> <p>___ Short Removal</p>
<p>Antecedent</p> <p>Include Setting Events which are conditions or circumstances that increase the probability of a behavior occurring and Triggers which are an event that activates the behavior of interest</p>	<p>Behavior</p> <p>What behaviors do we want students to display instead of the identified unexpected behaviors?</p>	<p>Consequences</p> <p>The resulting event that causes an effect. By definition a consequence either increases (REINFORCEMENT/ Encouraging) or decreases (PUNISHMENT/ Discouraging) the likelihood that an event will recur.</p>		