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| **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 its 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 or replacement behavior chosen from the MATRIX** ? | **3. How will expectations be taught/re-taught?** | 1. **Expected Behavior / Replacement Behaviors** (MATRIX) | **4. How will adults consistently provide a continuum of positive feedback for expected or matrix behaviors?** | **5. How will adults consistently respond to unexpected behavior (social errors) in a manner that includes a continuum of corrective interventions?** |
| \_\_\_\_ **Non-Classroom**  **Routines Defined &**  **Taught to Fluency**  \_\_\_\_ **Classroom Procedures &**  **Routines Defined & Taught**  **to Fluency**  \_\_\_\_ **Lesson Plans**  \_\_\_\_ **Teaching Schedule**  \_\_\_\_ **Active Supervision**  \_\_\_\_ **Pre-corrects** ( a reminder to follow expectations)  \_\_\_\_ **Schoolwide Signage**  \_\_\_\_ **Communication with**  **Students and**  **Families** | **Teachers and staff**  \_\_\_\_ Staff Meetings  \_\_\_\_ Staff memos, emails,  newsletters, and  handbooks  \_\_\_\_ Departmental or  grade level meetings  \_\_\_\_ Staff PD  \_\_\_\_ OTHER:  **Students**  \_\_\_\_ Direct instruction =  tell, show, practice,  feedback.  \_\_\_\_ Embedded within  academic curriculum.  \_\_\_\_ Rationale -Tied to  everyday life in the  REAL WORLD | **Select the one behavior from your Schoolwide Matrix Expectations / Rules that would lead to the biggest improvement in student behavior schoolwide:**   * ***Use expected tone, volume & language.*** * ***Follow teacher directions the first time.*** * ***Keep hands, feet and objects to self.*** | **Plan for Effective Encouraging Expected:**  \_\_\_\_ Positive  \_\_\_\_ Specific  \_\_\_\_ Immediate  \_\_\_\_ Genuine  \_\_\_\_ Minimum Ratio of 4:1  **Schoolwide Plan including:**  **\_\_\_\_ Free & Frequent**   * Use everyday, in every setting   **\_\_\_\_ Intermittent**   * Award Occasionally   **\_\_\_\_ Occasional**   * Quarterly or Year Long Goal   **\_\_\_\_ Performance**  **Feedback for Staff** | **Plan for Effective Discouraging Unexpected:**  \_\_\_\_ Immediate  \_\_\_\_ Specific  \_\_\_\_ Private/Quiet  \_\_\_\_ Calm  \_\_\_\_ Quick  **Schoolwide Continuum to Include:**  \_\_\_\_ Prompt  \_\_\_\_ Redirect  \_\_\_\_ Re-teach  \_\_\_\_Provide Choices  \_\_\_\_Conference  \_\_\_\_Short Removal |
| **Antecedent**  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 | | **Behavior**  What behaviors do we want students to display instead of the identified unexpected behaviors? | **Consequences**  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**. | |

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| **Antecedents** | **Expected Behaviors**  **(**What *Expected Behaviors* does our school need to focus on?**)** | **Consequences**  Encourage = Sustain / increase  Discourage = Reduce |
| **Keep Doing:**  **Tweak:**  **Rethink - Start:** | **Schoolwide Expectations & Rules**  **Common Classroom Expectations** | **Keep Doing:**  **Tweak:**  **Rethink - Start:** |