

Classroom A-B-C Planning (Begins with the “B”)

<p>2. What conditions will increase the likelihood of students using the desired replacement behavior?</p>	<p>3. How will expected replacement behavior be taught to fluency and what will trigger the replacement behavior?</p>	<p>1. Expected Replacement Behaviors</p>	<p>4. How will adults consistently provide a continuum of positive feedback for expected/desired/matrix behaviors?</p>	<p>5. How will adults consistently respond to unexpected behavior that includes a continuum of corrective interventions?</p>
<p>Classroom Expectations & Rules* (Defined & Taught to Fluency)</p> <p>Classroom Procedures & Routines* (Defined & Taught to Fluency)</p> <p>Active Supervision*</p> <p>Opportunities to Respond (OTRs)*</p> <p>Academic Task Difficulty*</p> <p>Activity Sequencing & Choice*</p> <p>*Effective Teaching & Learning Practices (ETLPs)</p> <p>Pre-corrects</p> <p>Classroom Signage</p>	<p>Teaching to Fluency</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>Trigger Action</p> <ul style="list-style-type: none"> What cue will signal students it is the time to demonstrate the expected behavior? 	<p>Select the one behavior from your classroom matrix that from your analysis will serve the same function as the unexpected behavior currently observed.</p>	<p>Plan for Effective <i>Positive, Specific Feedback</i>:</p> <p>___ Specific ___ Immediate ___ Genuine ___ Minimum Ratio of 4:1</p> <p>___ Classroom feedback tied to Schoolwide Reinforcement System!</p> <p>Schoolwide Reinforcement System including:</p> <p>Level 1 Free & Frequent</p> <ul style="list-style-type: none"> Use everyday, in every setting <p>Level 2 Intermittent</p> <ul style="list-style-type: none"> Award Occasionally <p>Level 3 Strong & Long Term</p> <ul style="list-style-type: none"> Quarterly or Year Long Goal 	<p>Plan for Effective Error Correction:</p> <p>___ Immediate ___ Specific ___ Private/Quiet ___ Calm ___ Quick</p> <p>Schoolwide Continuum for Response to Unexpected Behavior Include:</p> <p>___ Prompt ___ Redirect ___ Re-teach ___ Provide Choices ___ Conference ___ Short Removal</p>
<p style="text-align: center;">Antecedent</p> <p>Include Setting Events which are conditions or circumstances that alter the probability of a behavior occurring and Triggers which are an event that activates the behavior of interest.</p>		<p style="text-align: center;">Behavior</p> <p>What behaviors do we want students to display instead of the identified problem behaviors?</p>	<p style="text-align: center;">Consequences</p> <p>The resulting event that causes an effect. By definition a consequence either increases (REINFORCEMENT) or decreases (PUNISHMENT) the likelihood that an event will recur.</p>	

