**MO SW-PBS Classroom Discouraging Unexpected Behaviors -**

**Planning & Implementation Guide**

**Step 1:** Review your preparedness and current practice of consistently delivering to all students in your classroom the proactive & instructional approaches of defining, teaching and encouraging for behaviors you DO expect to see your students demonstrate in your classroom.

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| --- | --- |
| Rate the fidelity, consistency and equity with which you deliver the core elements of the first 3 ETLPs matched to the development age and cultural norms of your student population.   * Circle those you are already implementing consistently. * Star those you would like to increase or add to your repertoire. | **Classroom Expectations & Rules:**   * Established Classroom Expectations & Rules * Engaged Student / Family Voice * Taught to Fluency * Monitored Use of Expectations & Rules   **Classroom Procedures & Routines:**   * Established Classroom Procedures * Engaged Student / Family Voice * Taught to Fluency * Monitored Use of Procedures   **Classroom Encouraging:**   * Non-contingent attention * Menu / Continuum of Reinforcers   + Social Attention   + Activities or Privileges   + Tangible items * Engaged Student / Family Voice |

**Step 2:** Review your implementation of additional Proactive Instructional Approaches.

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| Rate the fidelity, consistency and equity with which you deliver the additional elements of the proactive and instructional approach, matched to the development age and cultural norms of your student population.   * Circle those you are already implementing consistently. * Star those you would like to increase or add to your repertoire. | * Active supervision * Consistency * Calm, immediate response * Specific, yet brief * Quiet, respectful contact with student * Refocus class |

**Step 3:** With ***Function-Based Thinking*** in mind, review your implementation of strategies to support the 3 primary human needs in your classroom.

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| Jot some notes on strategies you currently implement to create opportunities for all students to access the 3 primary human needs during the time they are in your classroom.  Rate the fidelity, consistency and equity with which you offer opportunities for the 3 needs to be met.  Consider if the opportunities to access the 3 needs in your classroom are matched to the development age and cultural norms of your student population | **Competence**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Autonomy**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Relatedness**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Step 4:** Plan for when and how to use **Indirect Strategies.**

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|  | **When might this strategy be most effective?** | **How might you implement**  **this strategy?** |
| **Proximity Control** |  |  |
| **Signal or Non-Verbal Cue** |  |  |
| **Ignore / Attend /**  **Praise** |  |  |

**Step 5** Plan for when and how to use **Direct Strategies.**

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| --- | --- | --- |
|  | **When might this strategy be most effective?** | **How might you implement**  **this strategy?** |
| **Re-Direct** |  |  |
| **Re-Teach** |  |  |
| **Provide Choice** |  |  |
| **Student Conference** |  |  |

**Engaging *Partner* Voice in drafting a Classroom Discouraging Continuum**

**Write your plan here for engaging partner voice:**

* How will I engage student voice:
* How will I engage family voice:

How could you leave directions for a substitute to use some of your ***Menu of Classroom Response to Unexpected Behavior*** *with your students*?

**Step 6** Developing a Classroom Discouraging Self-Monitoring Plan

Whatever template you use to develop your self-monitoring plan, you need to consider when and how you will self-monitor your delivery of **discouraging unexpected behaviors** in your classroom.

Complete the **MO SW-PBS *Classroom Discouraging Unexpected Behavior*** *Self-Assessment.* Based on your results and rating on the *Practice Profile* continuum, use the following prompts to assist you in developing a plan for self-monitoring **discouraging unexpected behaviors** include:

* **What time of day** or **during what instructional time** do you think you could target for more consistent implementation of **indirect strategies** for discouraging unexpected behavior?
* **How consistent are you in implementing the specific steps you outlined for either indirect or direct strategies?**
* **What procedure can you use to self-monitor your delivery** of indirect or direct strategies? For example, each time you deliver a discouragement strategy
  + move a paper clip from your one pocket to another,
  + add a tick mark on a post-it note,

or

* + use a golf stroke counter to keep track.
* Finally, **with which student group might you want to target monitoring your implementation with fidelity**?
  + students with IEPs,
  + students who display higher rates of unexpected behavior

or

* + students who are struggling with a specific academic area?

What questions about your delivery of this evidence based instructional practice do you want to answer? Once you know, you can tailor your self-monitoring plan to help you answer this question.

**Step 7**: Collect & Analyze

Once you have set your goal, established a process to monitor, collected your implementation data, it is time to self-analyze your results and either:

* celebrate, self-reward and plan how to sustain;
* celebrate, self-reward and plan how to adjust and enhance;
* or pause to consider how to improve your delivery of positive, specific feedback.