**Albany City School District**

**Tier 1 Classroom Behavior Support Plan**

**(2015-2016)**

**Teacher:** Smith **School Year:** 2015-2016 **Grade Level(s):** 4th  **TA(s):** NA **Class Ratio:** Gen. Ed.: 23:1

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| The following are clearly posted: | **YES** | **NO** |
| Classroom Routines and Procedures |  |  |
| Daily Schedule (include visuals if appropriate) |  |  |
| Classroom Expectations (based on PBIS matrix) |  |  |
| Voice Level Poster |  |  |
| Hallway Expectations |  |  |

When and How do You Teach and Reinforce Behavioral Expectations: 1. Behavioral expectations are reviewed each morning during morning meeting when we set our goals for the day. I refer to the classroom expectations chart we created as a class [with student language] and remind students of how we earn our points.

2. Behavioral expectations for transitions are prompted before each transition, and retaught as needed. For example, for lining up teacher would say, “When I call your table, you will push in your chair and line up with eyes forward, hands at your side, on a silent voice.” Or, for putting away writing workshop materials, “Writers, put your writing in your folders. Then put your folders in your table writing bin. Then table monitors walk the writing bins over to the book case.”

3. If students are struggling with a particular behavioral expectation, for example – walking to the rug and sitting crisscross applesauce in a square, teacher may reteach during “choice time” or on the spot if there is time.

Plan for Delivering PBIS and/or Other Reinforcers: - Incorporate language for DCS 3B’s into all instruction. For example, “Respectful turn and talk partners look at their partner, listen to them and share their thinking about what their partner said.” Or, “We are responsible when using our dry erase markers and whiteboards by keeping the markers capped when we are not using them.”

- Align PBIS “Cheetah Points” to the daily visual schedule to help student’s self- monitor.

- Weekly Cheetah Drawings on Fridays

How do you Assess Student Engagement?:

1. Listening in during ‘turn and talks.’

2. Use of student whiteboards and dry erase markers.

3. Non-verbal gestures: thumbs-up; raise the roof; wiggle your eyebrows

4. Student work samples

5. Observation with conferencing notes

6. Choral/echo reading and responses

7. Gestures to support instruction. For example, “Writers bring their stories to life by making people move [use arms ‘running’ gesture] and making them talk [use hands opening and closing].”

What strategies do you use to build caring relationships?:

- Greet each student individually in the morning/start of the day

- ‘Greeting’ type songs during Morning Meeting

- Hugs, pats on the back, hand holding

- Get down on their level whenever having a conversation, looking students in the eyes

- During snack time, choice time or other ‘non-academic’ times, sit with students and engage in informal conversations about their lives, interests, etc.

- Use student work samples as models whenever possible

- Pictures of students in the classroom are displayed, on word wall and in Monthly Newsletter

- Use positive language

- Celebrate student successes

- Encourage learning from mistakes, challenging ourselves “We are working to get stronger!” trying to instill a growth mindset

How will I provide feedback to students?

-Teacher will review daily points with students who fall below 80% of points at the end of the school day

-All students will be sent home daily with a copy of their point sheet

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|  | **Classroom Procedures Defined** | **Taught to Students?** |
| **Arrival-Entering room** | -Students walk into room  -Students smile at teacher and say hello  -Teacher presets the expectation, "Walk to your seat, take out your folder, put your things away and begin your Do Now assignment" |  |
| **Starting the Day (attendance, pledge…)** | -Students take their folder at the door  -Students take their seat  -Students start the Do Now Assignment  -Students sit quietly at their seats until the teacher starts class |  |
| **Students arriving late** | -Students place late pass on the teacher's desk in the blue bin, put their yellow folder in the red bin, put things away in cubby and join class |  |
| **Students who are returning from an absence** | -Teacher provides any missed work to families to support at home  -Teacher welcomes student back and shares what we've learned during those days (informal conversation)  -Teacher provides more 1:1 support during independent activities to ensure the student understands and has filled in learning gaps from absence(s). |  |
| **Getting students’ attention/attention signal (verbal/non-verbal)** | -Clap twice and students repeat  -Dim lights and ask for silence  -Start a rhyme and students finish |  |
| **Working independently** | -Students remain in seats  -Students raise hand for help  -Student voice level silent |  |
| **Whole group work** | -Students remain in seats  -Students raise hand for help  -Student voice level silent |  |
| **Small group work** | -Students count off numbers  -Students have permanent partners  -Students take a random card  -Students are given 45 seconds to get into groups  -Silence while moving into groups  -Student voice level – whisper voice |  |
| **Test taking** | -Students remain in seats  -Students raise hand for help  -Student voice level silent |  |
| **When completing assignments/assessments/What to do when finished early** | -Work is turned in at the end of the class to teacher directly  -Students work on an extra credit assignment/reading for extra credit points  -Students complete extra reading and write a summary  -Each reading completed earns extra credit points  -Every 3 readings completed allows student to cross off one test question (Not essay questions)  -Students work on long-term project  -Students work on work from other classes |  |
| **Turning in homework** | -All work is turned into folder on teacher desk  -All work must have your name and date on it. |  |
| **Late and missing assignments** | -Students who do not hand in completed work on time will stay in from lunch to work on late or missing assignment  -Reduction in points for late assignment  -Assignments not turned in at all before the end of the quarter will be a "0" |  |
| **Participating in class discussion** | -Students raise hands to participate  -Students expected to participate in discussion  -Students take notes on teacher lecture |  |
| **Disruptions (announcements, phone calls, knocks on the door)** | -All students remain silent during any distraction during class  -Students will listen to announcements and will wait to ask any questions until they are over |  |
| **Obtaining materials (pencil, tissue, etc.)** | -To borrow a pencil students must give the teacher their ID  -To get a tissue students must first ask permission and must go directly to get tissue and directly to throw it away |  |
| **Sharpening Pencils** | -There are two containers on the teacher desk, one for sharp pencils, one for unsharpened pencils.  -There will be 3 scheduled pencil swaps throughout the day (morning, mid-day, end of day)  -Each student should have 3 sharpened pencils in their desk  -One student a day will be assigned the job of sharpening the pencils at the end of the day.  -Highly recommended that students keep a small hand-held pencil sharpener at their desk. |  |
| **Bathroom/Drinks** | -The bathroom sign-out will be located at the door  -Students will sign-out and sign-in from the classroom  -One student at a time will be allowed to the bathroom  -All students will be given regular opportunities to use the bathroom during transitions as a class (e.g., on the way to special areas, lunch, etc.) |  |
| **Transitions** | -Teacher checks off item on daily schedule and prompts students for the next item on the schedule  -Teacher uses a signal for attention (e.g., clap hands tewice, students repeat)  -Teacher gives step-by-step directions waiting for students to follow one direction before giving the next so it is broken down  -Have either an individual student or a small group of students model the expected behavior for the transition for the rest of the class (e.g., “fishbowl modeling). |  |
| **Dismissal-End of class/leaving classroom** | -Students remain in seats until teacher dismisses  -Students complete their exit ticket  -Students turn in exit tickets at the door |  |
| **Asking for help** | -Students raise hand  -Two fingers means you have a question  -Three fingers means you need something in the room (e.g., tissue, throw away trash, etc.) |  |