**Albany City School District**

**Tier 1 Classroom Behavior Support Plan**

**(2014-2015)**

**Teacher: School Year: 2014-2015 Grade Level(s):** 1 **TA(s):**       **Class Ratio:** 23:1

|  |  |  |
| --- | --- | --- |
| 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 |  |  |

Signals for Attention (Non-Verbal and Verbal):

1. When learners are engaged in morning work and writing [learning environment is on a whisper voice; learners working independently] I use chimes. I ring three times, with wait time between each ring, prompting learners to ‘stop, look, and listen.’ This creates a calm, gradual transition from their work to the teacher.

2. When learners are engaged in activities where they are using talking voices and are more active I turn out the lights, prompting learners to ‘freeze’ to hear directions. This creates a quick response from learners.

3. When learners are at their tables and using talking voices, I rally a table to help me sing the “I am waiting” song where learners echo each verse. By the last verse learners are on a silent voice to hear directions. This creates a gradual, fun and engaged transition to teacher.

4. When on the rug during whole group lessons, I gain attention after ‘turn and talks’ by - 1: setting the timer, or 2. Saying “Okay readers/writers/learners, crisscross applesauce, silent voices, eyes on me.”

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 learners 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 learners 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.

Behavior Management System:

1. Color coded visual tickets/cards in pockets with learner names. Blue – excellent behavior. I am following the DCS 3B’s by being safe, respectful and responsible; Green – good behavior. I did well most of the day but needed to refocus; Yellow – warning. I need to think about my behavior and get back on track; Red – Consequence. I need to think about my behavior and I will have a consequence.

2. Daily communication sheets sent home to parents. Aligned with the DCS 3B’s – students earn a “G” for good behavior; “S” for satisfactory behavior; or “N” for behavior that needs improvement. The 3B’s with behavioral expectations are listed on the communication form for parents to support at home.

3. Behavior Calendars – at the end of each day learners color in the calendar date for the color their ticket was on the end of the day. This helps learners self-monitor their behavior and set goals for improvement, as well as support social studies learning standards with being able to read a calendar.

4. Classroom jobs to provide for smoother transitions and provide learners with opportunities for leadership within the classroom community.

5. Destiny sticks for learner participation. Ensures all learners are provided with equal opportunities for participation, as well as support learners in being prepared for participating.

6. **Cheetah Tickets** for positive behaviors throughout the school day, which they will enter into a weekly, monthly, and quarterly drawing.

7. PBIS “Cheetah Points” align with the classroom behavioral expectations. Learners are prompted before each time frame they are working to earn points, and are given 3 prompts for minor behaviors [i.e. following directions; calling out] before losing a point. Learners celebrate their points, 19-24, at the end of the day in various ways: dance party, raise the roof, edible reward, applause.

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 learners self- monitor.

- Weekly Cheetah Drawings on Fridays

Behavioral Data Collection (Provide a description of the data collection process within your classroom):

1. Learners collect behavioral data with their Daily Behavior Calendars.

2. Teachers collect data with PBIS “Cheetah Points” and individualized data sheets for learners who have behaviors that need increased monitoring. Individualized sheets vary depending upon behaviors teacher is collecting data on. Teacher can provide examples upon request.

3. Teacher collects and saves Daily Communication Sheets that go home to parents each day.

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].”

Transition Plan (How staff will transition students from one activity to another):

- Teacher checks off item on daily schedule and prompts learners for the next item on the schedule.

- See “Signals For Attention” section for how teacher gains learner attention prior to giving directions.

- Step-by-step directions, waiting for learners to follow one direction before giving the next so it is broken down.

- Have small groups of students model the expected behavior for the transition for the rest of the class – “fishbowl” sort of modeling

Beginning and Ending Routines:

1. Routine for how students will enter the room:
   1. In the morning teacher presets the expectations: “Walk to your seat, take out your folder, put your things away, and begin your morning work.”
   2. During other times of the day, teacher prompts with direction in hallway prior to entering: “Table monitors get writing bins and put them on your tables, then come to the rug. Everyone else walk to the rug and sit criss-cross applesauce in a square.”
2. Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:
   1. Learners sit at their tables completing morning work activities that connect to ELA/Math.
3. Routine for dealing with tardy students:
   1. Learners place late pass on teacher’s desk, put their yellow folder in the red bin, put things away and join the class.
4. Routine for dealing with students who come to class without necessary materials:
   1. Teacher sent out a classroom supply list in the summer and fall for families that did not receive it. All materials are used as community supplies.
   2. Each table has a bin with crayons, pencils and erasers that learners share. There are numbered bins for each table for scissors and glue. Teacher is responsible for sharpening pencils each day and ensuring materials are accessible to learners.
5. Routine for dealing with students returning after an absence:
   1. Teacher provides any missed work to families to support at home. Teacher welcomes learner back and shares what we’ve learned during those days [informally as conversation]. Teacher provides more 1:1 support during independent activities to ensure the learner understands and has filled in the gaps from absences.
6. Routine for wrapping up at the end of day/class:
   1. “Pack Up” on daily visual schedule 🡪1. Learners fill in their behavioral calendars and make a pile at their table. 2. Teacher collects piles and directs table to get their things. 3. Teacher or teacher helper passes out yellow communication folders and learners put them into their backpacks. 4. Learners hang their backpacks on the back of their chairs [typically “choice time” follows “Pack up” as a positive behavioral reinforcement. Choice time aligns with color coded ticket system.]
7. Routine for Dismissal:
   1. Learners are informed of the number of PBIS “Cheetah Points” they earned with some sort of mini-celebration.
   2. Teacher directs learners to put their backpacks on.
   3. Table are called individually to line up.
   4. Teacher walks learners down the Bertha staircase to the blue pole in front of the office. Bus students are directed to get out of line and enter the gym.
   5. Teacher walks the learners who are picked-up through the gym. Teacher reminds learners to stay in a line and to ‘say good-bye’ to the teacher before leaving with an adult. Teacher walks learners out the right hand door in the back of the gym, leading along the sidewalk to the corner of the cafeteria windows area. Learners are instructed to stand on the sidewalk, in a line so teacher can monitor adults that are picking learners up.
   6. Teacher walks any learners who are not picked up by 3:40 into the music room and signs them in.

Procedures for Managing Student Work:

1. Procedures for assigning classwork and homework:
   1. Weekly Homework Booklets are sent home for families to work on as fits into their schedules.
   2. Classwork varies with each subject area.
2. Procedures for collecting completed work:
   1. For most activities, learners place their work in a pile in the middle of their table and teacher or teacher helper collects the work.
3. Procedures for keeping records and providing feedback to students:
   1. Teacher has binders for various records: assessments; grading; homework; work samples; behavioral data; reading groups;
   2. Feedback to students varies on subject area. Teacher often conferences with learners, teaching how to set goals and hold themselves accountable. For small group math, learners keep track of “math stars” earned for correct responses. Teacher corrects homework and classwork and sends it home.
4. Procedures and policies for dealing with late and missing assignments:
   1. Teacher uses Daily Communication Sheet, phone calls and in-person meetings to discuss with parents.
5. Procedures for Managing Independent Work Periods
   1. Varies. All independent work period behaviors have been taught, practiced and reinforced prior to teacher pulling small groups.
      1. Reading Workshop: Learners are assigned to reading stations that have been taught and practiced
      2. Writing Workshop: Learners work independently at their tables.
      3. Math: varies 🡪 sometimes independent at tables, sometimes working in partnerships

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 learners in the eyes
* During snack time, choice time or other ‘non-academic’ times, sit with learners 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 learner successes
* Encourage learning from mistakes, challenging ourselves “We are working to get stronger!” trying to instill a growth mindset

(Drafted 9/23/14)