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| **Implementation Snapshot**  **Evaluation Feature: Classroom Procedures for Rules and Rules Aligned**  **with School-wide Expectations (1.8)** | | |
| ***What is it?***  Classroom rules/expectations are defined, posted, taught, and aligned with school-wide expectations   * Expectations are outcomes * Rules are the specific criteria for meeting expectation outcomes * Rules identify and define concepts of acceptable behavior * Rules meet the 5 guidelines (see chart below) | | |
| ***Scoring Criteria:*** 0 = Classrooms are not implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations | | ***Possible Data Sources/Implementation Products:***   * School-wide expectation matrix * Classroom management checklist * Informal walkthroughs |
| ***Supporting Implementation*** | | |
| ***Practice:***   * Develop classroom rules aligned with school-wide expectations * Involve students in formulating classroom rules * Post and teach classroom rules * Teach the words by demonstrating the actions using examples and non-examples. * Display rules prominently so they are easily seen and referred to by teacher and students. * The teacher models and reinforces classroom rules consistently. * Classroom rules should be easily monitored.(Newcomer, 2009) | |  |  |  | | --- | --- | --- | | Features in the Classroom | Yes | No | | I have the school-wide behavioral expectations posted in my classroom. |  |  | | My classroom expectations align with the school-wide behavioral expectations. |  |  | | 80% of my students can state the school—wide behavioral expectations |  |  | | I have taught the school-wide behavioral expectations to my students |  |  | | I have retaught the school-wide behavioral expectations regularly |  |  | | I refer to the school-wide behavioral expectations regularly |  |  | | My substitute plans include RTI2-B core components |  |  |   (Adapted from MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices) | |
| ***Additional Resources and Research:*** | | |
| **Practitioner Resources**   * TBSP Classroom Management Modules: An Introduction to Classroom Management, Supporting Classroom Management, Classroom Expectations, Acknowledging Appropriate Behavior, Opportunities to Respond, Active Supervision, Activity Sequencing, Providing Choice, Responding to Inappropriate Behavior * TBSP Materials: Classroom Management Checklist, Example Class Contract, Core Features of Tier I Grid * TBSP Tip Sheets: Behavior-Specific Praise, Non-contingent Attention, Opportunities for Choice Making, Opportunities to Respond, and Prompting Sequence * TBSP Videos: Establishing Relationships in the Classroom and Classroom Management Webinars   **Research**   * Characteristics of Effective Classroom Rules: A Review of the Literature (Peter Alter, Todd Haydon, 2017) * Classroom Rules Used by Preschool Teachers and Children’s Levels of Awareness Relating to Rules (Karabay & Asi, 2015) * Use of rules and expectations provides a guide (Newcomer, 2009) * Evidence-based practices in classroom management: Considerations for research to practice (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008) | | |