**Tier 1 PBIS Content Guide:   
9 - Classroom Systems**

*“The best predictor of sustained implementation of PBIS (BoQ) and student outcomes three years later is effective classroom systems.” -Matthews, McIntosh, Frank, & May (2014)*

**BoQ Critical Element: Classroom Systems**

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| **42** | **Classroom rules are defined for each of the school-wide expectations and are posted in classrooms** |
| *Evident in most classrooms (>75% of classrooms)* |
| **43** | **Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal** |
| *Evident in most classrooms (>75% of classrooms)* |
| **44** | **Expected behavior routines in classroom are taught** |
| *Evident in most classrooms (>75% of classrooms)* |
| **45** | **Classroom teachers use immediate and specific praise** |
| *Evident in most classrooms (>75% of classrooms)* |
| **46** | **Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors** |
| *Evident in most classrooms (>75% of classrooms)* |
| **47** | **Procedures exist for tracking classroom behavior problems** |
| *Evident in most classrooms (>75% of classrooms)* |
| **48** | **Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered** |
| *Evident in most classrooms (>75% of classrooms)* |

**Note:**

This critical element of the BoQ, Classroom Systems, is able to be scored if you have an observable classroom system in place in your school. Many of the elements in this section will have to be carried out in the classroom by individual teachers. Often classroom systems or management are part of a separate training provided for all staff members for consistency. In this section, we will perform activities directly related to the BoQ items.

**Classroom Systems Resources**

Training based on Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management, by Brandi Simonsen, PhD, and Diane Myers, PhD (2015) can be found at <http://www.txbehaviorsupport.org/pbis/training/classwide-pbis>

Other classroom systems books:

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Ed. by Randy Sprick, PhD, et al. (2009)

Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert Marzano, PhD, et. al (2003)