

PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations

- Brief lessons on positive behavior expectations are taught periodically
- Students are actively involved in lessons
- Explicit instruction is used for targeted reviews of expectations
- Precorrections/reminders of expectations are given throughout the day

High Rates of Opportunities to Respond

- Whole group oral responses/choral responding is used
- Whole group written responses are used e.g., response cards
- Whole group action responses are used
- Small group and partner responses are used

Activity Sequencing & Offering Choice (Kelsey Morris & Dylan Zimmerman, APBS 2023)

- Provide option to work independently
- Provide task list and allow student to choose order of completion
- Provide opportunity to engage in a preferred activity first
- Allow student to choose location, materials, etc.

Teach and Review Classroom Procedures and Cues

- Procedures for transitions are taught
- Rules associated with locations and materials are taught
- Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- All class attention-getting signal is used effectively
- Voice levels are taught

Active Supervision

- Unpredictable movement around the environment
- Scanning for problems or early warning signs of trouble
- Frequent positive contacts to individuals and groups are given e.g., 4 to 1
- Behavior is corrected calmly and firmly

Informal and Formal Systems of Acknowledgment and Positive Reinforcement

- Students receive a personal greeting everyday
- 4 to 1 ratio of positives to corrections is used generally
- Students on Tier 2/3 plans receive individualized schedules of reinforcement e.g., CICO
- Positive postcards are sent home to all students
- A system for group acknowledgments/rewards is implemented

Continuum of consequences enforced consistently and fairly

- Positive redirection to expected behaviors is used routinely
- Corrective feedback is used to address problem behavior ("Try it the right way.")
- Corrections are done calmly and in private, if possible
- Increased assistance is provided to students, as needed
- Structured breaks interventions are implemented preventively
- Power struggles are avoided
- A system of predictable consequences is implemented with consistency and fairness

Peer Coaching Support

- Teacher uses collaboration with peers to support their PBIS implementation