

## **The Engineered Classroom Artifacts**

### **The teacher/para;s carry a clipboard.**

- Classroom behavior is observed at all times.
- The teacher/para's uses the clipboard to keep count of each student's inappropriate behaviors as they occur, for each academic period.
- When a student demonstrates unacceptable behavior, the teacher attempts to make eye contact, allowing the student to see the teacher mark the clipboard.
- Recording of inappropriate behaviors is not accompanied with verbal reprimands.

### **There is a Daily Schedule Posted Permanently.**

- Each academic period should be broken down into short (15-25 minute) intervals.
- The teacher follows the posted schedule.

### **At the end of each interval, points are given to the student on a Work Record Card.**

- The number of points given reflects the amount of appropriate behavior for that period.
- Appropriate behavior, not inappropriate behavior, is highlighted when points are given.
- The teacher uses the phrase "You have earned...", not "I am giving you...because you..." to emphasize the relationship of choosing positive behavior and its reward.

### **Appropriate behaviors are positively reinforced outside the structured point system using Bonus Cards.**

- Bonus points given on **Bonus Cards** are used to highlight appropriate behaviors as they occur or immediately following them.
- The teacher looks for appropriate behaviors to highlight soon after a negative encounter with a student.
- The teacher/para's gives bonus points to the student(s) that are modeling the positive behaviors that s/he wishes to encourage in students exhibiting maladaptive behaviors.

### **Appropriate interventions are selected to deal with student behaviors.**

- Interventions require the student to make choices.
- There is a very limited negative verbal interaction between teacher/aide and students.
- Interventions are implemented in a calm and professional manner.

### **The classroom is arranged so that student traffic patterns do not interfere with the Mastery Area.**

- The Mastery Area is made up of large desks formed in rows. Desks should not be pushed together or shared by two students.
- There are at least two learning centers that do not interfere with the Mastery Area and are utilized by students during appropriate activities.

- **Visual aids are utilized in the classroom for the students' benefit.**
- A daily schedule is posted indicating the time each period begins and ends, the subject, and the point value of each period.
- The **“What is a Student Chart?”** is posted to display the behaviors each student is expected to demonstrate.

#### **What is a Student?**

1. A student sits quietly at his seat.
  2. A student raises his hand for permission to:
    - a. leave his seat
    - b. speak
    - c. receive help with his/her assignment
  3. A student does not disturb his neighbors.
  4. A student pays attention.
  5. A student follows directions.
  6. A student is courteous.
- **A Checkmark Breakdown Chart** is posted explaining how the checkmarks (points) are earned.
    - For example, in a ten point period, two are earned for starting the assignment, three for working continuously on the assignment, and five are earned for displaying student behavior.
  - **Pupil Progress Report Charts** are posted and maintained for each student.
    - The total number of points earned each day is graphed on the chart, indicating the amount of appropriate behavior exhibited by a student.
    - Progress may be determined by an increase in the daily average of points earned and/or by a noticeable lessening of variability between days.
    - The teacher keeps the charts up-to-date.
  - **Specific Classroom Rules** are posted.
    - This should include free time rules and the consequences for not following the rules.
  - **Specific School Rules** are posted.
    - Students in the classroom are held accountable to the same rules as the rest of the students in the school.
  - **A Phasing Schedule** is displayed.
    - This chart indicated who is phasing, when they phase, and to what class they are phasing.
    - This chart will serve as a motivator as well as a reminder of phasing for the students.

- **Reading and Math Wheels** are utilized.
- - These wheels provide students with non-verbal directions and practice at transitioning between tasks.
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- **A Display of Reinforcements is Available.**
  - This may be an actual display or a list of items with “prices”.
  - These reinforcements are age appropriate.

**Program Forms are used appropriately.**

- **Work Record Cards** are utilized to record points earned for appropriate behavior at the end of each period.
- **Bonus Cards** are used to reinforce appropriate behaviors as they occur.
- **Student Behavior Reports (Phase Cards)** are used to monitor students phasing performance and allows daily communication between the regular class teacher and the teacher.
- **Phase Monitoring Sheet** is used for the daily recording of the student’s phasing performance and allows daily communication between the regular class teacher and the teacher.
- **Clipboard Sheets** are maintained on the clipboard to record inappropriate behaviors. These sheets should include the student’s names on the left edge, with boxes for each period to record the individual student’s inappropriate behaviors.
- **Student Behavior Count Sheets** are maintained to document the number of times per day, week, and month that a specific behavior occurs. This data is taken daily directly from the Clipboard Sheets.
- **Pupil Progress Report Charts** are posted and maintained for each student. The total number of points earned each day is graphed on the chart indicating the amount of appropriate behavior exhibited by a student.
- **A Daily Home Note** is sent home to the parent with the student. This note is used to communicate the student’s progress to parents on a daily basis. Parents may make comments or ask questions in the space provided, allowing for two-way daily communication when the note is returned on the following school day.