MULTI-TIERED SYSTEM OF SUPPORT
Integrated Academic & Behavior Systems
NC Department of Public Instruction

Core Behavior Practices for Success
Below is a list of Adult Routines that contribute to strong classroom management and behavior core practices.

Universal Behavior Expectations
- Broad Expectations that apply in all settings (3-5)
- Agreed upon by the team and staff
- Enforced by all staff members and school partners
- Aligned with the school's mission statement
- Defined and understood by faculty, staff, students, substitutes, volunteers and parents.

Behavior Matrix
- Concrete, observable description of what each expectation "looks" like in each setting
- Positively stated
- Concise (5-6 rules for each setting)
- Use a matrix to create a common language and consistency
- Taught to all faculty, staff, students, substitutes, volunteers, and parents
- Example Matrix

Effective Instruction of School-Wide Expectations
- Uniform instruction across multiple programs and settings within the school
- Explicit Instruction- "I do, we do, you do"
- Behavior is taught and practiced within the appropriate setting ex. Cafeteria expectations are taught in the cafeteria

Defining Classroom Managed vs Office Managed Behaviors
- Operationally define problem behaviors- train staff on a common definition (i.e., disrespect)
- Delineate which and when behaviors should be managed by the administrator
- Delineate which and when behaviors should be managed by the teacher
- Provide appropriate classroom consequences (see below)
- Create an office referral form
- Provide platforms for collecting classroom and office discipline data
- Problem Behavior Definitions Examples

Precorrects
- Plan for upcoming events
- Preventative in nature
- Positively stated prompts
- Ask students to help in the precorrects
- Especially important before transitions

Ratios of Acknowledgement to Correction
- Keep your positive interactions at a higher ratio to corrective interactions (4:1)
- Identify specific times of the day to increase your positive interactions
- Schedule individual positive interaction time with specific students
- Use non-contingent attention to increase positive interactions (greet students at door, ask about their interests, etc…)

Reinforcing Consequences
- Examples: Verbal praise, access to privilege, public acknowledgment, token reinforcement
- Specific praise that includes the expected behavior
- Fosters positive school climate
- Rewards effective at building new skills and delivered contingent on the desired behavior
- Acknowledge frequently in the beginning
- Don't take away an earned acknowledgment
- Reward the behavior, not the person!

Corrective Consequences
- Should teach a replacement behavior
- Ignore unwanted behavior
- Correct behavior and state the expected replacement behavior (see below)
- Reinforce other students who are exhibiting the expected behavior
- Delay reinforcement
- Brief removal from activity
- Provide an opportunity for restitution

Correct Behavior Errors
- Develop consistency in responding to problem behaviors
- Establish a continuum of responses for problem behaviors
- Data decision rules for "repeat offenses"
- Ask the student to define the expected behavior
- Quickly reinforce the student use of the expected behavior
- Procedures for Problem Behaviors

Active Adult Supervision
- Engage students over just monitoring
- Move and Scan
- Reinforce expected behavior
- Brief numerous interactions
- Include areas outside of normal traffic