Six Essential Classroom Climate Practices and Related Strategies

(adapted from Florida PBIS: *Five Essential PBIS Classroom Practices and Trauma Supports Crosswalk*)

Classroom Climate Practice / Goal	How the Practice Supports ALL Students, Particularly Vulnerable Students (e.g., Multilingual Learners, Students with Disabilities, Students Impacted by Trauma)	What the Practice 'Looks Like' in the Classroom
1. CLASSROOM STRUCTURE **Goal:** Design an effective, safe, and supportive classroom environment to promote positive teaching and learning experiences for ALL students.	● Promotes a sense of safety and security ● Provides predictability and a sense of stability ● Ensures adequate personal space for all ● Provides the opportunity for students to learn to respect personal space of self and others ● Decreases potential for disruptions ● Decreases likelihood of visual overstimulation	**Physical Environment** ● Clear, easy vision and hearing in all areas of the room ● Organized to facilitate movement ● Areas designed for specific activities and/or users ● Materials clearly labeled and easily accessible ● Distractions in classroom minimized *Video Example:* ➔ Organize the Physical Classroom **Attention Signal** ● Used consistently to maintain attention ● Been taught, practiced, and reinforced *Video Example:* ➔ Using an Attention Signal- Classroom Checkup *Additional Tools:* ➔ Room Arrangements for Structured Classroom

		→ Discussion (Instructional Guides) → Classroom Structure Dos and Don'ts
2. RELATIONSHIPS AND CULTURAL RESPONSIVENESS **Goal:** Cultivate a safe, caring, and supportive classroom culture by being responsive to students from ALL backgrounds and work toward establishing positive teacher-student relationships.	● Helps students establish connections with the school and school community ● Promotes development of positive teacher to student relationships ● Promotes positive student to student relationships ● Establishes a sense of safety and security for students who feel they do not "fit in" ● Allows opportunities for vulnerable students to give input and receive feedback ● Gives students opportunities to explore and attempt more challenging tasks without fear of failure or ridicule ● Respectful environments help all students feel valued, safe, and respected	**Cultural Responsiveness** ● Reflects the cultural and linguistic characteristics of ALL students ● ALL students actively engage in classroom activities ● Equity of voice promoted among students **Teacher-Student Relationships** ● Know and use student names and pronounce names accurately ● Engage in actions that promote positive relationships with students ***Additional Tools:*** → Morning Meeting/Community Circles → 2x10 Strategy → Positive Teacher-Student Relationships → Steps to a Culturally Inclusive Classroom- Ed Week

Canyons School District 2023.05.26

3. EXPECTATIONS, RULES, AND ROUTINES **Goal:** Create a foundation with common language to build a positive classroom culture through clearly defined behavioral expectations, rules, and routines for ALL students.6	● Creates a stable, predictable, consistent environment by making expectations explicit ● Provides a guide for behavioral expectations ● Conveys that others believe the expectations are achievable ● Supports predictable adult behavior ● Reduces stress from unknowns; facilitates students operating in a state of calm ● Creates intentional regulation of activities and events ● Provides a structure to increase the likelihood of appropriate, effective skills and reduce the likelihood of inappropriate behavior responses ● Builds trust through positive, supportive relationships between students, staff, and families	**Classroom Expectations, Rules, and Routines** ● Aligned to school-wide expectations and rules ● Collaboratively developed by teacher and students ● Limited number (3 to 5), clearly defined, positively stated ● Measurable and observable ● Developmentally appropriate ● Posted to prompt behavioral guidelines ● Lessons to teach using examples and non-examples ● Modeling and practice opportunities, along with positive and corrective feedback ● Taught per a prearranged schedule ● Consistently reviewed, prompted, and retaught *Video Example:* ➔ Teach Classroom Routines *Additional Tools:* ➔ Classroom PBIS Matrix- Elementary Example ➔ Common Routines ➔ Classroom Routines Dos and Don'ts

| 4. STUDENT ENGAGEMENT

Goal: Facilitate an optimum learning experience to enhance teacher-student relationships, increase appropriate and on-task behavior, and decrease inappropriate behavior. | ● Provides a safe environment for responding
● Allows for increased opportunities to process and apply what is being learned
● Ensures engagement for students uncomfortable with individual attention or distrustful of adults and students
● Fosters self-esteem
● Provides increased opportunities for positive interactions
● Strengthens positive supportive adult-student relationships
● Supports student-student relationships | **Active Supervision**
● Students are clearly visible for adequate supervision
● Continuous scanning and moving about the classroom
● Ongoing, positive and encouraging interactions with students

Opportunities to Respond
● Providing high rates of opportunities for students to be directly engaged in the learning process
● Use of multiple methods for student responding *(i.e., response cards, white board, clickers, choral, pair/partner response, response via technology)*

Video Examples:
➔ Opportunities to Respond
➔ Active Participation Instruction- Elementary
➔ Active Participation Instruction- Secondary

Additional Tools:
➔ Structured Classroom Discussion
➔ Active Supervision |

| 5. ACKNOWLEDGE APPROPRIATE BEHAVIOR

Goal: Create a safe, supportive classroom environment by recognizing and reinforcing appropriate behavior while building positive teacher-student family relationships.	● Builds students' self-esteem and positive sense of self through genuine acknowledgement ● Supports positive relationships with adults ● Supports acquisition of new skills in a safe environment ● Creates a sense of stability and enhances student confidence in their own personal skills ● Supports expected behaviors and promotes predictable environments ● Allows opportunities to practice expected behaviors ● Helps establish a sense of community and belonging	**Behavior Specific Praise** – The recognition of a specific behavior *(expectation and/or rule)* demonstrated by a student or group. ● **Example:** *"Vivian, thank you for being <u>responsible</u> (expectation) by being <u>on time</u> (rule) to class."* ● **Non-Example:** *"Good job, José."* *Video Example:* ➔ [Specific Praise - Behavior — College of Education and Human Development (louisville.edu)](louisville.edu) **Prompts** – Positively stated reminders about what is expected. ● **Example**: *"Before you line up, remember to be responsible and push in your chair."* ● **Non-Example:** *"Everyone line up."* **Pre-correction** – Informs students how to respond in new or challenging situations. ● **Example:** *"Today Mr. Fox is coming to our classroom. We will be respectful and listen attentively during his presentation and be active learners by participating in the activities."* ● **Non-Example:** *"Mr. Fox is coming to our classroom today. Everyone be nice."* **4:1 Positives to Neutral/Negative Corrections** – Students are given at least 4 positive, supportive statements to every 1 corrective statement. Note that the recommended ratio is even higher than 4:1 for vulnerable student populations. *Video Examples:*

		➔ [Positives-Negatives in a PBIS Middle School Class](#) ➔ [Positives-Negatives in a PBIS High School Class](#) **Group Contingencies** – Entire group, class, table, etc. acknowledged for appropriate behavior. ***Additional Tools:*** ➔ [What If Charts- sample](#) ➔ [Pre-Correction](#) ➔ [High Ratio of Positive to Corrective Feedback](#) ➔ [Group Contingencies](#)

6. RESPONDING to BEHAVIORAL ERRORS
 	
 Goal: Prevent escalation of problem behavior, create opportunities to learn and practice new skills, maintain instructional time, and minimize the potential of rewarding inappropriate behavior.
	● Helps reduce and replace learned responses that may not be appropriate or effective coping skills
	 ● Provides structure for learning and demonstrating the expectations rather than focusing on negative consequence
	 ● Helps students regulate emotions by focusing on what students are supposed to do (expectations) instead of what they are not to do
	 ● Empowers students to be resilient
	 ● Supports students using problem-solving and reasoning skills
	 ● Focuses on the student's strengths
	 ● Fosters positive and supportive relationships through instructional responses to behavioral errors that are communicated calmly and respectfully
		Continuum of Response Strategies:
		 1. **Reteach** – Review of expectations, rules, and routines.
		
		 2. **Error Correction** – Neutral, brief feedback that targets inappropriate behavior and describes the desired behavior *(e.g., expectation and/or rule)* a student should demonstrate instead.
		   ● **Example:** *During group instruction, Harrison gets out of his seat to sharpen his pencil. Teacher: "Harrison, please return to your seat and be respectful by waiting until instruction is over to sharpen your pencil."*
		   ● **Non-Example:** *"Harrison, sit down. You're not supposed to sharpen your pencil now."*
		
		 3. **Redirection** – A neutral, brief reminder about the expectation and rule, followed by positive feedback when a student engages in the

- Maintains student dignity when mistakes or missteps are made
- Minimizes likelihood of subjecting students to power struggles with supportive adults

appropriate behavior.

- **Example**: *"Remember, the rule is to keep the floor clear. Sam, please be responsible and clean up your area." After Sam cleans up, "Thank you, Sam, for being responsible and taking care of your things."*
- **Non-Example**: *"Sam, clean up your mess."*

4. **Withholding Attention**– Conscious decision not to recognize or attend to a student who is engaged in minor disputes.
   - **Example:** *During instruction, Sue is tapping her pencil and looking around the room. The teacher continues the lesson without interruption. Afterwards, the teacher quietly speaks with Sue.*
   - **Non-Example:** *During instruction, Sue is lightly tapping her pencil and looking around the room. The teacher stops the lesson and tells Sue to stop disrupting everyone.*

5. **Reward around Student –** Reinforce positive behavior of student near student engaged in problem behavior.
   - **Example:** *Shawna is drawing on her paper. The teacher ignores her, but states, "I like the way Peter (sitting next to Shawna) has his book out and is following along. Thank you for being responsible and on-task." Once Shawna focuses on her work, the teacher acknowledges Shawna's on-task behavior.*
   - **Non-Example:** *Shawna is drawing on her paper instead of having her book out and following along while Sam reads. The teacher stops Sam and says, "Shawna, get your book out and pay attention."*

6. **Reward Alternative Behavior –** Reinforce positive behaviors linked to the desired behavior.
   - **Example:** *During math, Jim has his math book out, opened to the correct page, with paper and pencil on the desk, but is not working. The teacher states, "Jim, thank you for getting all your materials out. It looks like you are ready to begin working. Remember to raise your hand if you need help."*
   - **Non-Example**: *During math, Jim has his math book out, opened to the correct page, with paper and pencil on the desk, but is not working. "Jim, you need to get started. Everyone else is already on page 2."*

Video Examples:
➔ [Correction - Behavior - College of Education and Human Development (louisville.edu)](#)

Additional Tools:
➔ [What If Charts- sample](#)
➔ [Precision Requests](#)
➔ [Differential Reinforcement](#)