



# Maximizing Structure and Predictability to Support Student Success Manual

Sound Supports and Associates Summer Institute 2017

(Walker & Hoyt, 2017)

For questions or support related to implementing these materials please contact us!

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**PBIS Classroom Expectations Matrix (Elementary Example)**

<b>Expectations/Activity</b>	<b>Individual Work</b>	<b>Table Team Work</b>	<b>Teacher Instruction</b>	<b>Technology Cart</b>
<b>Follow Directions</b>	Do my assigned task/activity first  Do what the teacher asks quickly	Do to the assigned task/activity  Remind each other of directions and learning targets at beginning of table group time	Watch what the teacher does  Do what the teacher asks quickly	Do what the teacher asks and turn it off when told  Take care of the technology and keep it clean and organized
<b>Be Ready to Learn: Individually and with a Team</b>	Work quietly (Voice Level 1)  Have my materials ready and organized	Voice Level 2  Give everyone time to participate  Share materials and roles	Voice Level 0  Eyes/body towards teacher or speaker  Whole body listening	Voice Level 2  Use technology for assigned learning activities only  Share when others also need access
<b>Take Responsibility for my Learning</b>	Complete tasks and assignments  Bring in completed homework  Do my own work	Complete activities within the time limits posted  Everyone contributes  Everyone is accountable for academic and social learning targets and final products	Keep my notebook and desk organized  Have needed materials on desk & other distractions put away	Pay attention and complete tasks/activities within the time limits  Use technology for assignments & approved learning options only
<b>Ask for Help When Needed</b>	Raise hand and wait for teacher's attention	Ask table teammates first, then ask teacher for assistance	Raise hand for teacher's attention	Ask table teammates first, then raise hand to let teacher know support is needed

**PBIS Classroom Expectations Matrix (Secondary Example)**

<b>Expectations/Activity</b>	<b>Individual Seatwork</b>	<b>Group Work</b>	<b>Teacher Instruction</b>	<b>Science Lab Stations</b>
<b>Follow Directions</b>	Attend to the assigned task/activity  Do what the teacher asks in timely manner	Attend to the assigned task/activity  Restate directions and expectations to each other at beginning of group time	Attend to the assigned task/activity and teacher instruction  Do what the teacher asks in timely manner	Stay focused on the assigned task/activity  Follow posted safety protocols and use safety glasses
<b>Be Ready to Learn: Individually and with a Team</b>	Work quietly (Voice Level 1)  Electronics with teacher permission only*	Give everyone time to contribute/participate  Electronics with teacher permission only*  Voice Level 2	Eyes/body towards instruction  Active listening Voice Level 0  Electronics away	Electronics with teacher permission only*  Clean up after your team  Voice Level 2
<b>Take Responsibility for my Learning</b>	Complete tasks and assignments in designated time limits/deadlines  Bring in completed homework  Attend to the assigned task	Complete activities within the time limits/deadlines  Everyone contributes  Everyone is accountable for academic and social learning targets and final products	Take notes in science section of your notebook  Have needed materials on desk & distractions put away	Each person is responsible for their assigned role/task  Pay attention and complete tasks/activities within the time limits
<b>Ask for Help When Needed</b>	Raise hand and wait for teacher's attention	Ask teammates first then ask teacher for assistance	Raise hand for teacher's attention	Ask lab partner first then raise hand to let teacher know support is needed

\* Electronics used to support learning activity only, per school handbook policy

# Maximizing Structure and Predictability Resources Packet

(Walker & Hoyt, 2017)

## Template for Planning Program Schedule for Staff

In the staff section identify responsibilities for each staff member during that time. Example: Who leads activity? What support are other staff providing at that time? Who is on break from when to when etc. Create a column for each staff member involved in supporting your program.

<b>Time</b>	<b>Activity</b>	<b>Staff A</b>	<b>Staff B</b>
8:45	Student arrival	Meeting students at bus	In classroom laying out entry task activities on student desks
8:50	Students enter classroom	Stands or sits with students and participates	Starts and leads Quiet Minute transition routine
11:30	Lunch in classroom	Doing read aloud	Lunch break 11:30-12:00 Staff X in room supporting by proximity and providing reinforcement to student

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(Walker & Hoyt, 2017)

## Building Classroom Behavioral Expectations, Procedures & Routines

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School Rules			
Expected Student Behavior		Expected Staff Behaviors	
Classroom Procedures & Routines Defined			
	Student Responsibility	Staff Responsibility	Signal/Cue
Entering the Classroom			
Starting the Day			
Attention Signal			
Ending the Day/Packing up			
Working Independently			
Working in Groups			
Asking for Help			
Transition Procedures/ Lining up			
Hall Pass System			

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(Walker & Hoyt, 2017)

<b>Obtaining Materials/Supplies</b>			
<b>Completing &amp; Returning Homework</b>			
<b>Earned Break/Choice Time</b>			
<b>Taking a Break When Cued</b>			
<b>Requesting a break and/or adult support</b>			

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(Walker & Hoyt, 2017)

General Education  
Example

## Map School-wide Rules & Expectations to Classroom Routines

School Rule	Be Safe	Be Respectful	Be Responsible
<b>Expected Student Behaviors</b>	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			Signal
<b>Starting the day</b>	<ul style="list-style-type: none"> <li>put personal belongings in designated areas</li> <li>turn in homework</li> <li>put instructional materials in desks</li> <li>sharpen pencils &amp; gather necessary material for class</li> <li>be seated &amp; ready to start class by 8:30</li> </ul>		Morning Bell Rings
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>enter the room quietly</li> <li>use a conversational or 'inside voice'</li> <li>keep hands, feet, objects to self</li> <li>walk</li> <li>move directly to desk or assigned area</li> <li>sit quietly &amp; be ready for class</li> </ul>		Morning Bell Rings or Coming through the Classroom Door
<b>Working independently</b>	<ul style="list-style-type: none"> <li>select area to work</li> <li>have materials ready</li> <li>work without talking</li> <li>raise hand to ask for help</li> <li>keep working or wait quietly for assistance when the teacher is helping someone else</li> <li>move quietly around the room when necessary</li> <li>put materials away when finished</li> <li>begin next activity when finished</li> </ul>		Teacher directions to work independently
<b>Asking for help</b>	<ul style="list-style-type: none"> <li>always try by yourself first</li> <li>use the classroom signal for getting assistance</li> <li>keep working if you can or wait quietly</li> <li>remember the teacher has other students that may also need help</li> </ul>		Teacher is working with another student or group
<b>Taking care of personal needs</b>	<ul style="list-style-type: none"> <li>follow the class signal for letting the teacher know you have a private concern</li> <li>let the teacher know if you need immediate help or if you can wait a while</li> <li>try to speak to the teacher privately &amp; quietly if you do not want other students involved</li> </ul>		Personal need arises (bathroom, emergency, etc.)
<b>Completing &amp; returning homework</b>	<ul style="list-style-type: none"> <li>collect your work to take home</li> <li>complete work, get parent signature when needed</li> <li>bring work back to school</li> <li>return work to homework basket</li> </ul>		When work is not completed during school day

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**PBIS CLASSROOM PRACTICES SELF-ASSESSMENT**  
(Based on Simeonson & Sugai, 2010)

Rate the extent that the following classroom practices are in place in your classroom and are a priority for improvement.

Place an X in the box according to the following criteria:

- **In Place**= a practice that you routinely utilize in your classroom (used in at least 80% of opportunities)
- **Partially in Place** = a practice that you try to do most of the time, but do not implement with regular consistency, or as often as you'd like (used in 50-79% of opportunities)
- **Not in Place** = a practice that you have not implemented in your classroom or do so very infrequently with no or very little consistency (used in less than 50% of available opportunities)
- **Not Applicable** = Not applicable to your current position or context

**CLASSROOM MANAGEMENT**

Rate the extent the following practices are In Place in your classroom and your Priority for Improvement

	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
1. Classroom rules and expectations are clearly defined, explicitly taught, practiced, regularly reviewed and reinforced							
2. I acknowledge student positive behavior at least 4 times more often than I acknowledge problem behavior							
3. Attention getting cue/rule directly taught, practiced, positively reinforced and used as needed.							
4. Continuous active supervision with regular proximity to all students for monitoring behavior and academic work							
5. Desks/room arranged so that all students are easily accessible by the teacher							
6. Necessary materials and supplies are accessible to students in an orderly fashion							



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7. Minor problem behaviors are managed positively, consistently and quickly							
8. Chronic problem behaviors are anticipated and precorrected							
9. Students are provided with activities to engage in if they complete work before other students in the class							

**INSTRUCTIONAL MANAGEMENT**

Rate the extent the following practices are **In Place** in your classroom and your **Priority for Improvement**

	Extent in Place				Priority for Improvement		
	In Place	Partially	Not in Place	N/A	High	Med	Low
10. Majority of allocated instructional time (85+%) spent delivering instruction (less than 10 min/hr for transitions, discipline, administrative tasks)							
11. Instruction includes frequent student responding (more than 4 responses/ minute for new materials & 8 for review)							
12. Instruction includes varied response modes (individual responding, pair and share, group responses)							
13. Instruction actively involves all/majority of students in lessons; this includes providing activities/instruction to students of varying skill levels							
14. Instructional activities or tasks involved teacher demonstration and guided student practice prior to independent student application							
15. Active academic engagement results in high rates of accurate student responding (90+%)							
16. Instructional activities linked directly to measurable short-term and long-term academic outcomes							

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## **TEACHING ROUTINES & PROCEDURES (Staff and Student Responsibilities)**

**Rate the extent the following practices are In Place in your classroom and your Priority for Improvement**

	Extent in Place				Priority for Improvement		
	In Place	Part ially	Not in Place	N/A	High	Med	Low
17. Entering the classroom and opening activity							
18. Group work							
19. Independent seatwork							
20. Transition between activities							
21. Obtaining materials							
22. Seeking help or assistance							
23. End of period (or day) and Exiting the Classroom							

For detailed resources on implementing these practices see:

<http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

# **Classroom Structure & Management Checklist For Programs that Support Students with Intensive Behavior Challenges**

Developed by Bridget Walker, PhD and Lisa Hoyt, PhD



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**Purpose of the Classroom Structure Checklist:** This checklist is designed to guide staff working in programs supporting students with intensive behavioral challenges in developing and sustaining clear and consistent program systems and structure to support student growth and development. More specifically, it was designed to serve as a progress monitoring document as part of a PEER-EBD action plan to help program staff focus primarily on Domain 2 (Classroom Systems and Structure) and Domain 3 (Classroom Climate and Group Process) in *The Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities*© (PEER-EBD) first developed in 2007 by Bridget Walker and Doug Cheney. Teams should use the tool regularly to track program functioning and to guide ongoing decision-making related to program practices, systems and structures. It can also be used as a walk-through document to help programs sustain key practices over time. For more information on this tool or the PEER-EBD, contact Bridget Walker at [bridgetwalkerphd@gmail.com](mailto:bridgetwalkerphd@gmail.com)

**Directions:** Use the scale below to rate the implementation of practices listed in the Classroom Structure Checklist. Identify areas for improvement where practices are rated lower (1-3 range). Identify areas to sustain practice where practices are rated more strongly (4-5 range). Where the scale references data, it is indicating student performance data as well written program documentation, and all posted procedures and practices related to classroom structure and climate. Higher ratings indicate that all staff in the program implement the practice consistently and with a high degree of fidelity. To obtain a percentage number for each practice (the items in bold) total the ratings for all the indicators in the practice and divide by the total number of indicators within the practice.

### **Classroom Structure Checklist Rating Scale:**

**5** = This practice is **fully in place**. Staff implementation of practice or indicator is consistently observable across settings, time of day, staff and students. Program documentation has been developed that aligns with observed practice and provides evidence that each indicator is implemented across program staff and settings with a high degree of consistency and fidelity of implementation. Comprehensive data on program effectiveness at the student and program level is collected and evidence shows it is used to inform decision-making and program practice. The practice requires only maintenance of effort at this time.

**4** = This practice is **mostly in place**. Staff implementation of the practice or indicator across setting and observation is frequently observed. Program documentation has been developed that aligns with the observed practice and provides evidence that most indicators are functioning well and are implemented across program staff with some consistency and fidelity of implementation. Ample data on program effectiveness at the student and program level is available but its connection to practice and program could be further developed. One or two indicators are not fully in place, or there may be some issues with the consistency of practice implementation across settings, time of day or staff, that suggest it requires additional attention to be fully in place.

**3** = This practice is **moderately in place**. Staff implementation of practice or indicator is observable at times across the observation. Some program documentation has been developed but may not align with observed practice. Some data on program effectiveness at the student and program level is available, but is not used consistently to inform student or program decision-making. Some of the indicators need to be further developed and/or there are some issues observed with the consistency of practice implementation across settings, students, time of day and/or staff.

**2** = This practice is only **partially in place**. Observed staff implementation of practice or indicator is intermittent across setting, students, activity or time of day. Little program documentation has been developed and data on program effectiveness at the student or program level is available but not regularly connected to practice. Most of the indicators need to be further developed and/or there are several issues observed with the consistency of practice implementation across settings, time of day, student and/or staff.

**1** = This practice is **not yet in place**. Staff implementation of practice or indicator is infrequent or not observed across setting, activity, student or staff member. Little or no current data on program effectiveness is available and no program documentation has been developed. Most or all of the indicators need to be further developed and/or there are clear issues observed with the consistency of practice implementation across settings, time of day, student and/or staff.

# Classroom Structure & Management Checklist to Support Students with Intensive Behaviors

(© 2015 Walker & Hoyt)

**Date:**

**School:**

**Teacher/Staff Name(s):**

**Self-Assessment:** yes no

**Observation/Walkthrough by:**

**Directions:** Using the scale on the previous page, place a rating next to the items that are clearly observable during the visit. Include comments, questions, and suggestions as needed to support program growth and development.

## Classroom atmosphere and appearance

---

Is the classroom?

Neat

Clean

Organized

Pleasant and inviting

## Clear, prominent, accurate, current visual displays

---

Individual personal goals

Premack schedule

Classroom rules/expectations

Positively based point/level system

Student/group achievements

Values/Principles and staff/student responsibilities

## Division/organization of classroom space

---

Clear areas defined for:

Small group work, meetings etc.

Individual student work

Staff/teaching materials

Multiple groups to work

Quiet corner/calming area available for students

Choice/break time activities (not just technology)

Allows staff to monitor entire room from any point

Prevents distractions and potential disruptions

Group meetings to occur

## Classroom schedule

---

Based on Premack Principle

Length of intervals appropriate

Readable and clearly posted

Followed consistently by all staff

Used as a contingency management tool effectively

Varies instructional approaches and learning activities appropriately across day/class period.

Includes scheduled & structured opportunities for movement/brain breaks

## Breaks/Earned choice time

---

Contingency based

Appropriate length of time (10-15 minutes)

Appropriate frequency

Staff involved, provide active supervision

## Transitions

---

Consistent transition announcement made

Point of order used effectively

Initiated on schedule

Rules, procedures or schedule reviewed as needed

Compliance is reinforced, other students cued

Accomplished quickly (within 2-3 minutes)

Clear instructions given (to close current activity)

Task instructions given, modeled if necessary (to start new activity)

## Expectations

---

Stated positively and clearly posted

No more than 3-5 elementary; 5-7 secondary

Behavior specific (objective)

Clearly linked to program mission and focus

Referred to consistently throughout day

Supported and enforced consistently by all staff

## **Routines and procedures are in place/posted and used to structure:**

---

- |  |   |
|--|---|
| <input type="checkbox"/> Morning arrival                                 | <input type="checkbox"/> Transitions  |
| <input type="checkbox"/> Leaving/entering classroom                      | <input type="checkbox"/> Dismissal  |
| <input type="checkbox"/> Group meetings/activities                       | <input type="checkbox"/> Establishing order when needed   |
| <input type="checkbox"/> Approximate normal expectations/age appropriate | <input type="checkbox"/> Phased in and out as appropriate to fade artificial structure when appropriate |
| <input type="checkbox"/> Instructional activities                        |   |

## **Positive group dynamic and classroom climate**

---

- |   |  |
|---|--|
| <input type="checkbox"/> Group shares an identity, a positive group concept   | <input type="checkbox"/> Well structured group meetings occur regularly  |
| <input type="checkbox"/> Group celebrates successes and achievements regularly  | <input type="checkbox"/> Group goals and activities are in place   |
| <input type="checkbox"/> Academic instruction is effective and includes meaningful group instructional activities (e.g. project based, cooperative learning, explicit instruction etc., as appropriate) | <input type="checkbox"/> Students provide appropriate feedback to one another  |
|   | <input type="checkbox"/> Group contingencies used effectively to develop positive group interactions and interdependence |

## **Student feedback/data system (may include a level system if applicable/appropriate)**

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- |  |  |
|--|--|
| <input type="checkbox"/> Completed regularly with student at appropriate intervals during the school day                       | <input type="checkbox"/> Frequent feedback based on classroom expectations, academic engagement and individual goals provided throughout the day   |
| <input type="checkbox"/> References made to individual goals and/or level system to lend significance & motivation             | <input type="checkbox"/> Compatible with other school or classroom systems and transition settings (e.g. SWPBIS/MTSS)                              |
| <input type="checkbox"/> Additional privileges and bonus options appropriately used to sustain and maintain student motivation | <input type="checkbox"/> Directly linked to FBA/PBIS planning, IEP and transition plan (as appropriate)  |
| <input type="checkbox"/> Written summary shared regularly with parents/caregivers  | <input type="checkbox"/> Students are taught strategies for receiving feedback and using it to set obtainable academic, vocational, personal goals |
| <input type="checkbox"/> Written comments are professional and succinct  | <input type="checkbox"/> Feedback provided on inclusion/transition experiences is included   |
| <input type="checkbox"/> Individual behavior contracts monitored and feedback provided in a timely fashion to the student      | <input type="checkbox"/> Developmentally appropriate systems are in place  |
| <input type="checkbox"/> Restrictions, disciplinary actions used fairly & consistently, recorded accurately                    | <input type="checkbox"/> Opportunities for meaningful student to student feedback used appropriately   |

## **Effective behavior management strategies**

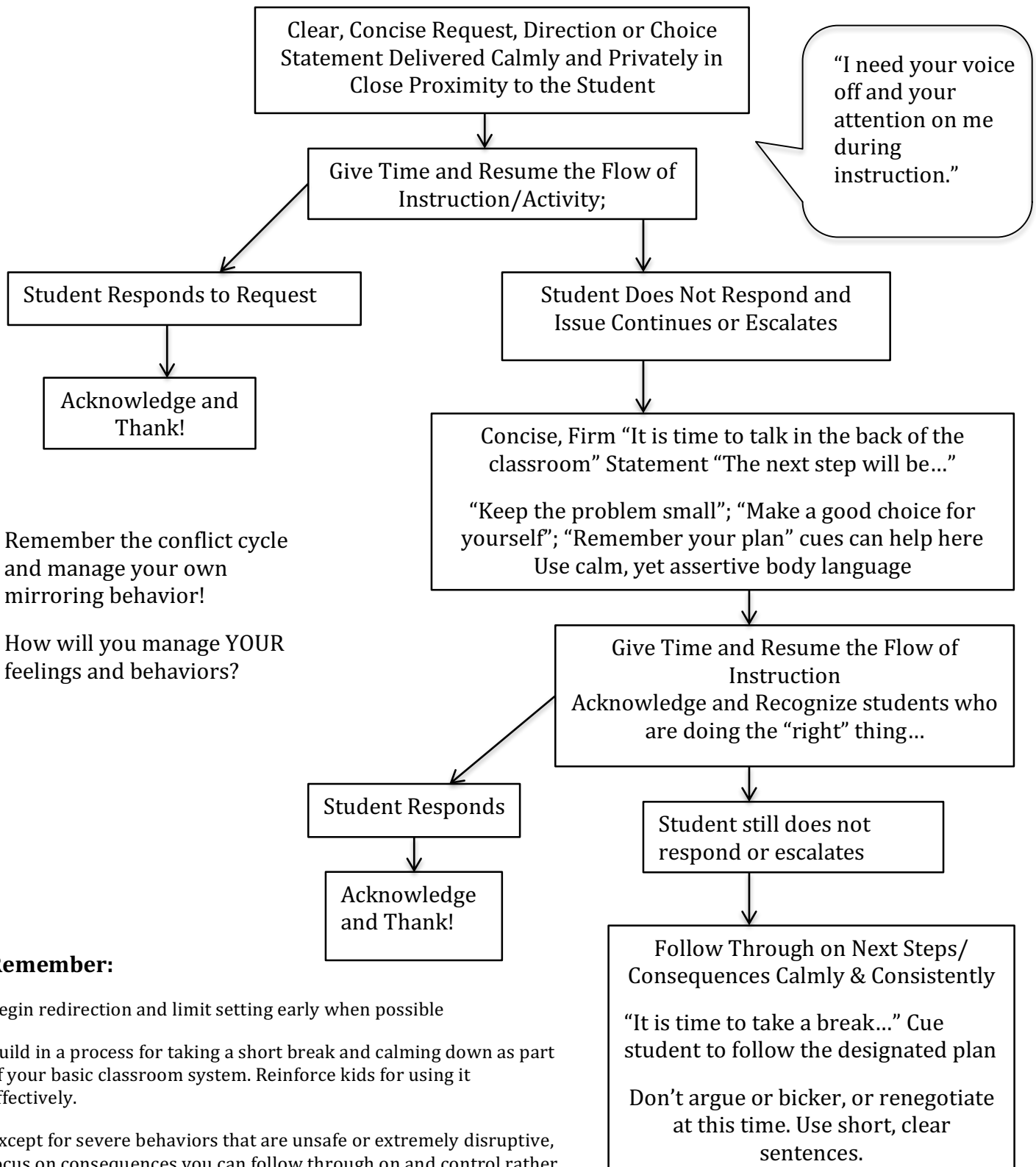
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- |   |  |
|---|--|
| <input type="checkbox"/> Clear point of order used to begin & end all activities  | <input type="checkbox"/> Re-establishes order early whenever needed  |
| <input type="checkbox"/> Delivers positive reinforcement effectively & frequently   | <input type="checkbox"/> Uses varied forms of age appropriate reinforcement (mostly social, some material as needed) |
| <input type="checkbox"/> Attends to students demonstrating expected behaviors   | <input type="checkbox"/> Maintains a 5:1 ratio of positive to corrective interactions                                |
| <input type="checkbox"/> Uses effective praise/encouragement, linked to specific behaviors &/or effort (e.g. growth mindset)  | <input type="checkbox"/> Sets limits early, clearly, and effectively   |
| <input type="checkbox"/> Shapes behavior by reinforcing successive approximations of desired behaviors  | <input type="checkbox"/> Cruises the area and uses proximity effectively   |
| <input type="checkbox"/> Uses prompts and cues effectively (not nagging)  | <input type="checkbox"/> Uses natural and logical consequences effectively, safely                                   |
| <input type="checkbox"/> Uses group contingencies effectively to shape group behavior   | <input type="checkbox"/> Avoids the use of aversive interventions and time out unless absolutely necessary           |
| <input type="checkbox"/> Teaches new behaviors, provides guided practice, and consistent reinforcement of all behaviors/expectations  | <input type="checkbox"/> Avoids reinforcement of undesired behaviors   |
| <input type="checkbox"/> Uses humor appropriately and effectively (note: does not refer to sarcasm)   | <input type="checkbox"/> Staff implement established BIP strategies consistently and with fidelity                   |
| <input type="checkbox"/> Opportunities for restitution, relationship repair and/or restorative experiences are available and used to reconnect with a student(s) after a discipline event |  |

# Using Precision Requests to Address Challenging Behavior

(Based on Jenson and Colvin Models)

When your preventive and early intervention strategies have not been enough...  
Get other students busy with a task or activity- THEN...



## Remember:

Begin redirection and limit setting early when possible

Build in a process for taking a short break and calming down as part of your basic classroom system. Reinforce kids for using it effectively.

Except for severe behaviors that are unsafe or extremely disruptive, focus on consequences you can follow through on and control rather than sending kids to office or ISS...

Problem solve, reteach privately with student, away from an audience asap! Provide accountability but reconnect with student meaningfully as well.

## Maximizing Structure and Predictability Resources Packet

(Walker & Hoyt, 2017)

### Nine Variables That Affect Compliance

1. **Direct Requests vs. Questions-** Direct requests have been found to be more effective for achieving compliance. For example, "I need you to stop teasing." is more effective than, "Would you please stop teasing?"
2. **Distance-** It is better to make a request from up close (i.e., 3 feet, or one desk distance) than from longer distances (i.e., 20 feet, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (i.e., nag); Do not give many different requests rapidly either (i.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Volume of Request-**It is better to make a request in a soft but firm voice than in a loud voice (i.e., yelling is less effective when making a request).
5. **Give the Student Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the student (arguing, excuse making), restate the request, or make a different request. Return your focus to students who are being appropriate or for a brief instruction to other students. Check back in with the student within a few minutes.
6. **Make More Start Requests than of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, sarcasm, guilt statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse. Be clear, firm, move on.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (i.e., "Please sit down, keep your hands on your desk, and look at me" is better than "Pay attention.")
9. **Reinforce Compliance-**It is too easy to request a behavior from a student and then ignore the positive result. If you want more compliance, genuinely reinforce the times a student successfully complies.

Modified from: Goldstein, S. (1995). *Understanding and Managing Children's Classroom Behavior*. John Wiley & Sons & Rhodes, G., Jensen, W, & Reavis, K. (2010) *The Tough Kid Book*, 2nd Edition. <http://toughkid.com/>