The Power of the High School Classroom Matrix
High School PBIS Symposium 2020
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Tiered Fidelity Inventory 1.8 Classroom Procedures

*Tier I features which includes **school-wide expectations, routines, acknowledgements, in-class continuum of consequences** and are implemented within classrooms and consistent with school-wide systems.*

TFI 1.8 Classroom Procedures: High School Elaborations

Δ   Classrooms have a climate supporting active participation, student self-advocacy, academic risk taking and cooperative group work.

Δ   Students are actively involved in the development of classroom routine matrices aligned with schoolwide expectations and include routines supporting academic self-managers (i.e. agenda, entering the classroom, turning in assignments, tracking assignments).

Δ   There is an emphasis on increasing positive student-teacher interactions with:
   ▲   4:1 positive to negative teacher statements
   ▲   Praise statements to acknowledge appropriate behaviors
   ▲   Error correction procedures to address misbehavior
   ▲   Active supervision (e.g., circulating, scanning, encouraging)
   ▲   Providing choice
   ▲   Opportunities to Respond

TFI 1.8 Classroom Learning Walks Protocol *Example*

ROUTINES & PROCEDURES (Foundations)	Y	N
☐ Aligned with school-wide expectations. ☐ Observable, measurable, positively stated, succinct, and in age-appropriate language ☐ Used with teacher and/or students prompts ☐ Used with Teacher and/or student acknowledgements ☐ Aligned Social Emotional Learning and Academic Self-Management skills ☐ Explicit teaching of the routine using the matrix ☐ Opportunity to build fluency and generalize in similar settings and adapt to new environments		
ACKNOWLEDGEMENTS (Prevention Practices)	**Y**	**N**
☐ Behavior specific praise statements that identify student/group, schoolwide expectations and describe and acknowledge the behavior being recognized ☐ Contingent upon student accurately displaying desired behavior ☐ Delivered 4 times as often as error correction ☐ Statements focus on authentic strengths and connection and appear to build a sense of belonging and connection ☐ Contingent upon student accurately displaying desired behavior		
Consequences (Response Practices)	**Y**	**N**
☐ Use of a continuum of respectful response strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors ☐ Array of responses practices may include: (planned ignoring, proximity, eye contact, cueing, redirecting/reteaching, specific error correction, regulate/relate/reason, provide choice, restorative conferencing) ☐ Response practices empower students, teach resiliency skills, replace learned responses with appropriate behavior, helps students regulate their emotions		

#1 FRAMING / Create a context for the "WHY".

Purpose: *give students a premise of the activity*
" Why are we creating a classroom positive behavioral teaching matrix?

Agreements: *what is important to know*
" To complete the matrix, we will need everyone's input and voice to reflect our work together."

Outcome: *what will it look like when finished*
" We will post the finished matrix in our classroom and acknowledge each other when we see positive classroom behavior."
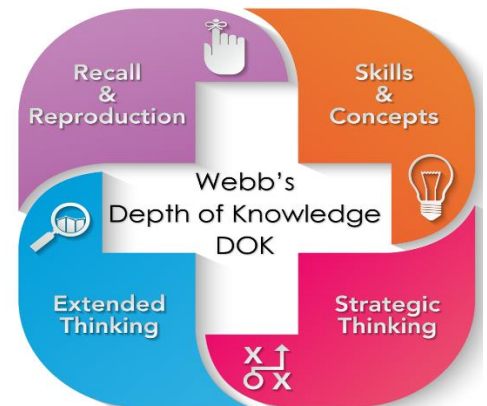
Life Skills *what skills will be addressed*
"We will be addressing the following social, emotional and/or intellectual skills when we develop our classroom matrix:"

#2 DOING IT TOGETHER / Teacher-Student Created Matrix

Guidelines	This means…	Example	Non-example
Observable	*I can see it*		
Measurable	*I can count it*		
Positively Stated	*I tell students what TO do*		
Understandable	*The vocabulary is appropriate for age/grade level*		
Always Applicable	*I am able to consistently enforce*		

#3 APPLYING / Explicitly teach, provide opportunity to build fluency and generalize in similar settings and adapt to new environments

PHASES of TEACHING & LEARNING	EXPLANATION
Acquisition	*Doing it accurately*
Fluency	*Doing it smoothly & at correct pace or speed*
Maintenance	*Keep doing it after teaching*
Generalization	*Keep doing it in similar places*
Adaptation	*Adjust doing it to fit new & different places*

Webb's Depth of Knowledge DOK

Recall & Reproduction — Skills & Concepts — Extended Thinking — Strategic Thinking

#4 ACKNOWLEDGEMENT "*Whatever you feed will grow.*"

Use the language of the matrix to identify behavior explicitly and provide feedback on current behavior with next steps. Consider acknowledgements to be:
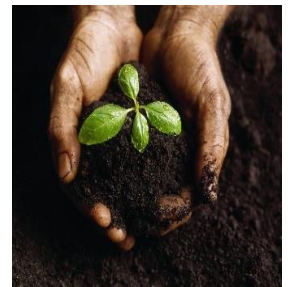*INDIVIDUAL or GROUP
*TIMELY
*MEANINGFUL and SINCERE *5 to 1 RATIO

Increasing positive student-teacher interactions with:
▲ 4:1 positive to negative teacher statements

#5 PROMPTING / Reminders" to set students up for success.

- ❖ **Preventative:** take place before the behavior response occurs
- ❖ **Understandable:** the prompt must be understood by the student
- ❖ **Observable:** the student must distinguish when the prompt is present
- ❖ **Specific and explicit:** describe the expected behavior (and link to the appropriate expectation)
- ❖ Teach and emphasize **self-delivered** (or self-managed) prompts

#6 RESPONDING/Empower students, teach resiliency skills, replace learned responses with appropriate behavior, helps students regulate their emotions

- ❖ Use the language of the classroom matrix when responding to challenging behavios.
- ❖ Highly effective teachers have a toolkit of respectful strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors.
- ❖ Continuum of Response Strategies: *planned ignoring, physical proximity, direct eye contact, signal or nonverbal cue, praise appropriate behavior in others, redirect, reteach, praise approximation, specific error correction, provide choice, restorative conferencing*

#7 SELF-MONITORING / Increase focus and self-awareness for social emotional learning

Self-Management and **self-evaluation** allows initiation to be prompted by normal events rather than relying on teacher prompts. Use the classroom matrix as a tool to encourage self-management of behavior in students;
- ▲ goal setting (creating a behavior target),
- ▲ self-instruction (the use of self-talk or statements to direct behavior),
- ▲ self-evaluation (assessing target behavior against a set standard), and
- ▲ strategy instruction (following a series of steps to complete a task autonomously).

#8 ALIGNMENT / Crosswalk initiatives and map expectations

The Woodlands Way	Room 200 (Attention signal 1-2-3, Eyes on Me)			
	Morning Routine	When you feel upset…	How to Transition/ Line Up	Small Group Work
Be Responsible	• Turn in homework • Put instructional materials in desk • Begin morning work	• Recognize what you're feeling "I feel…" • Stop and take a few deep breaths	• Put materials away • Get materials ready for next activity	• Do your fair share • Manage time carefully
Be Respectful	• Say "good morning" to teacher and classmates • Talk in soft voices	• Ask for a break if you need a moment • Express your feelings appropriately	• Listen for direction to next activity	• Listen to your peers • Take turns speaking • Say "I like that idea. AND…"
Be Safe	• Put personal belongings in designated areas • Take your seat	• Talk to someone if you need help • Talk to someone if it will make you feel better	• Stand up • Push in chair • Wait for group to be called to line up	• Clean up area when time is up

Bully Prevention
Restorative Practices
Cultural Responsiveness
Social Emotional Learning
College & Career Readiness
Academic Self-Management

CULTURAL RESPONSIVENESS

	At SCHOOL it looks like…	At HOME it looks like…	In my NEIGHBORHOOD it looks like…
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem • Eat your own food	• Protect your friends and family • Don't talk back • Share your food	• Don't back down • Look the other way • Don't stand out
Be Respectful	• Treat others how you want to be treated • Include others	• Do exactly what adults tell you to do • Don't bring shame (Honor your family)	• Be nice to friends' parents • Stick up for your friends
Be Responsible	• Do my own work • Personal best • Arrive on time • Clean up messes	• Help your family out first • Meet my siblings at the bus stop on time	• Have each other's backs • Own your mistakes

Expectations · Routines

Rules within Routines Matrix **PBIS+CCR**

	Cafeteria	Hallway	Bus	LEARNING
Respect				•Complete assignments with a professional appearance •Have goals and a plan to achieve them
Responsibility				•Be attentive and ready to learn •Keep track of missed assignments and have a plan to make them up
Be Informed				•Use course/reading content to answer questions •Self monitor your learning by asking clarifying questions

What if we add a Learning Column focused on CCR skills?

COLLEGE AND CAREER READY

Engagement
- ▲ Actively participate
- ▲ Arrive and leave prepared
- ▲ Be an active listener
- ▲ Be on time
- ▲ Be ready to learn
- ▲ Complete homework
- ▲ Follow adult directions
- ▲ Listen attentively
- ▲ Maintain focus on the lesson
- ▲ Participate positively
- ▲ Stay on task

Critical Thinking
- ▲ Complete assignments
- ▲ Create authentic work
- ▲ Practice academic honesty
- ▲ Find resources to help you pass every class
- ▲ Give and receive feedback respectfully
- ▲ Know the resources available
- ▲ Produce quality work
- ▲ Think critically, creatively and collaboratively to overcome challenges
- ▲ Use research materials to improve our learning

Mindset
- ▲ Accept responsibility for your actions
- ▲ Ask for help appropriately
- ▲ Push yourself to achieve your best
- ▲ Attend school activities and events
- ▲ Be a good citizen
- ▲ Challenge yourself to do your best
- ▲ Foster school spirit

Learning Process
- ▲ Check grades weekly
- ▲ Check your assignment notebook to make sure you have your materials to do your homework
- ▲ Cooperate with others
- ▲ Develop good study habits
- ▲ Follow guidelines in student planner

RESTORATIVE CIRCLES

Everyone has an equal voice in the creation of expectations and procedures. This creates a community that is responsible for each other and the productive processes of collaboration. Expectations and procedures are established as agreements with everyone. This builds a community around values and norms rather than uncertainty, mere suggestions on how we relate to each other, and top down demands.

Lincoln Public Schools, 2019

1.	Circles are used both in classroom and non-classroom settings
2.	Circles are used for community building / welcoming
3.	Circles are used for restoring or repairing harm.
4.	Restorative circles, or other circles to repair harm, are co-facilitated by the RP Coach or administrator as agreed upon by staff.
5.	Purpose of circle is clearly stated before the circle begins
6.	Circle keeper is identified for each circle event (can be staff or student)
7.	Circle keeper consistently states circle guidelines
8.	Circle keeper initiates dialogue using a talking piece
9.	Circle keeper provides the opportunity for all participants to speak in turn
10.	Circle guidelines have been aligned to SW Expectations
11.	Students have contributed to establishment of circle values

SOCIAL EMOTIONAL WELLNESS	
Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. https://casel.org/core-competencies/	

Self-Awareness	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
	   o Identifying emotions
	   o Accurate self-perception
	   o Recognizing strengths
	   o Self-confidence
	   o Self-efficacy

Self-Management	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. Impulse control
	   o Stress management
	   o Self-discipline
	   o Self-motivation
	   o Goal-setting
	   o Organizational skills

Social Awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
	   o Perspective-taking
	   o Empathy
	   o Appreciating diversity
	   o Respect for others

Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
	   o Communication
	   o Social engagement
	   o Relationship-building
	   o Teamwork

Responsible Decision Making	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
	   o Identifying problems
	   o Analyzing situations
	   o Solving problems
	   o Evaluating
	   o Reflecting
	   o Ethical responsibility

PRACTICE MODEL

Classroom TEACHING MATRIX		Routines and Procedures				
	Operationalize the Prosocial Skill to Teach:	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"
SW Positive Behavioral Expectations						

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promoting safe and equitable learning environments

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