The Power of the High School Classroom Matrix

SWPBIS Tiered Fidelity Inventory (TFI) **TFI 1.8 Classroom Procedures** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	*High School Elaborations* Δ Classrooms have a climate that support active participation, student self-advocacy, academic risk taking and cooperative group work. Δ Students are actively involved in the development of classroom routine matrices which are aligned with schoolwide expectations and include routines which support 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: *5:1 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*

TFI	Action Items *(Not In Place; Partially; Fully In Place)*	NI	PI	FI
1.8	Classroom rules are defined, aligned to school-wide expectations, and are posted in classrooms.			
1.8	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)			
1.8	Expected classroom behaviors and routines are taught			
1.8	Procedures exist for tracking classroom behavior problems			
1.8	Classrooms have a range of interventions for problem behavior that are documented and consistently delivered.			
1.8	Classroom teachers use immediate and specific praise			
1.8	Acknowledgement of students demonstrating adherence to classroom rules occurs more frequently than acknowledgement of inappropriate behavior			

Supporting and Responding to Behavior *Evidence-based Strategies for Classroom Teachers*	
Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.	
FOUNDATIONS **1.1 Settings** *Effectively design the physical environment of the classroom*	▲ Design classroom to facilitate the most typical instructional activities. ▲ Arrange furniture to allow for smooth teacher and student movement. ▲ Assure instructional materials are neat, orderly, and ready to use. ▲ Post materials that support critical content and learning strategies.
FOUNDATIONS **1.2 Routines** *Develop and teach predictable classroom routines*	▲ Establish predictable patterns and activities. ▲ Promote smooth operation of classroom. ▲ Outline the steps for completing specific activities. ▲ Teach routines and procedures directly. ▲ Practice regularly. ▲ Recognize students when they successfully follow classroom routines and procedures. ▲ Create routines and procedures for the most problematic areas or times. ▲ Promote self-managed or student-guided schedules and routines.
FOUNDATIONS **1.3 Expectations** *Post, define, and teach three to five positive classroom expectations*	▲ If in a school implementing a multi-tiered behavioral framework, such as school-wide PBIS, adopt the three to five positive school-wide expectations as classroom expectations. ▲ Expectations should be observable, measurable, positively stated, understandable, and always applicable. ▲ Teach expectations using examples and non-examples and with opportunities to practice and receive feedback. ▲ Involve students in defining expectations within classroom routines. ▲ Obtain student commitment to support expectations

Self-Assessment

On a scale of 1 – 4, how am I doing with classroom **FOUNDATIONS**:

1) I never have heard of this practice.
2) I have implemented this practice, but I am inconsistent.
3) I implement this practice regularly in my classroom.
4) I implement this practice regularly and I am interested in how others are implementing the practice.

Δ   **SETTINGS:** I effectively design the physical environment of my classroom.

Δ   **ROUTINES:** I develop and teach predictable classroom routines.

Δ   **EXPECTATIONS**: I post, define and teach 3 to 5 positive classroom expectations.

The High School Classroom Matrix Considerations

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

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
"Involve students in defining classroom routines."
"Classroom procedures should be observable, measurable, positively stated, understandable, and always applicable."
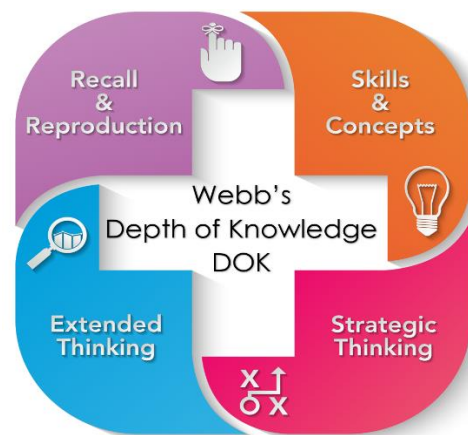
Guidelines	This means…	Example	Non-example
Observable	*I can see it*		
Measurable	*I can count it*		
Positively Stated	*I tell students what TO do*		
Understandable	*The vocabulary is appropriate for age/grade level*		
Always Applicable	*I am able to consistently enforce*		

#3 APPLYING / Explicitly teach, provide opportunity to build fluency and generalize in similar settings and adapt to new environments
"Teach routines and procedures directly."
"Teach using examples and non-examples and with opportunities to practice and receive feedback."

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*

Recall & Reproduction

Skills & Concepts

Webb's Depth of Knowledge DOK

Extended Thinking

Strategic Thinking

#5 PROMPTING /" Reminders" to set students up for success.
"Promote the operations of the classroom."

- ❖ **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
"Create routines and procedures for the most problematic areas or times."

- ❖ 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:
    1. Planned Ignoring
    2. Physical Proximity
    3. Direct Eye Contact
    4. Signal/Non-verbal Cue
    5. Praise Appropriate Behavior in Others
    6. Redirect
    7. Reteach
    8. Praise Approximations
    9. Specific Error Correction
    10. Provide Choice
    11. Restorative Conferencing

#7 SELF-MONITORING / Increase focus and self-awareness for social emotional learning
"Promote self-managed or student-guided schedules and routines."

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(creatingabehaviortarget),
- ▲ self-instruction(theuseofself-talkorstatementstodirectbehavior),
- ▲ self-evaluation(assessingtargetbehavioragainstasetstandard),and
- ▲ strategyinstruction(followinga series ofstepstocompleteataskautonomously).

#8 Alignment / Crosswalk initiatives and map expectations
"Use your matrix as a tool for alignment."
"Consolidate language into one document (framework)"

Emotions and Intellect Intertwined ***"What are the skills required to succeed in college, career, and life?"***

Academic Content	Social Emotinal Skills	Academic Enablers

• *Academic Standards*
• *Graduation Requirements*
• *Social Emotional*
	• *Communication Skills*
	• *Healthy Relationships*
	• *Managing Stress*
		• *Organizational Skills*
		  -Study Skills
		  -Group Process
		  -Time Management

Matrix Alignment Possibilities: *Social Emotional/Mental Wellness, College and Career Readiness, Bully Prevention,Trauma Informed Instruction, Restorative Practices, Cultural Responsiveness*