

Example Guidelines for Tier 1 Behavior

The document provides districts with an example of written guidelines for teaching and reinforcing behavioral expectations within Tier 1 of a SWPBIS framework.

Tier 1 Behavior Guidelines

All schools are expected to implement School-wide Positive Behavior Interventions and Supports (SWPBIS) as a preventative, proactive approach to supporting student behavior. The six big ideas listed below are the foundation of SWPBIS in all school settings, including the classroom environment.

1. Identify and define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision-making

All classroom teachers will be expected to use CHAMPS to support implementation of PBIS in the classroom. CHAMPS is a structured, proactive and positive approach to classroom management.

The table below illustrates how the big ideas of SWPBIS align with the principles of CHAMPS. The table also provides expectations for how both SWPBIS and CHAMPS should be implemented within the classroom environment to support student behavior.

Table 1. SWPBIS and CHAMPS Alignment and Expectations for Use

SWPBIS	CHAMPS	Expectations for Use
Identify and define behavior expectations	Structure	<ul style="list-style-type: none"> • Classroom behavior expectations (i.e., guidelines for success) are the same as school-wide expectations • Classroom routines have been identified and defined • Classroom matrix defines behavior expectations for each classroom routine
Teach behavior expectations	Teach	<ul style="list-style-type: none"> • Lesson plans are developed for each classroom routine and used to teach behavior expectations as defined within the classroom matrix • CHAMPS (e.g., Conversation, Help, Activity, Movement, Participation, Success) expectations are embedded within each lesson plan

SWPBIS	CHAMPS	Expectations for Use
Monitor expected behavior	Observe	<ul style="list-style-type: none"> • Circulate and scan all sections of the classroom continuously (Look Around, Walk Around, Talk Around)
Acknowledge and encourage behavior expectations	Interact positively	<ul style="list-style-type: none"> • Build positive relationships with students • Provide positive feedback (e.g., verbal, school-wide acknowledgement system) • Develop classroom behavioral goals and a class-wide acknowledgement system (e.g., marble jar, class points) • Provide intermittent celebrations • Provide a high ratio of positive interactions (4:1)
Establish continuum of responses to behaviors that includes teaching/re-teaching	Correct fluently	<ul style="list-style-type: none"> • Develop a classroom management plan and continuum of responses that aligns with the school-wide continuum and includes teaching and re-teaching expectations • Document minor and/or major behaviors using the school-wide processes (e.g., referral form, flowchart)
Use data for decision-making	(Observe)	<ul style="list-style-type: none"> • Collect and analyze classroom behavior data to inform your classroom management plan

All classroom teachers will develop a written classroom management plan that includes the expectations for use listed in the table above. Classroom management plans should be submitted to principals prior to the first day of school for review. In addition, management plans will be shared with families and students as part of the Back-to-School orientation during the first week of school.

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