

Houston County WIN ACADEMY PBIS HANDBOOK



We are **P**OSITIVE, **R**ESPECTFUL, **I**NVOLVED, **D**EPENDABLE,
and Striving for **E**XCELLENCE

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Houston County WIN Academy

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2023-2024



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HOUSTON COUNTY WIN ACADEMY

OUR MISSION *is to provide flexible learning opportunities to produce college & career-ready graduates*

OUR VISION *is to support our students academically and socially to ensure their success today and into the future.*



The mission of WIN Academy is to provide flexible learning opportunities that lead to graduation.

The vision of WIN Academy is to support our students academically and socially to ensure their success today and into the future.

What is School-Wide PBIS?

Definition

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009). The Positive Behavior Interventions and Support program is based upon the idea of recognizing positive contributions of students. Our goal is to help each child develop self-discipline. Home and school share the responsibility for developing good citizens. Parents, teachers, and students must work together to maintain a safe and positive learning environment. As part of PBIS, teachers, administrators, counselors and support staff will have responsibility to TEACH positive behavior expectations to students. PBIS means students will know exactly what is expected of them. Students who take responsibility will be recognized and rewarded in a variety of ways.

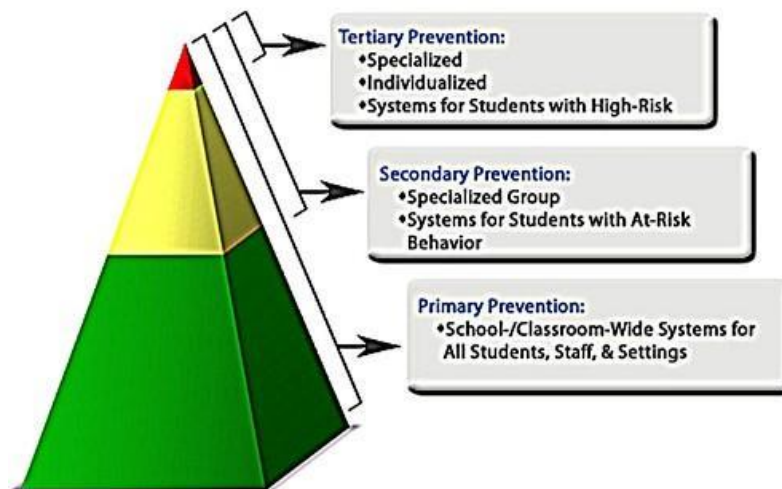
What is PBIS at The Houston County WIN Academy?

- The Houston County WIN Academy School-Wide Expectations for students are to show their Cougar Pride and:
- **Be Positive, Be Respectful, Be Involved, Be Dependable, and we strive for Excellence**
- These expectations, along with the appropriate positive behaviors, are displayed in different areas of the school as reminders for students that we at The Houston County WIN Academy have Cougar Pride. Students will receive on-going instruction from staff on our school-wide expectations in all areas of our school. The hallway, cafeteria, restroom, gym, media center/computer lab, buses, Check-In, and the main office are all settings where students are expected to act in an appropriate manner showing the characteristics of Cougar PRIDE.

Multi-Tiered Systems of Support

(MTSS)/Response to Interventions (RTI)

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

MTSS/RTI Team Meetings

Our MTSS/RTI Teams meet on a biweekly basis to discuss academic and behavioral concerns in order to support our students and address their needs. Our MTSS/RTI Team consists of our Assistant Principal for Instruction, School Guidance Counselor, Intervention Specialist, middle and high school teachers. Parents, students, and other stakeholders will be included as necessary in order to help support student success.



Behavioral Expectations

Behavioral expectations: We at WIN Academy will show our pride:

We are **P**ositive, **R**espectful, **I**nvolved, **D**ependable, and Striving for **E**xcellence

- Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.
- Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.
- Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

The Houston County WIN Academy PBIS Matrices

|  | | PBIS MATRIX FOR WIN ACADEMY COUGAR PRIDE | | | |  | |
|---|--|---|--|---|--|---|--|
| | We are POSITIVE | We are RESPECTFUL | We are INVOLVED | We are DEPENDABLE | We strive for EXCELLENCE | | |
| Hallway | <i>Use appropriate language</i> | <i>Walk quietly on the right side of the hallway</i> | <i>Keep halls neat and clean</i> | <i>Encourage peers to follow directions</i> | <i>Walk directly to class</i> | | |
| Cafeteria | <i>Use appropriate language</i> | <i>Respect nutrition staff by saying "please" and "thank you"</i> | <i>Clean tables before leaving and dispose of trash</i> | <i>Eat food inside the cafeteria</i> | | | |
| Restroom | <i>Use appropriate language</i> | <i>Enter/Exit quietly</i> | <i>Flush toilets/urinals and wash hands before leaving</i> | <i>Encourage peers to leave restrooms neat and clean</i> | <i>Respect school property</i> | | |
| Gym | <i>Use appropriate language</i> | <i>Play fairly and use equipment as directed</i> | <i>Participate in assigned activities</i> | <i>Encourage peers to remain positive</i> | <i>Exhibit characteristics of a good team player</i> | | |
| Media Center/ Computer Lab | <i>Enter/Exit quietly and use inside voices</i> | <i>Respect school property and return books on time</i> | <i>Work diligently to complete assignments</i> | <i>Use the internet for educational purposes only</i> | | | |
| Buses | <i>Use appropriate language</i> | <i>Follow the directions of the bus driver</i> | <i>Keep hands and objects inside the bus</i> | <i>Report problems to the bus driver or appropriate staff</i> | <i>Report directly to your designated area</i> | | |
| Check-In | <i>Enter the building with a positive attitude</i> | <i>Use kind words and be respectful</i> | <i>Have supplies at all times</i> | <i>Wear a belt and keep pants at waist</i> | <i>Accept adult decisions</i> | | |



**PBIS DISTANCE LEARNING/COURSEWARE
MATRIX
FOR WIN ACADEMY
COUGAR PRIDE**



| | We are POSITIVE | We are RESPECTFUL | We are INVOLVED | We are DEPENDABLE | We strive for EXCELLENCE |
|--------------------------|--|---|---|--|---|
| Distance Learning | <p><i>Log in on time and be ready to work.</i></p> <p><i>Use appropriate language when communicating with teachers and classmates.</i></p> | <p><i>Send appropriate comments/ emails when asking for help.</i></p> <p><i>Say please and thank you.</i></p> | <p><i>Check Google Classroom and APEX regularly.</i></p> <p><i>Turn in assignments completed and on time.</i></p> | <p><i>Attend and complete at least 1 assignment from each of my classes, every day.</i></p> | <p><i>Turn in my best work.</i></p> <p><i>Actively participate in zoom meetings.</i></p> <p><i>Check over my work before turning it in.</i></p> |
| Technology | <p><i>Use technology for academic and learning purposes only.</i></p> | <p><i>Respect school property (headphones, monitors, keyboards, Chromebooks, printers).</i></p> | <p><i>Turn in original/own work (No Plagiarism).</i></p> | <p><i>Stay focused and on task when using technology.</i></p> <p><i>Avoid and report inappropriate sites and unsafe use.</i></p> | <p><i>Take care of materials distributed to you.</i></p> <p><i>Return technology undamaged and clean</i></p> |

Schedule for Teaching Behavior

First Week of School

- Teach school-wide Hallway and Cafeteria behavioral expectations daily and have mastery by Day 5
- Teach school-wide Restroom, Bus, Gym, and Check In expectations daily and have mastery by Day 5
- Teach classroom behavioral expectations, as many times as possible

First Semester

- Teach school-wide and classroom behavioral expectations 2-3 times per week
- As needed based on data re-teach those expectations

Second Semester

- Reteach school-wide Hallway and Cafeteria behavioral expectations daily and have mastery by Day 5
- Reteach school-wide Restroom, Bus, Gym and Check In expectations daily and have mastery by Day 5
- Teach classroom behavioral expectations, as many times as possible
- Teach school-wide and classroom behavioral expectations weekly
- As needed based on data re-teach those expectations

Review/Reteach School-wide and Classroom Behavioral Expectations:

- After Thanksgiving Break
- After Christmas Break
- After Spring Break

When new students enroll in your class, review/reteach school-wide and classroom expectations with your students.

Schedule for Celebrations

Students:

Stars for Work Completion – Weekly (Pizza)

Phone Friday - Weekly

Dress Down Day - Weekly

Student of the Month Recognition/Celebration - Monthly

Student Course Completion Recognition - As Completed

Destination Celebration party - Monthly

Positive Behavior Referrals

- *1st Semester PBIS Kickoff Activity (ALL STUDENTS TO PARTICIPATE)
- *2nd Semester PBIS Kickoff Activity (ALL STUDENTS TO PARTICIPATE)

Staff:

Employee of the Month Recognition/Celebration - Monthly

Student Course Completion Teacher Recognition - As Students Complete

***Employee PBIS Rewards/Treats**

* Exact date to be determined based on the annual calendar.

Lesson Plans

The following pages include all the lesson plans for behavior that is Respectful, Responsible, and Ready to Learn in non-classroom areas.

Lesson Plan to Address Bathroom Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Enter and exit quietly
- Use appropriate language
- One to a stall, respect privacy
- Keep hands, feet, and other objects to yourself
- Flush toilet/ urinals
- Wash your hands with soap and dry hands with paper towels
- Encourage peers to leave restroom neat and clean
- In and out in a timely manner
- Respect school property

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Use the restroom quickly, quietly, and respect personal space.
- Leave the toilet ready for others.
- Wash hands to keep the germs away.
- The restroom is not the place to socialize.
- Keep the restroom safe and in working order.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|--|--|
| <ul style="list-style-type: none"> • Students do their business and get out quickly • Flush the toilet • Use an appropriate amount of toilet paper • Wash hands with soap and dry with paper towels • Get in and get out • Report problems to an adult • 1 or 2 pumps of soap • 1-2 paper towels to dry hand | <ul style="list-style-type: none"> • Students playing in the restroom. • Students using excessive amounts of much toilet paper in the toilet and clogging it up. • Students splashing water on floors and on other people. • Students socializing in the restroom/hanging out with friends. • Causing problems in restroom and not reporting others who are causing problems. |

Step 4: Practice/Role Play Activities

Teach - In the classroom, talk about the appropriate behaviors on the bathroom matrix.

Model - Take the students to the restroom area. Review the expected behaviors on the restroom matrix. (This is where you will teach your specific procedures for the restroom. Model what it looks like for them. Let them know how many children will go in at a time, what the others will do when they are waiting, what are the responsibilities of the bathroom monitors?)

Teacher will model non-examples (Throwing paper on the floor, talking in the bathroom, slamming the door.) Pick students to model appropriate behaviors (knocking on the door, washing hands, throwing trash in the trashcan).

Practice - Send the students to the restroom and provide feedback on behaviors.

Step 5: Provide opportunities for practice

- Go to the restroom in groups to practice the appropriate behaviors.
- Send small groups to the restroom to practice behaviors as needed.

- Point out to students when their behavior is appropriate.

Lesson Plan to Address Bus Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Noise level 1 while the bus is in motion
- Use appropriate language
- Keep hands and objects inside the bus
- Follow the directions of the bus driver
- Report problems to the bus driver or appropriate staff

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Keep noise level 1 so that you can hear directions
- Hands, feet, and objects to yourself and inside the bus helps keep everyone safe
- Report problems to the bus driver or appropriate staff to keep down confusion

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|---|--|
| <ul style="list-style-type: none"> • Noise level 1 • Remain seated at all times • Listen to adults | <ul style="list-style-type: none"> • Yelling at others across the bus • Standing or walking while the bus is in motion • Not following adult instructions |

Step 4: Practice/Role Play Activities

Teach - Teach the bus procedures. Give the students examples and non-examples of bus line behavior.

Model - Role play - bus drivers can have two students to model part of the lesson. The teacher can remind students of what behavior is inappropriate for the bus.

Practice - Model the bus expectations. Have students demonstrate correct bus behavior.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display appropriate behavior with cougar bucks
- Remind students of appropriate behavior

Lesson Plan to Address Cafeteria Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Noise level 1 at your table with your elbow partner/neighbor
- Use appropriate language
- Respect nutrition staff by saying "please" and "thank you"
- Clean tables before leaving and dispose of trash
- Keep food on your tray
- Eat food inside cafeteria
- Get what you need when you are in line
- Follow line-up procedure

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Show manners and respect, the cafeteria staff for their service
- Use inside voice so that others can enjoy their lunch
- Look to an adult for instruction and directions
- Stay in your seat
- Students clean up after themselves, so the eating area/tables are ready for others

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|--|--|
| <ul style="list-style-type: none"> • Say thank you when picking up your tray • Keeping hands, feet, and objects to yourself • Using good table manners • Look and listen to the teacher in your area for directions • Stay in assigned seating until excused • Clean up your tray, and all trash in your area • Follow cleanup directions | <ul style="list-style-type: none"> • I want more food • Hands touching another student, their tray or food • Yelling or making loud noise in cafeteria • Getting out of seat to talk or move around the cafeteria. • Leaving tray and trash on the table • Getting up to line up before you are dismissed • Talking with food in your mouth. • Throwing food |

Step 4: Practice/Role Play Activities

Teach - Today we are going to practice cafeteria behavior. Talk about appropriate ways to act in the cafeteria.

Model - Walk students to the cafeteria. Take them through the process of picking up trays, getting milk, giving student ID numbers or full name to the cashier, then sitting in assigned areas. Show examples of the correct behaviors and of the non-examples.

Practice - Each class will model the appropriate cafeteria behavior the first week of school. Practice examples of correct behaviors.

Step 5: Provide opportunities for practice

- For the first few weeks of school, walk students and stay with them in line and practice routines.
- Practice good manners in the classroom.

Lesson Plan to Address Hallway Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Use appropriate language
- Walk quietly on the right side of the hallway
- Keep halls neat and clean
- Stay in line on the red line
- Walk directly to class
- Encourage peers to follow directions

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Students walk quietly so as not to disturb others.
- Look to an adult for instruction and directions.
- Walk in a single file line on the right side of the hall on the red line.
- Don't forget personal space.
- Go directly to your destination.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|--|---|
| <ul style="list-style-type: none"> • Walk quietly on the right side • Keeping hands off the wall • Going directly to your destination • Eyes in front • Keeping your hands and feet to yourself | <ul style="list-style-type: none"> • Running • Pushing • Screaming • Wandering • Hiding • Touching the walls or work displayed on the walls |

Step 4: Practice/Role Play Activities

Teach - Teach hallway expectations the first week of school. Give the students examples and non-examples of hallway behavior.

Model - Role play - The teachers should act out inappropriate hallway behavior and have students tell you what you are doing inappropriately.

Practice - Have students line up on the right side of the hallway on the red line. The class will walk down the hallway while the adult monitors the classes.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior with cougar bucks
- Teacher regularly models respectful behavior

Lesson Plan to Address Gym Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Use appropriate language
- Play fairly and use equipment as directed
- Participate in assigned activities
- Encourage peers to remain positive
- Exhibit characteristics of a good team player

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Look to an adult for instruction and directions.
- Don't forget personal space.
- Don't abuse gym equipment
- Play as a team
- Follow gym rules to keep everyone safe

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|--|---|
| <ul style="list-style-type: none"> • Use equipment appropriately when engaging in gym games • Respect personal space • Include everyone in the activity • Refrain from unwanted touching • Practice good sportsmanship and fair play • Put your best effort forward • Follow safety rules | <ul style="list-style-type: none"> • Throwing equipment • Pushing others • Breaking safety rules • Not participating fairly |

Step 4: Practice/Role Play Activities

Teach - Teach gym expectations the first week of school. Give the students examples and non-examples of gym behavior.

Model - Role play - The teachers should act out inappropriate gym behavior and have students tell you what you are doing inappropriately.

Practice - Have students practice what it means to play as a team.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior with cougar bucks
- Teacher regularly models respectful behavior for the gym

Lesson Plan to Address Media Center/Computer Lab Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Enter/Exit quietly and use inside voices
- Respect school property and return books on time
- Work diligently to complete assignments
- Use internet for educational purposes only

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Look to an adult for instruction and directions.
- Don't forget personal space.
- Don't abuse school property (i.e. computers, iPads, etc.)
- Don't abuse internet rules for school/ stay on appropriate websites

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|---|---|
| <ul style="list-style-type: none"> • Respect equipment • Remain quiet when working • Follow procedure for use using equipment appropriately • Share materials and equipment as needed • Use appropriate research sites • No eating/ drinking near computers | <ul style="list-style-type: none"> • Inappropriate websites • Banging and hitting computers • Talking loudly |

Step 4: Practice/Role Play Activities

Teach - Teach media center/computer lab expectations the first week of school. Give the students examples and non-examples of media center/computer lab behavior.

Model - Role play - The teachers should act out inappropriate media center/computer lab behavior and have students tell you what you are doing inappropriately.

Practice - Have students practice what it means to use computers appropriately.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior with cougar bucks
- Teacher regularly models appropriate behavior for media center/computer lab behavior

Lesson Plan to Address Check-In Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful & Responsible

- Enter the building with a positive attitude
- Use kind words and be respectful
- Have supplies at all times
- Wear a belt and keep pants at waist
- Accept adult decision

Step 2: List a rationale for teaching the behavior (Why is it important?)

- Have right mindset to begin the day
- Be prepared to have successful and productive day
- Accept adult directive.
- Stay in dress code

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

| Examples | Non-examples |
|--|---|
| <ul style="list-style-type: none"> • Dress as instructed in the student handbook • Use good manners when addressed by adults • Have supplies when entering the building • Have belts on everyday • Be a good listener | <ul style="list-style-type: none"> • No belt • Talking back when redirected • Not have school supplies • Not listening to adult directive |

Step 4: Practice/Role Play Activities

Teach - Teach check-in expectations the first week of school. Give the students examples and non-examples of appropriate check-in behavior.

Model - Role-play - Have students to give examples of what is the correct way to come through the check-in line.

Practice - Have two students demonstrate what is acceptable for dress code and what is not.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display appropriate check in behavior with cougar bucks
- Teacher regularly models respectful behavior for media center/computer lab behavior

System for Acknowledging Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with Cougar Bucks and/or positive, specific verbal praise.
- Students are responsible for keeping up with their Cougar Bucks.

At the classroom level:

- On the cougar cart day, each student will have an opportunity to redeem cougar bucks. The cougar cart will come around every other Friday.
- Students can choose to redeem Cougar Bucks for different prizes, or they can choose to save them for another week or use them to buy a Dress Down Pass.

At the grade level:

- Cougar Bucks will be checked for appropriate signatures.
- At the monthly PBIS celebration, students who have demonstrated COUGAR pride will attend the PBIS Destination Celebration.

Menu of Possible Rewards

| Cougar Express Cart Rewards | Bucks |
|---|--------------|
| Blow-Pop | 3 |
| Starburst/Skittles | 3 |
| Fruit Snacks | 5 |
| Chocolate candy Mini | 5 |
| Little Hugs | 5 |
| Zebra Cakes/Swiss Rolls/Little Debbie Cakes | 10 |
| Chips | 10 |
| Dress Down Passes | 25 |
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System for Correcting Behavior

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

| Correction Technique | Words/actions an adult can use |
|----------------------|---|
| Prompt | Provide verbal and/or visual cue. |
| Redirect | Restate the matrix behavior. |
| Reteach | State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback. |
| Provide Choice | Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. |
| Conference | Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback. |

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

Part of these guidelines was adapted from Center for PBS, College of Education, University of Missouri, Missouri School-wide Positive Behavior Support (MO SW-PBS)

Discipline Procedure Flowchart

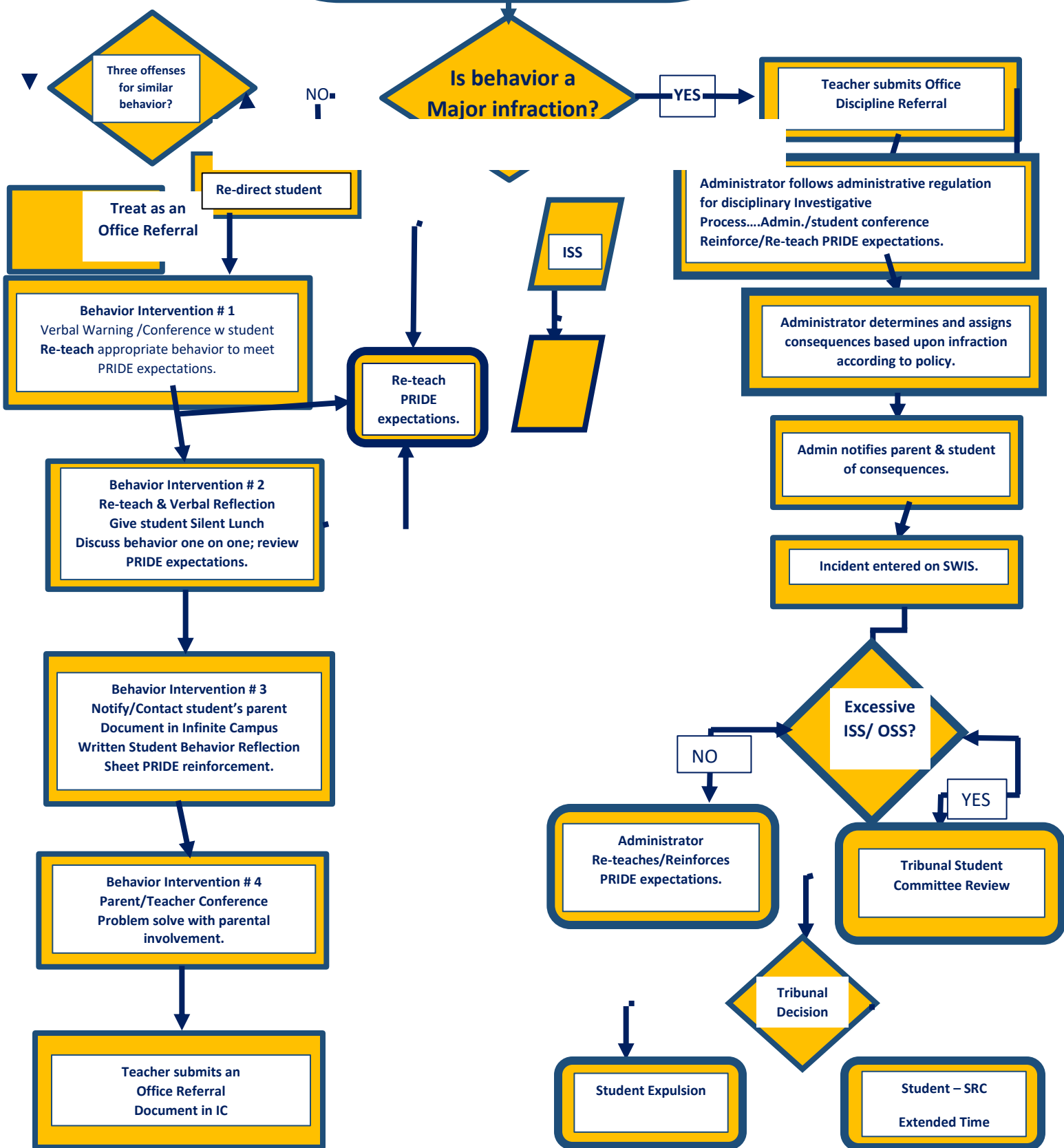
Mino

Teacher/Staff Managed

Observe Student Behavior

Maio

Office Managed



Definitions for Minor Behaviors:

| Minor Problem Behavior | Definition |
|---|---|
| Defiance/Insubordination/ Non-Compliance | Student engages in brief or low-intensity failure to follow directions or talks back. Examples: shutting down, disobeying, "I don't want to", ignoring teacher, etc. |
| Disrespect | Student delivers low-intensity, socially rude or dismissive messages to adults or students. |
| Disruption | Student engages in low-intensity, but inappropriate disruption. Examples: playing with objects, blurting out, making noises, crumpling up paper, etc. |
| Inappropriate Language | Student engages in low-intensity instance of inappropriate verbal or nonverbal language. Examples: put downs, name calling, or hurtful words, "this sucks", etc. |
| Physical Contact/Physical Aggression | Student engages in non-serious, but inappropriate physical contact. Examples: bumping out of line, play fighting, snatching objects out of someone's hand invading personal space, chest bumping, etc. |
| Property Misuse | Student engages in low-intensity misuse of property that does not permanently damage the property. |
| Technology Violation | Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |
| Theft | Student engages in behavior of taking things from teachers or other students that does not belong to the student. |
| Other | Student engages in any other minor problem behaviors that do not fall within the above categories. |

Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, non-contingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently