**Action Plan: Building Habits of Effective Classroom Practice**

|  |  |  |
| --- | --- | --- |
| Educator Name: | Grade Level: | Plan Start Date: |

**Directions**:

|  |
| --- |
| * Watch [Habits of Effective Classroom Practice Webinar](http://www.delawarepbs.org/building-habits-of-effective-classroom-practice/) and review the [Habits of Effective Classroom Practice brief](https://www.pbis.org/resource/habits-of-effective-classroom-practice) from PBIS.org
* Review more information about the 3 habits of effective practice on the Schoology or DE-PBS Website Page:
* Positively greet students as they enter the classroom
* Active Engagement
* Specific Positive and Corrective Feedback
* Reflect on existing data and knowledge of your student needs to develop the following action steps:
	+ Step A: set a student outcome goal
	+ Step B: set a daily implementation goal
	+ Step C: develop an implementation plan
* Review the sample action steps (in blue and red font below for each of the habits) and complete your own action plan using the [BLANK template](https://docs.google.com/document/d/1VpLTJNt3FVTQ5oW0o-0kblfX9r36F5S8jsr-HcPf61A/edit?usp=sharing) for one of the three habits of effective practice

Adapted by the DE-PBS Project from: Simonsen, B & Yanek, K. (2020). *Building habits of effective practice* [Webinar]. <https://www.pbis.org/video/building-habits-of-effective-practice-webinar>  |

**Step A: My Student Outcome Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| What student behavior are you interested in supporting?*Note: choose a behavior that increases student access to instruction and relationships* | *attendance on zoom and in class* | *student time on task during zoom* | *student adherence to classroom expectations* |
| What practice will you implement to support the need  | *positive greetings at the door* | *active engagement* | *Specific positive and corrective feedback* |
| How will you measure student behavior? | *daily attendance information* | *peer observation using:*[***time sampling***](https://www.interventioncentral.org/sites/default/files/workshop_files/allfiles/beh_monitoring_moment_time_sampling_attn.pdf) | [*Class Individual Behavior Rating Scale Tool*](https://www.livebinders.com/media/get/MTg3NTAwMjg%3D) |
| What is the current data on student behavior? | *75% average attendance over the last 4 weeks* | *50% of students on task during group zoom meeting*  | *50% of students in my class demonstrate the class expectation of be responsible during online group instruction by: logging in/off on time; keeping a charged device; using the chat for questions/help* |
| Write a goal to determine impact on student outcome(s): | *85% average attendance over the last 4 weeks* | *75% of students on task during group zoom meeting* | *75% of students in my class demonstrate the class expectation of be responsible during online group instruction by: logging in/off on time; keeping a charged device; using the chat for questions/help* |
| Target Date to Review (*usually within 4-6 weeks*): |  |  |  |

**Part B: My** **Daily Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Positive Greetings at the Door** | **Active Engagement** | **Specific and Positive Corrective Feedback** |
| Write what you are interested in *increasing* on a daily basis | *Daily greetings for each student*  | *# OTRs (during a specific time)* | *# praise statements and error corrections (during group online instruction)* |
| Write or link to the data tool you will use | [*Template for matrix to document interactions*](http://www.delawarepbs.org/wp-content/uploads/2021/02/Monitoring-Greetings-Matrix.docx) | [*Be+ App*](https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app) | [*NEPBIS Self Management Excel Tool*](https://drive.google.com/file/d/1feRS9JVsjXfEdNvZ3Ke_rkYutuuvIzO8/view?usp=sharing) *(and paper/pencil tallies)* |
| Estimate your current skill rate  | *50% of students positively greeted at the door per day* | *2 OTRs (e.g. asking a question) that solicits an observable academic response from students during a ten minute period.* | *2 praise statements per 10 minute observation period.* |
| Write a goal for **daily** skill rate | *100% of students positively greeted at the door per day* | *4 OTRs (e.g. asking a question) that solicits an observable academic response from students during a ten minute period.* | *5 praise statements per 10 minute observation period.* |

**Part C: My Implementation Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Positive Greetings “at the door/log in”** | **Active Engagement** | **Specific and Positive Corrective Feedback** |
| **Identify how you will redesign the environment to:**1. promote use of practice
2. reduce unwanted habits
3. prompt/remind yourself to use the practice
 | 1. *add greeting poster or slide on screen*
2. *prepare daily questions/compliments in advance*
3. *adjustment to classroom matrix (arrival routine)*
 | 1. *Identify individual and unison response opportunities within lesson plans to increase OTRs for students*
2. *Reduce “lecture only” segments*
3. *write out a list of student names each day to focus on providing individual OTRs*
 | 1. *Create praise statements and post them on lesson plans (and around the room)*
2. *look for desired behavior (add a prompt for those students who may demonstrate frequent unexpected behaviors)*
3. *add praise reminder using Be+ app*
 |
| **Write your steps to implement the practice:**1. write examples of what the practice looks and sounds like

**-- OR --**1. steps to the routine
 | ***example 1 (remote) check in routine:***1. *A waiting room will be set up for class (each student will be admitted individually)*
2. *The directions on the waiting room main screen will direct the students to a warm up activity to complete while they enter the room.*
3. *Each student greeted by name*
4. *During the Monday and Friday check in, I will ask* [*“need anything questions*](http://www.delawarepbs.org/wp-content/uploads/2021/01/1.-Emergency-TLC-MH-Check-ins.pdf)*” and on Tuesday, Wednesday and Thursdays, I will ask* [*“how’s it going questions”*](http://www.delawarepbs.org/wp-content/uploads/2021/01/1.-Emergency-TLC-MH-Check-ins.pdf)*or provide a compliment to the student*
5. *I will remind the students about the directions for their activity and admit them to the zoom room.*

***example 2 (F2F) check in routine:***1. *During arrival each student will be greeted by name*
2. *As the students are completing their morning work, I will circulate with a short positive interaction for each student.*
3. *During the Monday and Friday check in, I will ask “need anything questions” and on Tuesday, Wednesday and Thursdays, I will ask “how’s it going questions”**or provide a compliment to the student*
 | ***Individual responding routine:**** *ask a question*
* *prompt students to think and signal if they are uncomfortable answering with a hand signal (2 fingers)*
* *randomly select student name to answer (use popsicle sticks) OR if many students signal they are uncomfortable prompt students to turn and talk to peer (or DM their assigned peer buddy in chat) and then randomly select student to answer*

***Unison responding routine:**** *ask a question*
* *prompt students to think*
* *prompt students to wait for teacher signal to respond*
* *signal students to respond using requested format (e.g. chat box, dry erase board, hand signals, response cards)*
 | ***Example responses to appropriate behavior:****“I’ve noticed you are working really hard to remember that your device needs to be charged before class, that is very responsible!”**“Great job sending me a PM for help when you were stuck on a problem and while you waited, you worked on a different problem. Way to be responsible!”****Example responses for inappropriate behavior:****“I noticed that you shared materials, remember being safe in school means we only use the materials on our desk or from a teacher.”* |
| **Identify self reinforcement practices**:1. write an example of a self praise statement
2. write the privilege you’ll allow yourself each day you meet your goal
3. write examples of things to try if you don’t meet your goal
 | 1. *tell yourself, “nice greeting”*
2. *celebrate with class for efficient and positive start to class*
3. *if you forget, add a prompt for next time*
 | 1. *Tell yourself, “great engaging instruction”*
2. *celebrate active engagement with music during work*
3. *if your rates are low, review lesson plan and add OTR prompts*
 | 1. *tell yourself way to be intentional about praise*
2. *celebrate positive environment with praise (e.g. celebrate progress toward goals)*
3. *if your rates are low, revisit praise plan*
 |

**For more information about linked tools, please visit the** [**Delaware PBS Project Website**](http://www.delawarepbs.org/?page_id=7904&preview=true)