### Management for Positive Behaviors

- Behavior expectations are clear and stated/reviewed prior to lesson
- Established classroom routines and reward systems (including technological platforms) are used
- Physical environment is conducive to learning (orderly and with minimal distraction)
- Lesson objectives, activities, & assessments are meaningful and differentiated to support student needs/interests
- Lesson materials are fully prepared and organized in advance
- Transitions are anticipated and leave little room for off-task behavior
- Classroom support personnel are informed in advance and engaged during the lesson
- Content explanations and questions are prepared in advance to minimize confusion/frustration

Positive behaviors are reinforced in meaningful ways; tally of usage ______________________

Phrases used:
- ______________________________________________________________________________
- ______________________________________________________________________________
- ______________________________________________________________________________
- ______________________________________________________________________________

Positive attention/encouragement is provided regularly; tally of usage ________________

Tactics used:
- ______________________________________________________________________________
- ______________________________________________________________________________
- ______________________________________________________________________________
- ______________________________________________________________________________

### Management of Negative Behaviors

| Learner Name or Location | Learner Behavior Description | Possible Antecedent | Planned Ignoring/Extinction | Proximity Control | Interest Boosting/Pacing | Tension Decontamination | Verbal Cue/Redirection | Verbal Cue/Consequence | Removing/Reducing Irritant | Provide Greater Assistance | Behavior is Slightly Reduced | Behavior is Maintained | Behavior is Erased | Other |
|--------------------------|------------------------------|---------------------|----------------------------|------------------|--------------------------|-------------------------|-----------------------|-------------------------|-----------------------------|-----------------------------|-------------------------|--------------------------|--------|
| John                     | Angry face; poking neighbor w/ pencil | Frustration-level material | ✓ ✓ ✓ ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
CLASS MANAGEMENT ANALYSIS

Observation of Behaviors

1. Sketch the class seating arrangement on the grid below.

2. Choose a time-frame (every 2 or 3 minutes) to observe the students’ behaviors. Take a “picture” of the whole class at each designated time frame, recording with the key letters the behavior of every student.

   [A] Engaged behavior
   [B] Stalling
   [C] Other productive work
   [D] Out of seat
   [E] Talking to others
   [F] Non-productive work

3. Repeat the process three times (approximately 10 minutes), noting the time and the part of the lesson being captured.

   Time 1: (lesson part: )
   Time 2: (lesson part: )
   Time 3: (lesson part: )