

The Power of the High School Classroom Matrix

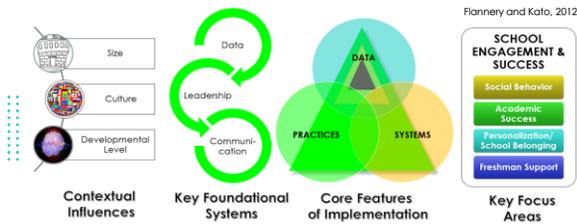
Cristy Clouse



cristy@pbiscaltac.org



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For Your Consideration

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REFLECT the "why"
ENCOURAGE the dialogue
CELEBRATE the change

AUTHENTIC ENGAGEMENT

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Tiered Fidelity Inventory (TFI)

"...the key to successful classroom management is prevention of problems before they start, not knowing how to deal with problems after they have begun."
-George Sugai and Brandt Simonson

1.8 Classroom Procedures:

Tier I features which includes:

- ✦ **school-wide expectations,**
- ✦ **routines,**
- ✦ **acknowledgements,**
- ✦ **in-class continuum of consequences**

are implemented within classrooms and consistent with school-wide systems.



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Tiered Fidelity Inventory (TFI)

1.8 Classroom Procedures: High School Elaborations

✦ Classrooms have a climate supporting **active participation, student self-advocacy, academic risk taking and cooperative group work.**

✦ **Students are actively involved** in the development of classroom routine matrices aligned with schoolwide expectations and include routines supporting **academic self-managers** (i.e. agenda, entering the classroom, turning in assignments, tracking assignments).



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Tiered Fidelity Inventory (TFI)

1.8 Classroom Procedures: High School Elaborations

There is an emphasis on increasing positive student-teacher interactions with:

- ✦ **4:1 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**
- ✦ **Opportunities to Respond**



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Classroom Protocol



1. Routines & Procedures

- ✔ Aligned with school-wide expectations
- ✔ Observable, measurable, positively stated, succinct, and in age-appropriate language
- ✔ Used with teacher and/or students prompts
- ✔ Used with teacher and/or student acknowledgements
- ✔ Aligned Social Emotional Learning and Academic Self-Management skills
- ✔ Explicit teaching of the routine using the matrix
- ✔ Opportunity to build fluency and generalize in similar settings and adapt to new environments

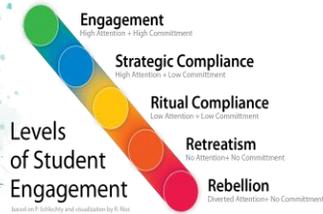
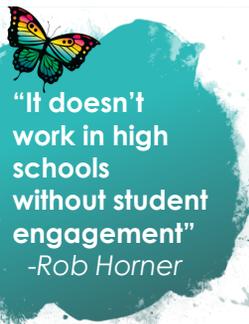
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Matrix Magic 101

1. Framing
2. Doing it Together
3. Applying
4. Acknowledging
5. Prompting
6. Responding
7. Self-Monitoring
8. Aligning

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#2: Doing it Together

Involve students in defining classroom routines.
Should be observable, measurable, positively stated, understandable, and always applicable.

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Be your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	IMAGINE
Always Applicable	I am able to consistently enforce	Stay in assigned area	is seated then non to



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Classroom TEACHING MATRIX	Routines and Procedures			
Operationalized the Essential Skill to Teach:	"What would you see and hear?"			
SW Positive Behavioral Expectations				

Add One School-wide Behavioral Expectation

Add ONE Classroom Procedure & Routine

Social Skills



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CLASSROOM ROUTINES	SW Social and Academic Expectations		
	Commitment	Honor	Self-Direction
AGENDA/ TO-DO/ TODAY'S WORK ROUTINE			
ENTERING THE CLASSROOM			
TURNING IN ASSIGNMENTS			
ASSIGNMENT TRACKING			

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Classroom TEACHING MATRIX

	Routines and Procedures		
Operationalize the Behavioral Expectation	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"
5th Positive Behavioral Expectation			

Pick One Classroom Routine:
 Apply
 Embed in Class
 Training & Assignments
 Assignment Tracking

Social Skills

PRACTICE

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#5: Apply (Instruct)
 Explicitly teach & provide opportunity to build fluency and generalize through **WEBBS Depths of KNOWLEDGE (DOK)**

- Teach routines and procedures directly.
- Teach using examples and non-examples and with opportunities to practice and receive feedback.



"Don't correct something if you haven't taught it."
 -Rob Horner

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#4: Acknowledging Appropriate Behavior

- Recognize students when they successfully follow classroom routines and procedures.
- Teach expectations using examples and non-examples and with opportunities to practice and receive feedback.

POSITIVE STUDENT-TEACHER INTERACTION

4:1 positive to negative teacher statements



"Whatever you feed, will grow."
 ~Bishop TD Jakes

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#5: Prompting & Precorrections

"Promote the operations of the classroom."

- Preventative
- Understandable
- Observable
- Specific & Explicit
- Self Delivered



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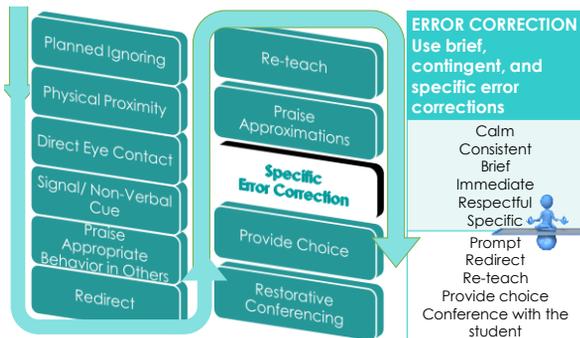


#6: Responding to Challenges

Response Practices Using the Classroom Matrix

- Follows a continuum that is proactive, instructive and restorative
- Empowers students and teach resiliency skills
- Replace learned responses with appropriate behavior
- Helps students regulate their emotions

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#7: Self-Monitoring



Promote self-managed or student-guided schedules and routines.

“The goal is **self-management** and **self-evaluation** allowing initiation to be prompted by normal events rather than relying on teacher prompts.”

-Rob Horner

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#8: Alignment

Promote self-managed or student-guided schedules and routines.

- Use your matrix as a tool for alignment
- Consolidate language into one document (framework)
- Crosswalk initiatives and map expectations

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The Wilson Way	Classroom Rules	Classroom (Attention Signal: Hand raised)			
		When you feel upset ...	Entering class	How to Transition/	Small Group Work
Be Responsible	Stay on task Clean up area Apologize for mistakes	Recognize what you're feeling "I feel..." Stop and take a few deep breaths	Turn in homework Put instructional materials in desk	Put materials away Share time carefully	Share time carefully
Be Respectful	Raise hand Listen to speaker Follow directions Use appropriate voice level	Ask for a break if you need a moment Express your feelings appropriately	Address classmates Talk in soft voices	Listen for direction to next activity Leave class when teacher dismisses Be silent	Listen to understand your peers Take turns speaking Use kind words with feedback Speak only to group members
Be Safe	Walk quietly Keep hands and feet out of aisles	Talk to someone if you need help or if it makes you feel better 200-suicide	Pick up materials from designated areas Take your seat	Be sure aisles are clear of materials Push in chair	Clean up area when time is up

Social & Emotional Wellness

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Classroom TEACHING MATRIX

Routines and Procedures

SEL

- SELF-AWARENESS
- SELF-MANAGEMENT
- SOCIAL-AWARENESS
- RELATIONSHIP SKILLS
- RESPONSIBLE DECISION-MAKING

Behavioral Expectations

Social Skills

Add One School-wide Behavioral Expectation

Pick One SEL Competency

Practice

Operationalize the Behavioral Skill to Teach: "What would you see and hear?" "What would you see and hear?" "What would you see and hear?" "What would you see and hear?"

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College and Career Ready

Engagement <ul style="list-style-type: none"> ▲ Actively participate ▲ Arrive and leave prepared ▲ Be an active listener ▲ Be on time ▲ Be ready to learn ▲ Complete homework ▲ Follow adult directions ▲ Listen attentively ▲ Maintain focus on the lesson ▲ Participate positively ▲ Stay on task 	Critical Thinking <ul style="list-style-type: none"> ▲ Complete assignments ▲ Create authentic work ▲ Practice academic honesty ▲ Find resources to help you pass every class ▲ Give and receive feedback respectfully ▲ Know the resources available ▲ Produce quality work ▲ Think critically, creatively and collaboratively to overcome challenges ▲ Use research materials to improve our learning
Mindset <ul style="list-style-type: none"> ▲ Accept responsibility for your actions ▲ Ask for help appropriately ▲ Push yourself to achieve your best ▲ Attend school activities and events ▲ Be a good citizen ▲ Challenge yourself to do your best ▲ Foster school spirit 	Learning Process <ul style="list-style-type: none"> ▲ Check grades weekly ▲ Check your assignment notebook to make sure you have your materials to do your homework ▲ Cooperate with others ▲ Develop good study habits ▲ Follow guidelines in student planner

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Rules within Routines Matrix PBIS+CCR

	Cafeteria	Hallway	Bus	LEARNING
Respect				<ul style="list-style-type: none"> *Complete assignments with a professional appearance *Have goals and a plan to achieve them
Responsibility				<ul style="list-style-type: none"> *Be attentive and ready to learn *Keep track of missed assignments and have a plan to make them up
Be Informed				<ul style="list-style-type: none"> *Use course/reading content to answer questions *Self-monitor your learning by asking clarifying questions

What if we add a Learning Column focused on CCR skills?

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College and Career Readiness

	Cafeteria	Hallway	Bus	Classrooms
Respect		*Keep you locker locked *Honor others personal space		*Complete assignments with a professional appearance *Have goals and a plan to achieve them
Responsibility	*Monitor your lunch account *Use technology productively and positively			*Be attentive and ready to learn *Keep track of missed assignments and have a plan to make them up
Be Informed			*Know and use safety procedures *Cross all crosswalks	*Take course/reading content to answer questions *Self monitor your learning by asking clarifying questions
Ready to Succeed				

Annotations:
 - Blue arrows pointing to 'Routines' and 'Expectations' columns.
 - Blue arrow pointing to 'Respect' row: 'Add an expectation focused on CCR'.
 - Blue arrow pointing to 'Responsibility' row: 'Embed examples of CCR skills in your Matrix across setting'.

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practice

Classroom TEACHING MATRIX	Routines and Procedures			
	Observations: the behavioral skill to teach	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"
3M Positive Behavioral Expectations				

Annotations:
 - Blue arrow pointing to 'Routines and Procedures' header: 'Pick a Routine'.
 - Blue arrow pointing to 'Classroom TEACHING MATRIX' header: 'Add Expectation Focused on CCR'.
 - Blue arrow pointing to bottom right: 'Embed CCR Skills'.

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Restorative Practice Routine: Classroom Circles

Integrity	
Honor Self & Others	
Social Responsibility	

Everyone has an equal voice in the creation of expectations and procedures. This creates a community that is responsible for each other and the productive processes of collaboration. Expectations and procedures are established as agreements with everyone. This builds a community around values and norms rather than uncertainty, mere suggestions on how we relate to each other, and top down demands.

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CULTURAL RESPONSIVENESS			
	At SCHOOL if looks like...	At HOME if looks like...	In my NEIGHBORHOOD if looks like...
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem Eat your own food 	<ul style="list-style-type: none"> Protect your friends and family Don't talk back Share your food 	<ul style="list-style-type: none"> Don't back down Look the other way Don't stand out
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others 	<ul style="list-style-type: none"> Do exactly what adults tell you to do Don't bring shame (Honor your family) 	<ul style="list-style-type: none"> Be nice to friends' parents Stick up for your friends
Be Responsible	<ul style="list-style-type: none"> Do my own work Personal best Arrive on time Clean up messes 	<ul style="list-style-type: none"> Help your family out first Meet my siblings at the bus stop on time 	<ul style="list-style-type: none"> Have each other's backs Own your mistakes

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