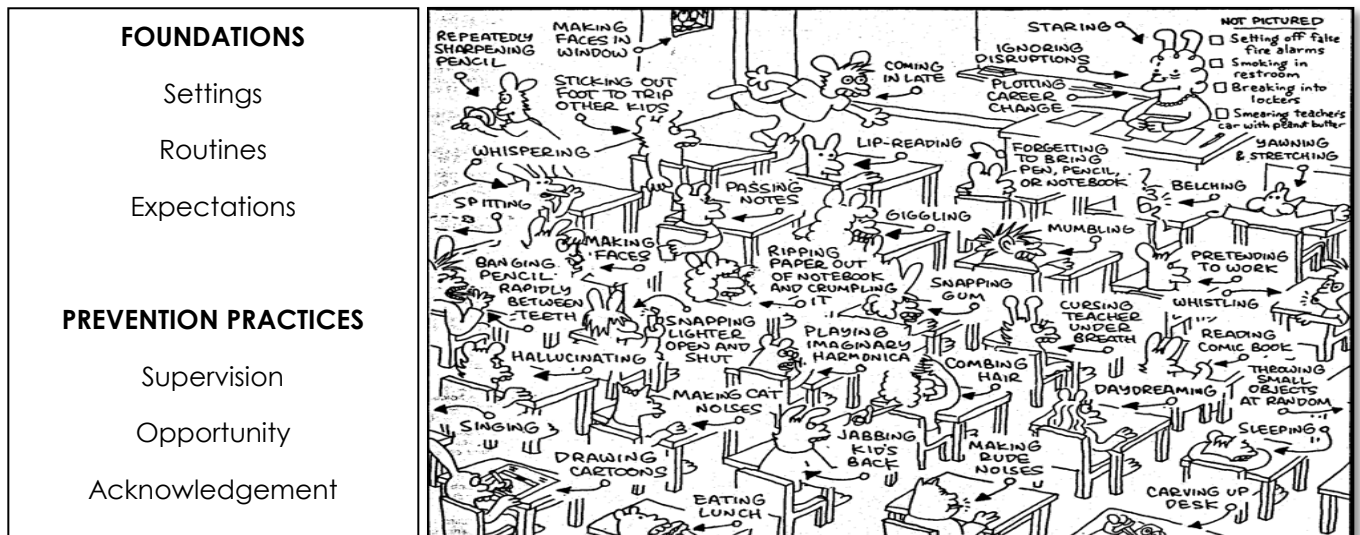


## Classroom-wide PBIS

**Classroom-wide PBIS** focuses on designing environments and adult behaviors directly impacting student social behavior and learning. Classroom environments consistently implementing effective practices (structure, expectations, engagement, feedback and consequences) support and promote academic, behavior and social success for ALL students.

The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies which when implemented with fidelity, prevent challenging behaviors.



## SWPBIS Tiered Fidelity Inventory

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

<p><b>1.8 Classroom Procedures:</b></p> <p>Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within <b>classrooms</b> and consistent with school-wide systems.</p> <p>Are all core features of Tier I supports visible?</p> <ul style="list-style-type: none"> <li>Δ Teaching matrix with positively stated expectations and consistent routines</li> <li>Δ System for acknowledging appropriate behavior</li> <li>Δ In-class system for responding to inappropriate behavior</li> </ul>	<p>PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.</p>
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