



"Small Changes,  
Big Results"

# Creating Positive and Proactive Learning Environments for Your School, Classroom and Individual Students

Winter Newsletter 2015



## Educator's 6 Point Winter Break Classroom Inspection

As we move into the second half of the school year, we as educators are faced with many challenges: keeping the curriculum alive and interesting for our students, state mandated assessments and asking ourselves "How am I going to get through the rest of the year?" There's no time like the present to **REFLECT** upon things that are working well within the classroom and things that may have been ignored lately. It's time to **REVIEW** the **SIX** fundamentals of a positive and proactive classroom environment. I like to refer to the **SIX** variables we can manipulate on a daily basis as the **IMPACT Framework!**

- 1) Interact Positively with EVERY Student:** Kids know if you care about them or not! The way we interact with students, talk to students and respond to students is totally up to us. Our words can be very powerful. Are you connected to ALL your students...even the Tough Kids? Are you aware of your voice tone, facial expressions, gestures, words and actions towards your students? Are you noticing and acknowledging positive behavior **MORE** than negative behavior?

**2) Monitor and Supervise:** If you expect certain behavior, you have to inspect it! Effective classroom managers are doing their best to be up on their feet and moving about the classroom as much as possible. Are you constantly scanning the classroom, moving about unpredictably, connecting with kids and using movement and proximity to prevent behavior problems?

### 3) Prepare and Deliver Effective Instruction

Active participation is the key here! The more kids are participating, the more they are engaged. Do you teach with passion and enthusiasm? Do you start each activity and transition with a “point of order”? Do you set kids up for success by informing them of how the period or day will unfold through a daily schedule? Do you have a variety of teacher directed, small group and independent activities throughout the day/week? Do you give your students ample amounts of “opportunities to respond” and feedback throughout the day?

### 4) Arrange and Organize the Classroom for Success

Most everyone wants to spend each day in an organized working environment. Classrooms that have clear behavioral expectations and procedures influence the climate within that classroom. Are your desks arranged with your instructional goals in mind? Do you have an attention signal that gains students attention quickly? Are your expectations taught and retaught throughout the school year?

**“The measure of success is not weather you have a tough problem to deal with, but whether it’s the same problems you had last year”**

**-John Foster Dulles**



### 5) Correction Procedures and Strategies

Misbehavior is inevitable. Combat is optional! Classroom teachers who have positive consequences for doing the “right” thing and negative consequences for the “wrong” thing send clear messages to their students of how business is done. When misbehavior does occur, teachers who respond in a “business like” fashion are more calm, consistent, and effective. Do you have a menu of corrective strategies commonly used in your classroom? Are you consistent with your corrective strategies? Do you teach, model, and provide feedback to change inappropriate behavior?

### 6) Teach Behavioral Expectations

Classroom expectations, procedures and rituals within ALL classrooms need to be taught! Moving from large group to small group; going from the classroom to the lunch room; and, transitioning from math class to reading class are all examples where behaviors need to be identified, taught and practiced. What procedures are working well to date? Which ones need to be practiced and reinforced? Are your expectations **MAINTAINED** throughout the year?



### References

**CHAMPS: A Proactive and Positive Approach to Classroom Management** Sprick, R.S., Garrison, M., & Howard, L. (2009) (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

Check Out My  
“Creating a Learning Environment That Supports  
the New Learning Standards”  
seminar coming to these locations:

Houston, TX - March 10th  
Albuquerque, NM - March 11th  
Las Vegas, NV - March 12th

Birmingham, AL - March 16th  
Lexington, KY - March 20th  
Columbia, SC - April 28th

Atlanta, GA - April 29th  
Nashville, TN - April 30th  
Salt Lake City, UT - May 5th

Portland, OR - May 6th  
Seattle, WA - May 7th  
Dallas, TX - May 11th

Oklahoma City, OK - May 12th  
Wichita, KS - May 13th

**Registration: Call Amy at (920) 992-3016 for special group pricing.**

**Email Amy at: [amy@ideasunlimitedseminars.com](mailto:amy@ideasunlimitedseminars.com)**

## ***BehaviorInSchools Provides the Professional Development Your Educators Need to:***

- Deliver and implement proven practices and strategies that establishes a positive school climate, achieving classrooms and skills to manage challenging students
- Develop a continuum of supports for ALL students through a Positive Behavior Intervention & Supports and Multi Tiered Systems of Support (MTSS) framework

Bringing 30+ years of real-world experience into districts and classrooms, *BehaviorInSchools* offers a full range of staff development services. Evidence-based practices combined with easy to understand application procedures, supports K-12 educators in developing practical behavior management skills and strategies that can be implemented immediately.

Through workshops, consultation and coaching, *BehaviorInSchools* has positively impacted teachers and administrators daily practices in hundreds of schools and classrooms. Professional development trainings offered through *BehaviorInSchools* provide staff with the expertise needed to bring lasting positive change to YOUR school.

*BehaviorInSchools* assists administrators in customizing a plan to fit the specific needs of the district, schools and/or classrooms. Services include concentrated one-day training sessions, on-site coaching and consultation as well as training and support of multi-year school-wide efforts to establish Positive Behavior Supports within a tiered system of services.

*BehaviorInSchools* provides K-12 administrators, regular and special educators and support personnel with tools to support all students and prevent behavior problems.

**Trainer - Tom Stacho** As BehaviorInSchools (BIS) Staff Development & Training Director, Thomas J. Stacho, Ed.S. is responsible for the creation and implementation of the professional development services offered from BehaviorInSchools. He oversees all consultation and professional development services implementing evidenced-based practices when working with educators.



Tom's career spans almost 30 years and includes a variety of positions ranging from classroom teacher to school psychologist to program coordinator. He holds an Education Specialist (Ed.S.) degree in school psychology from Kent State University.

Tom is a member of the Adjunct Faculty at Ashland University. He has provided workshops and presentations at numerous professional conferences, and has been involved in training and consultation with schools, agencies, and alternative programs throughout the United States. Tom is a member of the National Association of School Psychologists (NASP). He enjoys biking, hiking and progressive rock music. His positive and proactive approach to behavior management is brought to life through *BehaviorInSchools* professional development and consultation.

### **Schedule a workshop with Tom**

**Call: 216.233.6588**

**Email: info@BehaviorInSchools**

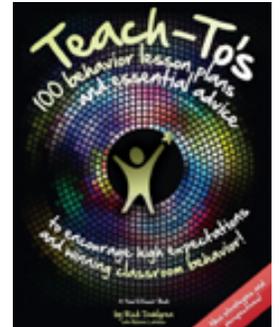
**Twitter @thomasstacho**

# Teach-To's

## 100 BEHAVIORAL LESSON PLANS AND ESSENTIAL ADV Kindergarten thru 12 Grade!

Every educator knows that curriculum and discipline go hand in hand. We easily prepare academic lesson plans – BUT – what about behavioral lesson plans. This book provides 100 behavioral lesson plans for educators (no need to recreate the wheel – it's been done for you!). The most useful behavior lessons are included – saving educators valuable time and energy.

"These lesson plans really help when teaching rules and procedures. When you take the time to teach expectations using this method, it pays off in the end." - Teacher



# Order Form

Quantity	Item	Cost	Total Cost
	Teach To's 100 Behavioral Lesson Plans (Don't invent the wheel)	\$40.00/book	

### Payment Method: Check one

\_\_\_\_ Credit Card # \_\_\_\_\_ Expiration Date: \_\_\_\_\_

\_\_\_\_ Check # \_\_\_\_\_ Purchase Order # \_\_\_\_\_

Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_

School/District: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Email: \_\_\_\_\_

www.BehaviorInSchools.com  
PO Box 219  
Newbury, Ohio 44065  
Phone: (216) 233- 6588

Scan and Email this form to: [info@BehaviorInSchools.com](mailto:info@BehaviorInSchools.com)