

Tom Stacho's www.BehaviorInSchools.com

Provides Professional Development That Create Positive & Proactive Learning Environments So Students Can Achieve

WHAT ARE YOUR
**SCHOOL'S/DISTRICT'S PROFESSIONAL
DEVELOPMENT NEEDS FOR THE
2017?**

Our professional development is centered among four leading ideas

STUDENTS AND STAFF
need to work together
is a safe and caring
environment

**BEHAVIORAL
INTERVENTION**
and academic
intervention are equally
important

**PREVENTION IS THE
KEY**
to establishing
productive learning
environments

EDUCATORS NEED
the tools and strategies
that are most effective
and proved the biggest
impact

Our Most Popular Trainings:

- School-Wide Positive Behavior Intervention & Supports (School-Wide Discipline & Climate)
- PBIS in the Classroom (Classroom Behavior Management)
- Discipline in the Secondary Classroom
- CHAMPS: A Positive and Proactive Approach to Classroom Behavior Management
- Tier II Supports/Strategies
 - Check In Check Out (CICO)
 - The "Tough Kid"
 - Behavioral Interventions
- Tier III Supports and Strategies
 - Functional Behavior Assessment (FBA)
 - Behavior Intervention Plans (BIP)

Contact Us
Let's have a conversation about how we can work together to support your educators' needs for the new school year

Tom Stacho

216.233.6588

info@BehaviorInSchools.com

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SCHOOL & CLASSROOM MID-YEAR TUNE UP

Positive & proactive educators will always take a mid year break to assess their school-wide and classroom behavior management plan. So, how are these going so far? What is working? What needs more attention? What challenges might we expect in 2017? Getting prepared for student's return to school in January might be the last thing on our mind. However, addressing some of these issues BEFORE winter break, might be a better use of our time and energy.

Here are list of common concerns both school wide and classroom that might need our immediate attention:

School-Wide

- Does are school have 3-5 positively stated building-wide expectations or Guidelines for Success? Have we identified specific behaviors (related to our school-wide expectations) that need to be demonstrated in all are common areas? Are these behaviors explicitly taught, practiced and given feedback?

- Do we have a school-wide “behavior/climate team” that 1) meets on a regular basis, 2) collects and analyzes current behavior data and uses a problem solving approach, and 3) provides regular feedback & communication to the entire staff?
- Has your school developed an acknowledgment system in relation to the 3-5 expectations?
- Has your school developed a “continuum of corrective procedures” to address inappropriate behavior?
- Has your school identified misbehaviors that are considered “classroom managed” vs. “office managed”?

Classroom

- Do your classrooms have 3-5 positively stated classroom rules that are 1) observable 2) measurable 3) positively stated 4) always applicable and 5) understandable?
- Are all beginning and ending routines identified, taught and reinforced?

- Does our educators have an effective “attention signal”?
- Is the physical layout of desks and tables conducive to the kinds of lessons taught, and where educators can move about the room quickly and easily?
- Are educators practicing “active supervision” by actively scanning, moving and interacting with students?
- Are educators providing “active participation” and giving students many “opportunities to respond (OTR”s)?
- Is there an acknowledging system implemented to let students know how they are meeting classroom expectations?
- Are there clear and consistently used “corrective procedures” that avoid 1) publicly shaming students 2) embarrassing students 3) intimidation of students?
- Are educators skilled at collecting useful classroom behavioral data?

Please use the above information to begin or continue addressing school - wide and classroom behavior management .

Please feel free to contact me regarding supports your school or district with school-wide and classroom positive behavior interventions & supports (PBIS).

Happy Holidays!

Tom Stacho

www.BehaviorInSchools.com

tarkus@windstream.net

216.233.6588

Twitter @thomasstacho