

School: \_\_\_\_\_  
 Name: \_\_\_\_\_

Original Date: \_\_\_\_\_  
 Review Date: \_\_\_\_\_

### Effective PCBS Plan

<b>1) List Classroom Expectations: (Should be the same as school-wide rules) 3-5, positively stated</b>					
1.					
2.					
3.					
4.					
5.					
<b>2a) Classroom Rules/Examples: Are they observable, measurable, positively stated, with no question about meaning?</b> <i>Do the expectations coincide with school-wide expectations? Click here for <a href="#">Resource 1</a> Or <a href="#">Resource 2</a></i>					
Example Framework:					
<i>Rules/Setting</i>	<i>Whole GRP</i>	<i>Small GRP</i>	<i>Independent Work</i>	<i>Transitions</i>	<i>When I'm Upset</i>
<b>3) Identify Methods for Teaching Classroom Expectations:</b> <i>How and when will they be taught? Include lesson plans and schedule. Click here for <a href="#">Resource</a></i>				<b>Record dates taught &amp; reviewed:</b>	
<b>4) What is the general layout of your classroom? Click here for <a href="#">Resource</a></b>					

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<b>5) Identify your attention signal:</b> <i>Click here for <a href="#">Resource</a></i>	<b>Dates taught:</b>
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<b>Determine your daily/hourly schedule</b>
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<b>Is your schedule posted?</b>
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<b>6a) Identify Student Routines</b> (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, transitions, working with peers, etc.) (you may attach document) <a href="#">Resource 1</a>	
<b>List routines and steps</b>	<b>Dates taught</b>


**6b) Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc. (you may attach document)**

List routines and steps

Dates taught


**What is your plan for teaching procedures and routines (lesson plan, schedule):**

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**7) Identify procedures for encouraging appropriate behavior: *Click here for [Resource 1](#) , [Resource 2](#), [Resource 3](#)***

*Whole Group*

<b>How it's acknowledged (verbal, token, gesture, written, etc..)</b>	<b>Criteria for Earning acknowledgement</b>	<b>WhatResource 3 (pg. 14-15) will students get from this acknowledgement? (reward)</b>	<b>How Often? (if applicable)</b>
<i>Classroom ticket</i>	<i>Meeting expectations</i>	<i>Access to classroom treasure box</i>	<i>Tickets Daily-Treasure Box weekly</i>

*Individual Student*

<b>How it's acknowledged (verbal, token, gesture, written, etc..)</b>	<b>Criteria for Earning acknowledgement</b>	<b>What will students get from this acknowledgement? (reward)</b>	<b>How Often? (if applicable)</b>
<i>Double Classroom tickets</i>	<i>Meeting identified expectation</i>	<i>Access to classroom treasure box</i>	<i>Daily</i>

**Identify procedures for discouraging problem behaviors:** *Click here for [Resource 1](#), [Resource 2](#), [Resource 3](#), [Resource 4](#)*

**8) Preventative:**

**9) Corrective:**

**10) Monitoring: How will you know if your plan is effective? Does the data you are collecting support the monitoring of the goal?** (*Click for resource [Data Collection Resource](#) and [Resource \(page 24-25\)](#)*)

**Classroom Goal(s):**  
*Short Term*

*Long Term*

**Data Collection plan:**

How often? (Daily, Weekly, bi-weekly, monthly)	What data are you collecting? (time on task, work completion, etc.)	When will you review progress? (weekly, bi-weekly, monthly)

Revision Date	Signature	Administrator Initial