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|  | **What do you already do?** | **How will you practice current strategies with more intentionality?** | **What will you add to your classroom management practices?** |
| **Arrange orderly physical environment** | Create classroom diagram and seating charts | Walk through new classroom arrangements to ensure ample space when chair pulled outConsider possible triggers when making seating arrangements |  |
| **Define, teach, acknowledge rules and expectations** | Classroom expectations |  | Create matrix and ensure routines that could be possible triggers (e.g.: lining up at door, group work, etc) are included |
| **Define, teach classroom routines*** Regulation
* Self-awareness
* Relationship
 | Use music in classroom on occasionDaily journaling  | Will ensure movement/rhythmic activities incorporated into each transitionWill incorporate self-awareness and emotional development into daily journaling 3 times per week | Recreating classroom jobs to focus on relationship development |
| **Employ active supervision** | Move and scan regularlyGreet students at door each morning |  | 2x10 strategy with 1 student |
| **Provide specific praise for behavior** | Specific praise connected to school-wide acknowledgement |  | Track data until consistently at 4:1 ratio |
| **Continuum of response strategies for inappropriate behaviors** | Cool down center |  | Prompt self to help student regulate, then relate before reasoning |
| **Class-wide group contingency** | Classwide rewards |  |  |
| **Provide multiple opportunities to respond** | Choral response, non-verbal response |  | Add in more opportunities to process content and develop self-awareness |