



		ROUTINE/SETTING						
RULE/EXPECTATION								

***Activity: Develop Lesson Plans***

Use the Lesson Plan template below to develop lesson plans to address the rules identified in your teaching matrix.

**Lesson Plan to Address Behavior**

Expectations and/or behaviors from our Matrix:

Context/Setting:

**TEACHING = Tell + Show + Practice + Feedback + Re-teach**

**TELL** This component provides *what* and *why*. Engage students in this brief opener.

What is the skill?

Why is it important to know these skills? In school? In other areas of life?

**MODEL** (Teacher models with examples and non-examples, concretely illustrating what the behavior looks like/ not look like)

Examples

Non-examples

**GUIDED PRACTICE** (Student activities to practice the skills in the applicable context/setting (e.g., use role playing or other activities))

**FEEDBACK** (Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules).

**RE-TEACH** (teachers should use observation and other data sources to identify when it is necessary to re-teach expectations/rules)

*Teachers, co-teaching teams, grade level teams, and/or vertical teams make connections to curriculum and/or extensions of learning.*

*Use pre-correction, reminding, prompting, signaling, effective responding*

**Activity: Determine Teacher Managed (Minor) & Administrator Managed (Major) Behaviors**

1. Choose one of the problem behaviors frequently observed in your discipline data, e.g., “Disruption”
2. Identify behaviors that would be minor and major
3. Also determine if there are any considerations for special circumstances and/or students

Teacher Managed Behaviors (Minor)	Administrator Managed Behaviors (Major)

**Activity: Discipline Flowchart & Office Referral Form**

- Is the current discipline policy/process documented in the staff handbook? What are the teacher expectations? Do all staff members know what to do when they observe problem behavior? Is there consistency among the staff?
- Should team consider revising the referral form? Do we get all the information we need on the form? Review “Time out of class form”. Is this a good way to access information that may be helpful in the future if this student needs more support?
- Ensure faculty knows when to write a major (office managed) or minor (Classroom managed).
- Ensure faculty knows how to complete forms; who gets the completed form and timeline for response from administrator (team).
- Ensure faculty understands process and purpose of an office referral.

## Time Out of Class Form

---

**Name:** \_\_\_\_\_

**Location**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

Playground     Library

**Teacher:** \_\_\_\_\_

Cafeteria     Bathroom

A     B     C

**Grade:** K   1   2   3   4   5   6   7   8     Hallway

Arrival/Dismissal

**Referring Staff:** \_\_\_\_\_

Classroom     Other \_\_\_\_\_

**Others involved in incident:**  None     Peers     Staff     Teacher     Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Abusive language	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Fighting/ Physical aggression	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance	<input type="checkbox"/> Defiance/Disrespect	<input type="checkbox"/> Obtain items/activities
<input type="checkbox"/> Disruption	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Avoid Peer(s)
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Avoid Adult
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Inappropriate Display Aff.	<input type="checkbox"/> Avoid task or activity
<input type="checkbox"/> Tardy	<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Don't know
<input type="checkbox"/> Electronic Violation	<input type="checkbox"/> Lying/ Cheating	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Skipping class	<input type="checkbox"/> <b>Nurse</b>
	<input type="checkbox"/> Other _____	<input type="checkbox"/> <b>School Counselor</b>
<b>Administrative Decision/Time Out of Class= _____</b>		
<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Individualized instruction	
<input type="checkbox"/> Time in office	<input type="checkbox"/> In-school suspension (____ hours/ days)	
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Out of school suspension (____ days)	
<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	

## Defining a Coherent Office Discipline Referral Process

Defining a coherent office discipline referral process that is compatible with SWIS™ is an access requirement and will enhance data use. Defining the process for handling problem behavior events and for documenting the information fulfills two of the ten SWIS™ requirements. Sample procedures for dealing with problem behavior events, sample definitions, and sample referral forms are available in this section and at [www.swis.org](http://www.swis.org).

1. A simple and predictable process for handling problem behavior events needs to be defined, taught, and agreed upon by all staff. Define the system and fit the problem behaviors to the system. The system should define the procedure to follow for types of problem behavior (e.g., minor/major; level 1/ level 2). We encourage schools to manage minor problem behaviors within the context in which they occur and send major problem events to the office to be handled. Many schools are defining multiple minor events as one major event. Using a flow chart format has been useful for schools. The process begins with observation of the problem behavior event and works through each component of the procedure from observation to problem solving to documentation. **A generic procedure for dealing with problem behaviors, which defines a process for both minor and major problem behavior events, is offered. Schools are encouraged to create a process that is simple, efficient, predictable, and fits school resources.**
2. Definitions for problem behaviors, locations, possible motivation, others involved, and administrative consequences need to be mutually exclusive and operationally defined. For example, SWIS™ has fields for 21 specific problem behaviors; however, each school can tailor the full list of 21 problem behaviors to fit the needs within their school. For example, if arson, bomb threats, and tobacco use are very low incidence, the school may not want to use space on the form for each of those categories. The school may opt, instead, to define those in the *other* category if they occur. The same application is true for all other categories within the SWIS™ program. **The critical feature is that all staff agrees on mutually exclusive and operationally defined labels and definitions, and that the data-entry person does not have to interpret the information provided.**
3. Referral form compatibility is another SWIS™ requirement. With efficiency and accuracy, again as a goal, the referral form must be SWIS™ compatible. Clarity on the referral form takes the guesswork out of the data entry person's job. Data will be more reliable and accurate as judgment calls are minimized. **A Compatibility Checklist is an available tool for ensuring that all necessary categories are being documented on a referral form.** We have found that schools organize the information differently, some on a half page and some on a full page. The specific grade levels represented at a school also guide the content and number of options available on an office discipline referral form. For example, middle/high schools may need to specify problem behaviors such as vandalism, alcohol use, and tobacco use, while elementary schools opt to specify those problem behaviors in the *other* category (as a result of low frequency). Three examples of referral forms are available for you to use or revise. Note the differences in size of the form, specific options available for each of the categories, and the format of the form. Example A provides all SWIS™ category options, Example B is a form used by a K-8

school and limits the problem behavior categories, but provides a communication link with staff, administration, and families. Example C is a format used by an elementary school, limits the options, and adds a follow up agreement for students to complete after the problem event. Each of the three examples is SWIS™ compatible. Formatting the referral form for easy use while providing accurate information that is compatible with the SWIS™ referral report is critical.

Schools are encouraged to use any of this information. We encourage schools to adjust the process, definitions, and referral form to fit the culture and resources within each school.

**SWIS™ Office Referral Definitions**  
(Version 5.4, November 2014)

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

<b>Major Problem Behavior</b>	<b>Definition</b>
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespct)	Student delivers socially rude or dismissive messages to adults or students.
Disruption  (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).



Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
Custom Fields	SWIS allows schools to use custom fields to more clearly define categories within their data. <u>Examples are listed below.</u>
Custom Fields Explanation	Categories: The additional information to be collected Labels: The drop-down items to be available
Custom Fields Demo	Category: Hallway Labels: East Wing, West Wing, Breezeway
Custom Fields Demo	Category: Bullying Labels: threats, name calling, teasing/taunting

<b>Locations</b>	<b>Definition</b>
Art Room (Art)	The area used for art classes and activities
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Bus (Bus)	The area inside the bus.
Bus Loading Zone (Bus zn)	The area used for bus loading and unloading.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Common area (Common)	Areas shared by students and staff for specific activities.
Computer Lab (Comp)	Area used for group computer classes and activites
Gym (Gym)	Areas used for physical education activities.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Locker Room (Locker rm)	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room (Music rm)	The area used by students for music activities (e.g. music class, choir, band)
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Stadium	Area used for athletic/special events.
Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.
Vocational Room	The area of a school used for vocational classes and activities.

<b>Possible Motivation</b>	<b>Definition</b>
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain adult(s) attention.
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain peer(s) attention.
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.
<b>Others Involved</b>	<b>Definition</b>
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

Administrative Decision	Definition
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
Individualized Instruction (Intruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.
Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Additional Attendance/ Saturday School (Sat sch)	Consequence for referral results in student attending classes on a Saturday.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Other (Other)	Action taken not listed above.

There are explanations of behaviors and minor vs major are organized on a continuum. Possible adult responses are suggested.

### Clarifying Behavior Problems and Adult Responses

	Definition	Examples	Adult Response
Non-problem	Common behaviors that are <i>brief in duration</i> and <i>do not interfere with instruction or learning</i> . May be attributed to age or normal human needs. Typically self-correcting.	<ul style="list-style-type: none"> <li>• Brief inattention or daydreaming</li> <li>• Some quiet talking during a transition</li> <li>• Short pause while working</li> </ul>	<p>None.</p> <p>A reaction would consume too much energy, interrupt lessons, and detract from a positive climate.</p>
Minor Problem	<i>Infrequent behaviors</i> that run counter to expectations or class procedures but <i>do not seriously interfere with learning</i> . If left unattended, likely to persist or spread until learning is affected and teacher is undermined.	<ul style="list-style-type: none"> <li>• Calling out without raising hand</li> <li>• Leaving seat</li> <li>• Off task/doing unrelated activity</li> <li>• Passing notes</li> <li>• Excessive social talking</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity or touch control</li> <li>• Nonverbal cue</li> <li>• Proximal praise</li> <li>• Review routine</li> <li>• Change activity</li> <li>• Etc.</li> </ul>
Moderate or Chronic Problem	Behaviors that <i>disrupt an activity or interfere with learning</i> ; usually limited to a single student or a few students not acting together.	<ul style="list-style-type: none"> <li>• Not following instructions</li> <li>• Arguing/disrespectful with teacher; not accepting criticism</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-direct</li> <li>• Re-teach</li> <li>• Provide Choice</li> <li>• Student conference</li> <li>• Increase Group/Individual teaching</li> <li>• Home contact</li> <li>• Arrange for role/play practice</li> <li>• Restrict privileges (seating arrangement, etc.)</li> <li>• Behavior planning, contract</li> <li>• Etc.</li> </ul>
	Minor problems that occur so frequently that they <i>constitute a threat to learning</i> . Or Minor problems engaged in by <i>many</i> students.	<ul style="list-style-type: none"> <li>• Chronic off-task</li> <li>• Roaming around room at will</li> <li>• Poor assignment completion</li> <li>• Etc.</li> </ul>	
Major Problem	Behaviors that present a <i>threat to order and learning environment</i> . Student is out of instructional control—unable to be responsive to adult teaching.	<ul style="list-style-type: none"> <li>• Illegal behavior or infraction of major school rule, board policy</li> <li>• Refusal to follow instructions or accept criticism</li> <li>• Level III behaviors that have not responded to interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to office</li> <li>• Other support services</li> </ul>

Adapted from MO SW-PBS Team Workbook 2012-2013

Use the Classroom Self-Assessment to Guide Team Planning  
Does 80% of your staff use these practices effectively?

<b>Classroom Management Self-Assessment</b> Sugai, Colvin, Horner & Lewis-Palmer			
<b>Effective Classroom Management Practices</b>	<b>Current Status</b>		
	<b>Not In Pl 0</b>	<b>Partial 1</b>	<b>In Place 2</b>
1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
2. Classroom <u>routines</u> defined and taught a) Signal established for obtaining class attention b) Self-management			
3. Active supervision of classroom a) moving through classroom, scanning, interacting			
4. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			
5. Physical layout is functional and minimized crowding a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement a) Opportunities for student responses (0.5/min)			
7. Promote academic success a) Academic success rate matches level of learning b) Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Specific feedback for social/academic errors c) Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = $\frac{\quad}{20} \times 100\% = \quad \%$		

Define classroom rules, align with SW expectations, teach and acknowledge rule-following

### Expectations and Rules

- Expectations are outcomes
- Rules are the specific criteria for meeting expectation outcomes
- Rules identify and define concepts of acceptable behavior
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards
- Expectations are positively stated to indicate what is to be done (i.e. Be Respectful, Be a Learner, Be Safe)

Distinguish between Expectations and Rules

When will you teach? How often? What will be the schedule?

Classroom Structure: Define classroom routines, teach routines, acknowledge routine-following

Classroom Context	Whole Group Instruction	Small Group Instruction	Independent Work Time	Transition	Classroom Arrival & Dismissal
School-wide & Classroom Expectation					
Safe					
Respectful					
Responsible					

**(EXAMPLE) Map School-wide Rules & Expectations to Classroom Routines**

<b>School Rule</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Expected Student Behaviors</b>	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
<b>Classroom Routines</b>			
<b>Starting the day</b>	<ul style="list-style-type: none"> <li>✓ put personal belongings in designated areas</li> <li>✓ turn in homework</li> <li>✓ put instructional materials in desks</li> <li>✓ sharpen pencils &amp; gather necessary material for class</li> <li>✓ be seated &amp; ready to start class by 8:30</li> </ul>		
<b>Entering the classroom</b>	<ul style="list-style-type: none"> <li>✓ enter the room quietly</li> <li>✓ use a conversational or 'inside voice'</li> <li>✓ keep hands, feet, objects to self</li> <li>✓ walk</li> <li>✓ move directly to desk or assigned area</li> <li>✓ sit quietly &amp; be ready for class</li> </ul>		
<b>Working independently</b>	<ul style="list-style-type: none"> <li>✓ select area to work</li> <li>✓ have materials ready</li> <li>✓ work without talking</li> <li>✓ raise hand to ask for help</li> <li>✓ keep working or wait quietly for assistance when the teacher is helping someone else</li> <li>✓ move quietly around the room when necessary</li> <li>✓ put materials away when finished</li> <li>✓ begin next activity when finished</li> </ul>		
<b>Asking for help</b>	<ul style="list-style-type: none"> <li>✓ always try by yourself first</li> <li>✓ use the classroom signal for getting assistance</li> <li>✓ keep working if you can or wait quietly</li> <li>✓ remember the teacher has other students that may also need help</li> </ul>		

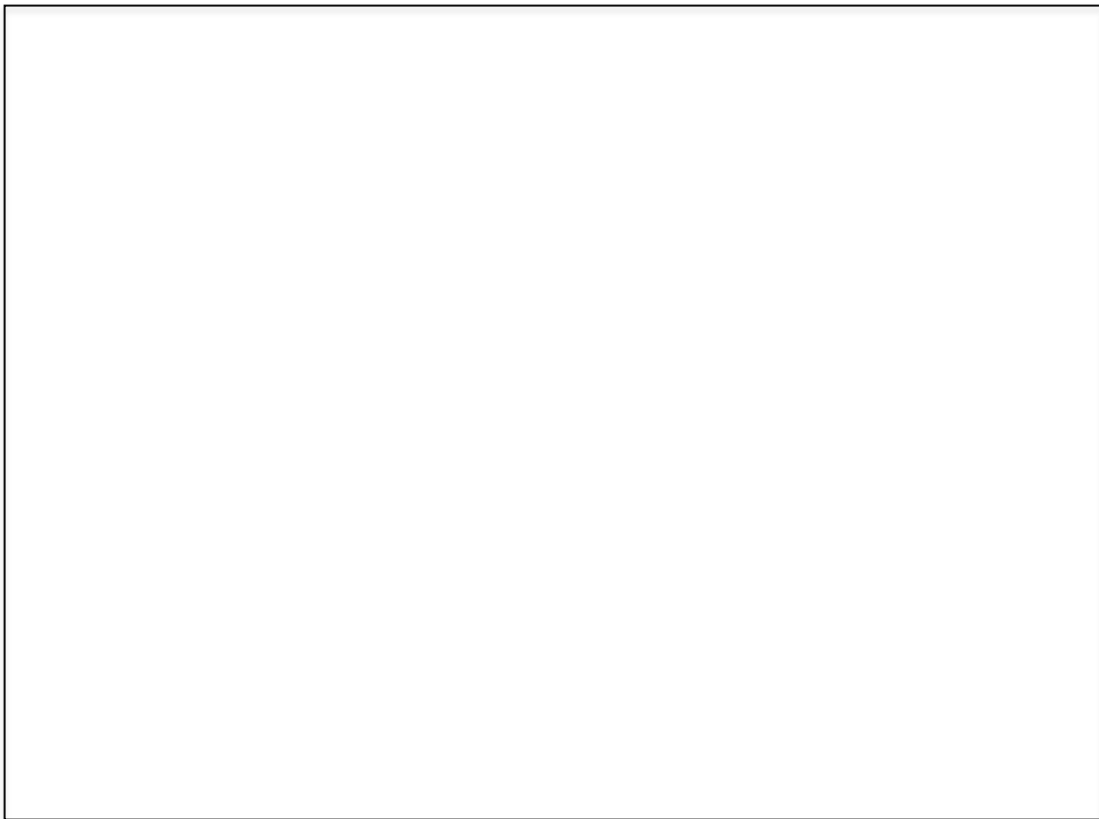


Classroom Rule Writing Activity & Effective Classroom Procedures	
List classroom rules	
1	
2	
3	
4	
5	
Are they observable, measurable, positively stated, with no question about meaning (understandable) and always applicable) teacher will enforce)?	
Do the rules coincide with school-wide expectations?	
Identify Procedures for Teaching Classroom Rules: How and when will they be taught?	Record dates taught & reviewed
Identify your attention signal:	Date taught
Determine your daily/hourly schedule	
Is your schedule posted?	

## Physical Arrangement

### Questions for Planning Physical Space

1. How many students will you have in the room at one time?
2. How should student desks/seats be grouped?
3. What kinds of activities will be taking place in your classroom and where will they take place?  
Will student desk arrangement change to best suit activity?
4. How is movement in the classroom to be regulated? High traffic areas?
5. What can you do to create a sense of well-being and safety for your students in your classroom?
6. Does the physical arrangement of the classroom maximize the opportunity for positive teacher–student interaction while minimizing the possibility for disruptions? Teacher desk placement?  
Clutter or teacher view obstructed?
7. Draw the configuration of your classroom on a typical day. Include student desk arrangement, teacher desk placement, primary instructional zone, traffic pattern, physical structures (board, door, columns...) Does the physical arrangement meet the criteria listed above?

A large, empty rectangular box with a thin black border, intended for drawing the classroom configuration as described in question 7. The box is currently blank.

<b>Roll Out Checklist (Mann and Muscott)</b>	Determine if each item is: Not Implemented (NI), Partially Implemented (PI), Fully Implemented (FI)
<b>TASK</b>	
<b>Faculty and Staff</b>	
1. A consensus-building process has been used to identify the elements of the universal discipline system (expectations, behavior, teaching plans, reinforcement, etc.).	
2. A plan for communicating the universal discipline system to faculty and staff has been developed.	
3. The universal discipline system has been discussed with faculty and staff.	
4. Faculty and staff are fluent with elements and procedures of the universal discipline system (expectations, problem behavior definitions, reinforcement, ODR form, procedures for referral to the office, etc.).	
5. A plan for orienting new and substitute faculty and staff to the universal discipline system has been established.	
6. New and substitute faculty and staff have been or are being oriented to the universal discipline system.	
<b>Students</b>	
7. A plan for orienting the students to the schoolwide discipline program has been developed.	
8. The schoolwide discipline program and the schoolwide behavioral expectations have been discussed with students.	
9. Students have been taught and have practiced the behaviors associated with the schoolwide expectations.	
10. Students are being reinforced for exhibiting the behaviors associated with the schoolwide expectations.	
11. Booster activities (re-teaching, reinforcement) based on need and data have been developed and implemented with students.	
12. A plan for orienting new students to the universal discipline system has been established.	
13. New students have been oriented to the universal discipline system.	
<b>Families/Community</b>	
14. A method for gathering and responding to family input regarding schoolwide discipline has been developed.	
15. A plan for communicating and discussing the universal discipline system with families in a variety of ways has been developed.	
16. The universal discipline system has been communicated to families in a variety of ways.	
17. A method for establishing ongoing communication with families regarding the universal discipline system has been developed.	
18. A plan for orienting new families to the universal discipline system has been established.	
19. New families have been oriented to the universal discipline system.	