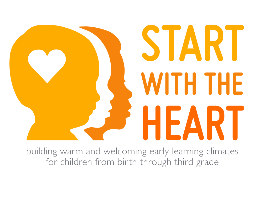
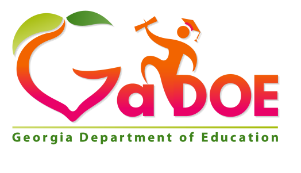
**PBIS Early Learning**

**Classroom Climate Strategy Videos: A Companion Guide**

The following twelve videos model developmentally appropriate classroom strategies PreK – 3rd grade elementary school teachers can utilize to address challenging behavior to create a positive classroom climate for all children. Videos are designed to be embedded within the early learning classroom modules, however can be used independently or as part of other professional learning opportunities. Please note that even though the strategies are shown in either a Kindergarten or 2nd grade classroom, all strategies can be used in PreK – 3rd grade classes with appropriate age adjustment.

To facilitate discussion and enhance participant knowledge of each strategy, trainer notes have been provided as a companion to the videos:

1. **Relationship Building:** After the video clip, ask participants what relationship strategies they use in their classroom. Share that Ms. Hibbard had already done the hard work of developing a relationship with Bianca and therefore, knew what would work for her so she did not have to spend a lot of time helping her with a solution.
2. **Reteach/Practice:**  In this video clip you will see the teacher reminds students of the rules calmly and then reviews the rules with the other students before they make their way to the carpet. Taking the time to quickly review rules can help save time in the future. After the video clip, ask participants to share instances throughout the day when reteaching/practicing rules would be helpful to their students.
3. **Visual Schedule:** After the video clip, discuss how Courtland knew her job was to be the schedule helper. Notice how when the students came back in the room after art, she knew to go directly to the schedule and move the clip. Visual schedules can be vertical or horizontal and you can use pictures of the class in the actual activity.
4. **Transitions:** In the video clip, notice that Mr. Scretchen had an organized transition activity that allowed him to calmly remind the two girls the expectations of lining up. He did not have to take up a lot of time addressing the issue and they were able to get to lunch on time. Before lining up he gave the class a warning and used a timer and clapping. What transition strategies to you use in your classroom?
5. **Giving Directions:** Think about the directions you give to students. How many steps are you giving them without a break or acknowledging that they completed the step? In the video clip, Ms. Hibbard repeated the steps several times. As the year progresses and students learn the routine/procedure, she will be able to give fewer prompts.



1. **Acknowledgement and Feedback:** Before you start the video clip, ask participants to tally how many students Mr. Scretchen acknowledges (there are five). After the clip review what the 4:1 positive ratio means. Have teachers think about their classroom and how often they acknowledge students. Make note to the participants that they do not have to deliver as many positives as Mr. Scretchen did in this short amount of time. The video clip was just trying to demonstrate not only how to give, but how frequently to give acknowledgements.
2. **Calm Down Kit:** During the video, stop the clip at 1:06 and ask participants what they would do next. Then show how Ms. Hibbard handled the behavior. Calm Down Kits can be used before an incident occurs or after an incident. As teachers, we want to deescalate the situation and help the child to calm down.
3. **Planned Ignoring:** During the video, stop the clip at 1:28 and ask participants to think of a few ways we could address Brisco’s tapping of the pencil. Then begin the clip again and show the participants what strategy Mr. Scretchen used. When the video finishes as the participants what they thought about the planned ignoring strategy. In the video, Mr. Scretchen used planned ignoring because he did not feel that the tapping was distracting enough to draw attention (Remember, pick your battles). Also note that while Brisco didn’t complete his work, he didn’t escape it either. Mr. Scretchen did say “Brisco, we are almost out of time. Me and you can work on it later alright?” Remember, you know your students and who will benefit from planned ignoring.
4. **Individualized Instruction:** After watching the video clip ask the participants if they noticed the teacher, Ms. Hibbard, took the tablet with her so that the students would not be tempted to fight over it. Also, ask the participants their thoughts for allowing Bianca to change her small group? Be sure the audience acknowledges that the teacher was okay with either assignment (reading or writing), but this strategy allowed Bianca to feel that she had some control.
5. **Offer Choice:** After watching the video clip ask the participants if they noticed how Mr.

Scretchen got down on Courtland’s level to give her a choice. Make a point to also describe

how he ignored her facial expression and attitude. In the end, Courtland completed her

work which was the desired outcome.

1. **Behavior Momentum:** During the video, stop the clip at 1:15 and ask participants to write down

what they would do next. Let them know that they will not have to share. Then finish the clip and discuss how Ms. Hibbard remained calm and did not draw attention to the action. What other behavior momentum ideas can you think of to engage Brisco? (Ex. Collect papers, get something off your desk, etc.)

1. **De-Escalation:** Before the video clip, ask participants to write down a time they may have escalated a situation/behavior with a student. After the video clip, ask them to rewrite how they would handle it after watching the Mr. Scretchen and the two boys. What did Mr. Scretchen do to de-escalate the situation? Ask for participants to share their examples.

