|  |  |
| --- | --- |
| Behavior Problem | Possible Solution |
| cell phone use | Cell phone wall hanger -how attendance is taken; calculator sign outSchool-wide cell phone policy (Safe and Civil PBIS program)Teacher consistency Cell phone zone on desk  |
| Lack of homework compliance | having PD around purposeful homeworkincorporating choice into the homework.Is homework necessary? Embedded classroom opportunities for independent practice flipping the classroom, eliminates the component of homeworktechnology reminders (text messages for the busy parent/student)don’t assign homeworkturn homework into bell work/do now/ exit tickets, use that data to differentiate your instruction  |
| no teaching transitions | teaching explicitly your expectations for transitions.Explicitly teach and create and anchor chart that is posted, referred to, and reinforced oftenbe consistent with routines, policies, models, feedback, consequencesmake the teacher aware there is an issue (they might think what is going on is ok) |
| shouting out  | Cuing signal for choral responding “SNAP”Pre-correction followed by popsicle stick name drawThink-pair-shareClassroom procedures  |
| Chunking Instruction and planning for engagement | Lesson Plan review and meeting with Department Facilitator or Building Principal to review efforts being made to chuck instructional approach to the lesson. Professional Development focused around student engagement strategies/protocols  |
| Same kids called on | popsicle sticks, playing cards, time to rehearse your answer; think, pair, share;Let students call on each other; using a ball, smart board/tech tools, ask teacher why they are choosing the same students all the time, white boards,  |
| De escalation strategies | Breathing, take a walk, get a drink, remove the audience, “broken record”, movement, change the topic, teach coping strategies, teaching proactive skills,  |
| class procedures enforced | Teach expectations explicitly. Provide visual reminders, reteach as needed (after long breaks). |