

The classroom modules are divided into two sections. The first section contains the Core Module which consists of four topics to ensure that classroom practices are consistent with the school-wide procedures. These modules are a required part of the training.

Below is a description of the information that is covered in each topic of the Core Modules.

**Vision and Assessment of the Classroom.** Prior to attending the classroom training classroom teachers who are going to participate in the training are required to complete and turn in the Initial Classroom Assessment Tool. In this module, the tool is reviewed with participants. Additionally, in this section, several tools that can be used to collect data on behavior, curriculum and instruction and ecology will be covered.

**Expectations and Rules.** All of the individuals who are participating in this training work at schools that have already developed School-wide expectations. The goal of this module is to have the participants develop classroom rules that are aligned with the School-wide expectations.

**Reward Systems.** All of the individuals who are participating in this training work at schools that have already developed a School-wide reward system. The goal of this module is to have teachers develop a reward system in their classroom that compliments the school-wide system that is already in place. The section covers how to reward students using an individual system, small group system or a whole group system.

**Strategies for Dealing with Problem Behavior.** This is the last required modules of the Core Modules. This module begins with explaining to the participants why traditional and aversive techniques for dealing with problem behaviors are not always effective. It provides guidelines for handling problem behaviors as well as some reasonable and logical strategies that can be used when a problem behavior arises.

The second set of modules are the Extended Modules which are meant to extend the application of the PBS into classrooms. There are 11 topics in the extended modules. Unlike the Core Modules these are not required and can be chosen based on the need of the district.

Below is a description of the information that is covered in each topic of the Extended Module.

**Establishing a Foundation.** This topic is an overview of the philosophy of Positive Behavior Support. This module will help individuals who did not go through the School-wide PBS training to understand what is PBS.

**Collaboration and Teaming.** This topic answers the questions: Why should we collaborate? And how should we collaborate? This module is good for individuals who are going through the training as a team, e.g. all 3<sup>rd</sup> grade teachers, all teachers on the

Rocket team, ESE department. The individuals will leave with each member being assigned a role.

**Self-Management.** In this section the participants will learn the steps for how to teach individual students to use self-management techniques to monitor their own behavior. Also, suggestions are given on how to adapt the steps to teach a whole class to self-manage.

**Basic Principles of Behavior (Short & Expanded Versions).** The section address the need for the participants to understand the functions of behavior and how behavior is influence by antecedents and consequences. There are two versions depending on the need of the participants: Do they need a refresher or do they need an initial introduction?

**Level Systems.** This sections answers the question of “What is a level system?”. It also covers the advantages and the disadvantages of using a level system.

**Teaching a Behavioral Curriculum.** The section gives a rational for why behavior needs to be taught. It also teaches how to develop lesson plans for teaching the School-wide expectations and rules in the classroom. The section does not go over an already established curriculum.

**Process for Individualized Adaptations.** The section explains why and when it is necessary to address curriculum and instruction. It provides steps for making individualized adaptations. A case study format is used throughout this section.

**Curricular Adaptations.** There are 3 different types of adaptations of which Curricular adaptations is one. The section explains the difference between adaptations, accommodation, and modifications. The section covers three types of adaptations to curriculum: difficulty, preference/interest, and meaningfulness.

**Instructional Adaptations.** This is the second type of adaptation. There are two kinds of instructional adaptations: instructional presentation and student responses or output.

**Ecological Adaptations.** This is the third type of adaptation. There are three kinds of ecological adaptations: who, when and where.

**Monitoring and Evaluation.** The section has the participants develop outcomes that they desire from this training and then how to document whether or not they met the outcomes. At this tim, the participants will also review the initial classroom assessment tool one last time.