

ERI CLASSROOM KIT

A quick user-friendly classroom set-up guide to help increase positive behaviors and decrease negative behaviors of your students.
The resources included are available for your use.

Presented by Thrive



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CLASSROOM ENVIRONMENT

How we design our classrooms, has HUGE implications for classroom management. The environment should minimize distractions, promote productivity, and strive to reduce or prevent behavioral issues.

Key Components: Visuals, Routines, Transitions, & Classroom Layout

Chapter 1

VISUALS

Effective visuals

- clarify expectations
- serve as a resource
- create an inviting environment

Use **large, clear consistent print** in a consistent design/theme. Include a daily schedule to ease anxiety over what comes next. Place visuals high above student reach, when needed.

ROUTINES

Establish predictable environment with consistent daily routines. **Model** for the students how to complete each one:

- putting away personal belongings
- taking attendance and lunch count
- morning check-ins or Morning Meetings
- turning in assignments
- charging devices
- recording homework

Spending time early in the school year to demonstrate and **practice** will create a more efficient classroom as the year progresses.

FUN FACT: Did you know initial research indicates that hearing may be impaired when a body is in the fight or flight response? This reinforces the importance of visual cues and supports.

TRANSITIONS

Transitions are part of our school routines. These movements will likely require **practice**, so take time to rehearse each one:

- entering the classroom
- accessing school supplies
- utilizing classroom centers
- moving to small group instruction
- lining up at the door
- leaving for bus pick-up

CLASSROOM LAYOUT

Classroom layout will directly impact classroom management. When you design your room consider the following:

- Are there considerations for preferential seating and reducing distractions?
- Is there a space for small group instruction?
- Can people move through the desks with ease?
- Is there space for a learning center *or* do you need to consider a portable option?
- Have you designated a cool-off spot, or chill zone?

FUN FACT: There is a common belief that it takes 21 days to form a new habit. However, recent research suggests that new habits could take much longer- even up to 3 months. So, be patient it could take until November for your kiddos to complete transitions and routines independently.

Examples of visuals available to you:

Quiet Line Chant

Hands are hanging by my side.
I am standing straight and tall.
Eyes are looking straight ahead.
Now I am ready for the hall.



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Mistakes 

Mistakes are good.
They help us grow.
They teach us what
we need to know.
So when you make
mistakes,
don't cry.
You'll get better, if you try.

*Be Kind
to yourself!*

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What is Fair?

Fair is not everybody getting
the same thing...

EQUALITY



EQUITY



Fair is everybody getting
what they need in order
to be successful.

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IN THIS CLASS

We respect one another.

WE PROMISE TO...

Stay focused and ignore
disruptive behaviors.

Listen to others speaking.

Try our best every day.

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EMOTIONAL LITERACY

Emotional literacy can be defined as the ability to identify, understand, and express emotions. Building Emotional literacy in our students is the first step in developing the management of their own feelings, as well as empathy for others.

Chapter 2

LABEL

Explicitly teach emotions. Please do not assume students arrive with this background knowledge. Practice identifying and using feelings words:

- talk about emotions
- label emotions with a feelings chart
- discuss details of facial expressions (consider using a mirror)
- use small portable charts for student check-ins
- model how to share feelings during Morning or Closing Meetings
- consider social skills instruction provided by counselors or Thrive Clinicians

SELF-AWARENESS

By building emotional literacy, you are also developing self-awareness. We promote self-awareness when we:

- model self-awareness ourselves
- display images of what calm working bodies look like
- include breathing exercises & mindfulness practices while students are in a calm state
- take the opportunity to discuss personal space

FUN FACT: The term emotional literacy was conceptualized by Psychotherapist Claude Steiner in 1997.

Examples of emotional literacy visuals available to you:



3

SELF-CALMING TECHNIQUES

Calming techniques support student self-regulation. They can help diffuse quiet anxious feelings or BIG emotions as they begin to rev up. We have included several options, however, your Thrive clinician may have others to share. It is important to practice while in a calm state, so our students become familiar with what a calm state feels like.

Chapter 3

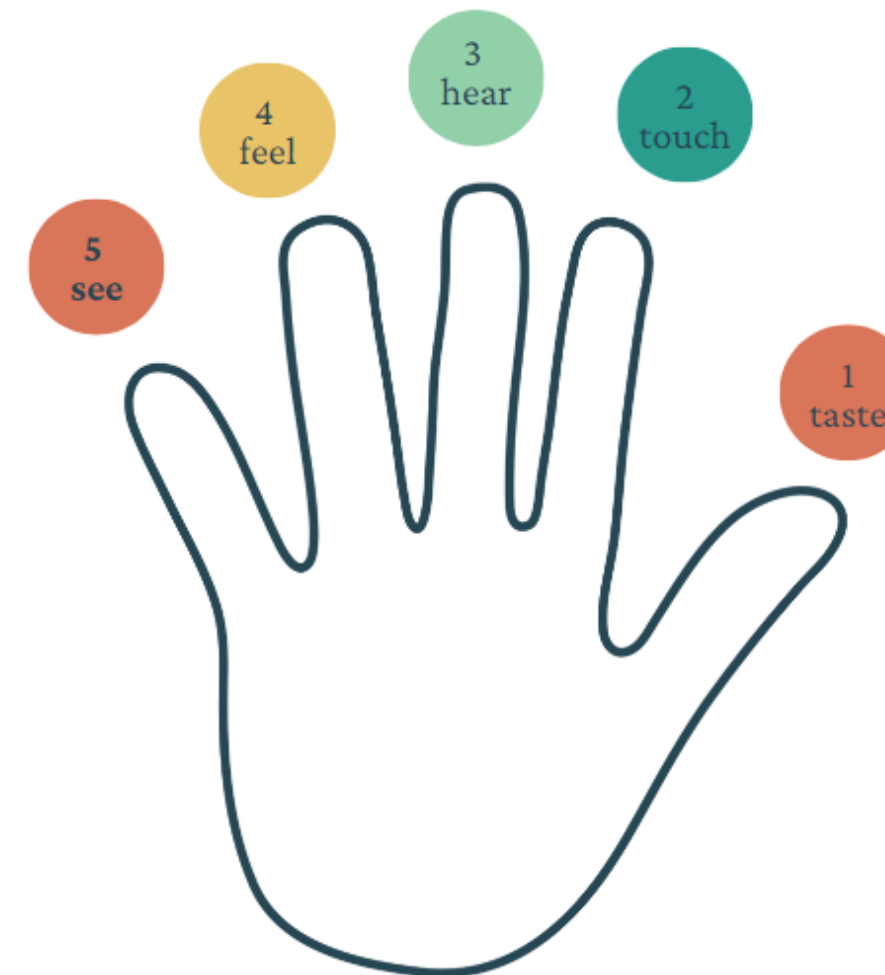
Examples of calming techniques available to you:

5-4-3-2-1 GROUNDING TECHNIQUE

This can be helpful in response to a sudden onset of anxiety that triggers severe physical reactions.

Take a moment to identify:

- 5 things you can **see** around you.
- 4 things you can **feel** around you.
- 3 things you can **hear** around you.
- 2 things you can **touch** around you.
- 1 thing you can **taste** around you.



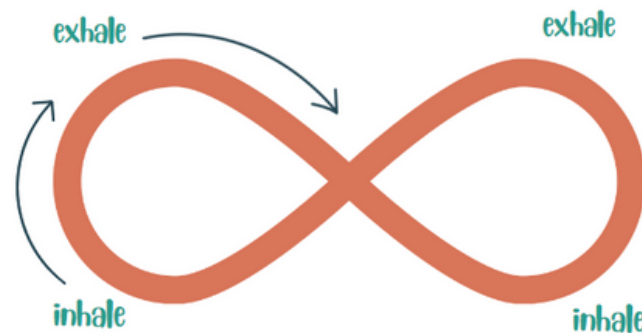
SQUARE BREATHING

Square breathing is a technique that helps to reduce anxiety and stress:

- Inhale for 4 seconds.
- Hold your breath for 4 seconds.
- Exhale for 4 seconds.
- Hold for 4 seconds.
- Repeat 3x, or as needed.



FIGURE EIGHT BREATHING



Breathe deeply in a figure-eight motion to find peace. Imagine the shape in your mind or trace the shape on your desk while you breathe. Repeat as needed.

ALTERNATE NOSTRIL BREATHING

Focus on your breath and feel the tension melt away:

- Exhale completely.
- Close the right nostril & inhale through the left.
- Close the left nostril & exhale through the right.
- Hold the left nostril closed & inhale through the right.
- Close the right nostril & exhale through the left.
- Repeat, as needed.



Be sure to practice calming strategies with your students to demonstrate their value.

FLOWER- CANDLE BREATHING

Sit up comfortably. Put a hand on your chest. Imagine a flower & birthday cake with a candle in front of you.

- Inhale through your nose to smell the flower.
- Exhale through your mouth to blow out the candle.
- Repeat 3x, or as needed.



4

PROACTIVE BEHAVIOR STRATEGIES

Additional proactive support can help reduce the frequency and duration of behavior incidents. This is a deliberate process that takes planning.

Here are some additional positive behavioral supports that can help:

Set Expectations, Determine Goals, & Identify Preferences

Chapter 4

SET EXPECTATIONS

- Have a class discussion and create a list of **3-5** common behavior expectations.
- **Post** them as a class promise for reference. Refer to them often.
- Create a **class contract** for students, staff, and parents to sign. Discuss the consequences of breaking it.
- Offering students **choices** provides them with a sense of control. This also helps to avoid a power struggle.
- Emphasize **process over product**, and recognize the efforts of students while they learn new social, emotional, and academic skills.

PRO TIP: “Catch them being good” is a positive behavior strategy. When students meet expectations independently, reinforce students with a smile, thumbs up, compliment, or point on a chart.

The image shows a sample 'CLASS CONTRACT' form. At the top, it says 'CLASS CONTRACT' in bold. Below that, it says 'As a member of this classroom, it is our responsibility to:'. Then, there is a bulleted list of five expectations: 'Be respectful.', 'Listen to others in the classroom.', 'Stay focused and ignore disruptive behaviors.', 'Arrive prepared for class.', and 'Try our best every day.' Below the list, it says 'Please sign your name below.' and there is a line for a signature. At the bottom, it says 'A copy of this contract will be sent home.' and there is a logo for 'thrive ALLIANCE GROUP'.

DETERMINE GOALS

- Create both group & individual point goals to earn rewards.
- Goals should be **SMART**:
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**elative
 - **T**imely
- Pair tangible rewards (item/access) with intangible rewards (behavior-specific praise).
- Create individual student contracts & points tracker to create accountability.
 - review at the end of class period or school day to promote success.
 - keep data sheets to track progress or identify patterns of behavior.

Examples available to you:

POINTS TRACKER	
Students earn points for positive behaviors. Date : _____	
STUDENT: NAME	1 2 3 4 5 6 7
_____	○ ○ ○ ○ ○ ○ ○
_____	○ ○ ○ ○ ○ ○ ○
_____	○ ○ ○ ○ ○ ○ ○
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NOTES : _____	

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STUDENT BEHAVIOR CONTRACT	
Name : _____	Date: _____
As a member of this classroom, it is my responsibility to:	
• Respect others. • Stay focused and ignore disruptive behaviors. • Listen to others in the classroom. • Try my best every day.	
These are my goals. I can count on these rewards or consequences:	
1. Goal: _____	
Reward: _____	
Consequence: _____	
2. Goal: _____	
Reward: _____	
Consequence: _____	
Signatures: _____ (student)	
_____ (teacher)	
_____ (parent/guardian)	
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PRO TIP: Use or create teachable moments—practice, model, reinforce, review prosocial behaviors.

IDENTIFY PREFERENCES

Maximizing student **motivation** is key to shaping behavior. What motivates us, will surely not motivate our students. Preference assessments are a tool to identify what the student likes, which can be used motivate to them.

Using this resource to conduct a short interview, will also help build rapport with the student. Since opinions change, these assessments should be completed throughout the school year.

PREFERENCE ASSESSMENT :

Student Name: _____
Interviewer: _____
Date: _____

Please complete 1 form with each student. The goal is to identify his/her preferences. These preferred items or activities can serve as motivators/rewards for work completion & positive behaviors.

Foods: ✦ 1. _____ 2. _____ 3. _____	Snack Items: ✦ 1. _____ 2. _____ 3. _____	Drinks: ✦ 1. _____ 2. _____ 3. _____
Indoor Games: ✦ 1. _____ 2. _____ 3. _____	Outdoor Games: ✦ 1. _____ 2. _____ 3. _____	Arts & Crafts: ✦ 1. _____ 2. _____ 3. _____
Play Items: ✦ 1. _____ 2. _____ 3. _____	Colors: ✦ 1. _____ 2. _____ 3. _____	Other: ✦ 1. _____ 2. _____ 3. _____

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PRO TIP: “If ____, then ____.” statements are another positive behavior strategy.
If the student completes ____ (desired task), then he can have access to ____ (preferred object/activity).

5

BEHAVIOR DOCUMENTATION

How we respond to student behavior will either increase or decrease the likelihood of it occurring again. Our reactions become reinforcers. Thrive offers professional development reviewing this concept in depth. For your classroom purposes, here are tools to document the behaviors. These will serve as your classroom data:

ABC Chart & Think Sheet

Chapter 5

DOCUMENTATION

When you document behavior on an **ABC** chart, it is important to include:

Antecedent- Write what happened before the behavior.

Behavior- Describe the behavior and its duration.

Consequence- Record when the student stopped and how the staff responded.

PRO TIP: Please use objective language when recording information. This is not the time to provide your opinion about why the behavior occurred or how the student felt at the time.

REFLECTION

Once a student calms down, you may require them to complete a Think Sheet. These can be completed with or without the child. They promote **self-reflection** and awareness of their actions. Forms should be copied and sent home. Keep the copy for your own records and data collection.

PRO TIP: Please do not give into tantrum behavior. Appeasing this reaction sends the message that tantrums are an effective form of communication. Be patient and hold your ground.

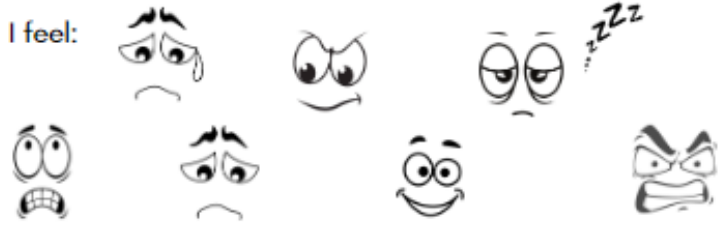
Name: _____

Think Sheet

Reflection Form

What happened:

I feel:



Teacher comments:

Home signature & date:





REPAIR

An important component of conflict resolution that occurs after behavioral incidents is the repair stage. This is when both parties rebuild trust and take the steps toward resolution. Repair is important, and may take some time.

RESTORATIVE PRACTICES

After a student's behavior escalates and then calms, the teacher or clinician can process what happened and address the situation with the student directly (& possibly another student or the class) through a restorative conversation. This may occur the day after the episode.

When challenging behavior occurred:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What impact has this incident had on you and others?
- What do you think needs to happen to make things right?



THANK YOU

for taking the time to work with
us. You are an important part of
our Thrive community.



Thrive Alliance Group