Learning Environment	Positive Reinforcement	Behavior Instruction	Behavior Intervention	Academic Instruction
Arrangement	**Incentives**	**Curriculum**	**Data Collection**	**Routines**
Classroom is arranged to minimize crowding and facilitates instructional activities.	Desired student behavior is encouraged through the use of an incentive system (i.e. PBIS tickets, tokens, rewards).	Teacher models, instructs and reviews behaviors using the classroom matrix.	Teachers and students use behavior charts (class wide or individual), self-monitoring strategies, and collect data.	Teacher structures and maximizes academic instruction for predictable and consistent routines.
Organization	**Praise**	**PBIS Schedule**	**Structured Choices**	**Clear Objectives**
Classroom is clean, orderly, and organized.	Teacher actively monitors student behaviors and provides behavior-specific praise.	Teacher follows a structured, sequential, collaboratively developed PBIS curriculum.	Teacher provides positively stated and structured choices.	Teacher delivers clear learning objectives that match the lesson.
Posted Expectations	**Reinforcement**	**Explicit Instructions**	**Re-teaching**	**Differentiation**
Teacher posts clearly defined behavioral expectations in classroom.	Teacher identifies reinforcements to positively help predict and redirect behaviors.	Teacher gives explicit and positively stated instructions when directing students.	Teacher proactively corrects errors by re-teaching, modeling, or prompting.	Teacher instruction is multimodal, uses flexible grouping, or includes differentiation to address various needs.
Safe Environment	**Feedback**	**Delivery Model**	**De-escalation**	**Outcomes**
Classroom environment is safe, positive, and fosters a culture of respect and responsibility.	Students receive truthful, sincere, positive feedback to increase buy-in, motivation and effort.	Teacher uses guided practice, modeling, and consistently checks for understanding and gives timely feedback.	Teacher supports averse behaviors with safe spaces, positive interventions, and clear communication of expectations.	Teacher instruction provides opportunities to improve student learning outcomes (formative assessment).