Unlocking Teacher Happiness:
The RUSTY System for a Thriving Classroom

By Mr. Tom's ABA Lessons

Mr Tom's
ABA Lessons

w/ the Adventures of
Rusty the Greyhound

Table of Contents

Welcome to Your Classroom,

Welcome to Your Classroom, a place where learning is not only about learning but also about building lifelong connections and happy memories!

The key to a successful classroom is fostering strong relationships with your students. You greet each one with a warm smile, genuinely interested in their lives and aspirations.

Together, you set clear behavior expectations, collaboratively creating a set of rules that emphasize respect, kindness, and active participation with raised hands. The students feel empowered, knowing they play an active role in shaping their learning environment.

Even Sarah, who used to call out impulsively, has transformed into a confident and respectful participant. With your guidance, she now raises her hand eagerly, excited to share her thoughts with the class.

With positive reinforcement and a strong sense of camaraderie, your classroom is a place where students thrive and grow not just academically but emotionally as well.

So now your Classroom is where every day is filled with joy, laughter, and the excitement of learning. Together, you created a happy and nurturing space where each student feels valued, respected, and inspired to reach their full potential!

The **RUSTY System** will Help get your classroom there!

How the RUSTY System will help you make that your classroom!

As educators, the **beginning of the school year offers a fresh start and a prime opportunity to set the tone for positive behavior in the classroom.** Establishing a strong foundation for behavior management from day one can significantly impact the overall learning environment and students' academic success. This comprehensive guide will explore effective strategies to start the school year, focusing on **Classroom Management for the entire class** or for an individual's executive functioning deficits using a strategy I created called the **RUSTY System**.

The RUSTY system draws inspiration from the principles of ABA (Applied Behavior Analysis) and Positive Behavioral Interventions and Supports (PBIS). However, it is specifically tailored to accommodate the challenges faced by teachers who have to manage a classroom with 20 or more students. Throughout my experience of over a decade in Behavior Support work in classrooms, and with insights from my parents, who were both teachers and held administrative positions in various public school districts, I've come to understand that even the most dedicated teachers cannot dedicate an entire day to implement ABA techniques for a single student. ***This guide is founded on the concept of adapting and simplifying these proven strategies for the busy teacher's practical use.***

Starting the school year off requires thoughtful planning, consistent implementation, and a genuine commitment to creating a positive and inclusive learning environment. By **developing clear expectations, fostering positive relationships, integrating PBIS strategies, and promoting a growth mindset,** educators can set their students up for success behaviorally and academically throughout the school year. **Remember that building a positive classroom culture is an ongoing process, and with dedication and patience, the rewards of a harmonious and thriving learning community are within reach.**

The Relationship Between Executive Functioning and Classroom Management

Executive functioning and classroom management are closely intertwined concepts that significantly impact students' learning experiences. **Executive functioning** refers to a set of cognitive processes responsible for *skills such as planning, organizing, initiating, and completing tasks*. It encompasses *attention, working memory, impulse control, cognitive flexibility, time management, and problem-solving skills*. These abilities are crucial for students to navigate the demands of academic tasks and social interactions effectively.

In a well-managed classroom, teachers create a structured and supportive environment that allows students to engage in meaningful learning. Classroom management involves implementing strategies to establish clear expectations, rules, and routines. It also includes maintaining a positive and respectful atmosphere, addressing behavioral issues appropriately, and recognizing and reinforcing positive behaviors.

The relationship between executive functioning and classroom management is profound. Students with strong executive functioning skills are better equipped to follow classroom rules, stay focused on tasks, complete assignments on time, and interact harmoniously with peers and teachers. They can effectively manage their time, prioritize tasks, and make sound decisions.

Conversely, students with executive functioning difficulties may struggle with various aspects of classroom management. They might struggle to organize their work, manage their time efficiently, follow instructions, or control impulsive behaviors. These challenges can lead to academic underperformance, behavior problems, and diminished self-esteem.

In response, teachers can implement strategies that support and develop executive functioning skills within their classroom management practices. For instance, explicit instruction can be provided to teach students how to plan and organize their tasks effectively. Visual aids, like schedules and checklists, can assist with time management and task completion. Offering positive reinforcement and acknowledging students' efforts can motivate them to persevere and improve their executive functioning abilities.

Teachers can create an inclusive and supportive learning environment that maximizes student success by recognizing and addressing executive functioning needs. Moreover, nurturing executive functioning skills within classroom management contributes to students' overall growth and development, enabling them to become independent learners, problem solvers, and responsible individuals. As students thrive academically and behaviorally, the classroom becomes a place of growth, collaboration, and achievement for all.

The RUSTY System for Better Classroom Management
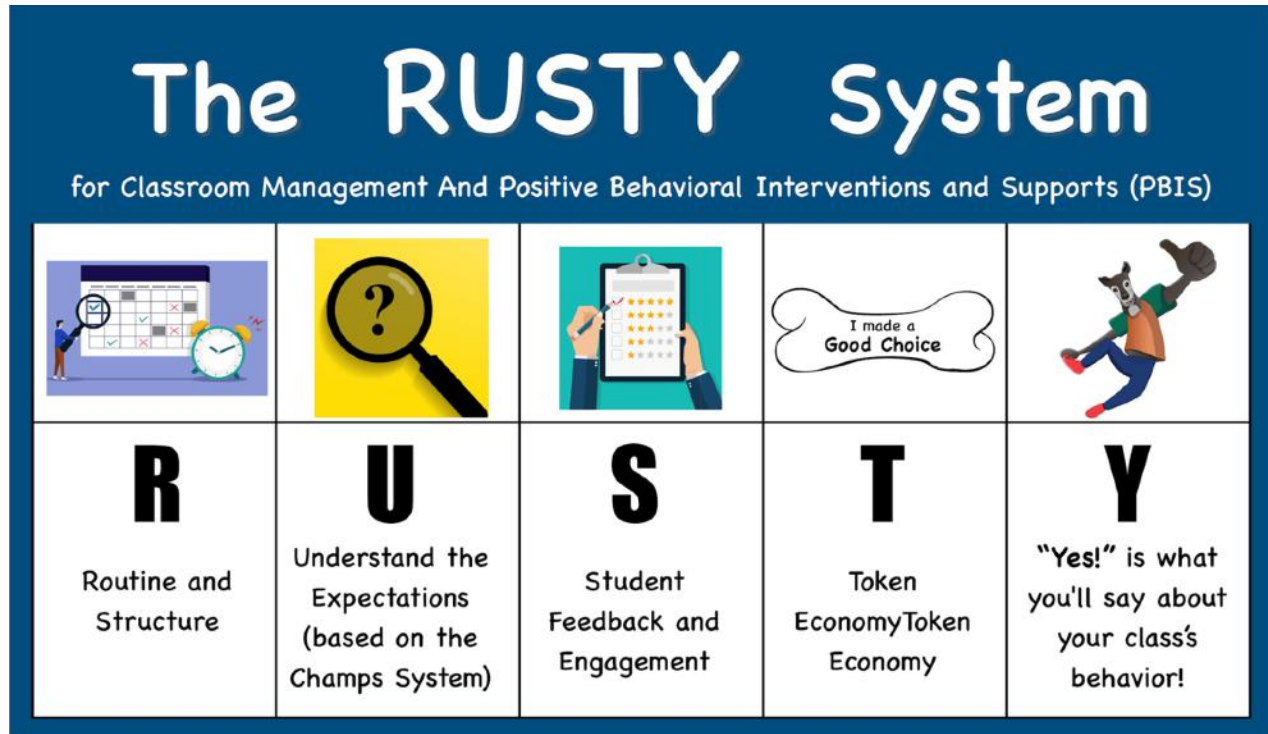
As a professional educator, you know how behavior influences your classroom environment for better or worse. You might wonder where to start with countless moving parts to consider in any educational atmosphere. The RUSTY System is something that I have created to help teachers understand and implement basic ABA strategies in their classrooms for better classroom management. RUSTY is an acronym for:

R: Routine and Structure

U: Understand the Expectations (based on the CHAMPS System)

S: Student Feedback and Engagement

T: Token Economy

Y: "Yes!" is what you'll say about your class's behavior!

R: Routine and Structure

When you set up a routine in your classroom, you help students know what to expect and facilitate strong classroom management. This evidence-based instructional practice (EBIP) can reduce any anxiety the students may be facing. By setting up your expectations for each activity, you help the students learn how to behave and what the consequences are for not following the rules. In this manner, your routine utilizes PBIS. I don't have to tell you how better classroom behavior makes class time easier.

Set Up Classroom Rules and Routines:
Work collaboratively with your students to create a set of classroom rules and routines. By involving them in the process, students take ownership of the rules and are more likely to abide by them. Establish routines for daily activities, such as morning arrival, transitions between subjects, and dismissal. Consistency in following these routines will help students feel secure and confident in their daily routines.

In a real-life example, a third-grade classroom follows a structured routine that begins with a morning meeting for attendance and sharing, followed by a math lesson. After the lesson, students engage in a 15-minute brain break with physical activities. Then, they transition to independent reading time for 20 minutes, followed by a short snack break. The routine continues with a science activity, lunchtime, and an afternoon session dedicated to group projects or discussions. The day ends with a brief reflection and preparation for the next day. This consistent routine not only helps students anticipate their day but also supports a positive classroom atmosphere where students are more focused, cooperative, and responsive to instruction.

Topics:
- Improve Classroom Management with PBIS via Routine Develop Clear Expectations
- Timers Promote Productive Classroom Management
- Consistent Behavior Protocol: How To Apply The PBIS Strategy

Improve Classroom Management with PBIS via Routine

Have you ever attended a professional training or meeting without a set agenda? If so, did you find your mind wandering as you wondered when the session would end? The unknown can even be upsetting; you might wonder if the principal is going to announce some bad news. If you knew what to expect, you'd know how to frame your mind for each activity. You can apply the same principle using Positive Behavioral Interventions and Supports (PBIS) to your classroom by implementing a daily routine (the 'R' of the RUSTY System).

What are the benefits?

When you set up a routine in your classroom, you help students know what to expect and facilitate strong classroom management. This evidence-based instructional practice (EBIP) can reduce any anxiety the students may be facing. By setting up your expectations for each activity, you help the students learn how to behave and what the consequences are for not following the rules. In this manner, your routine utilizes PBIS. I don't have to tell you how better classroom behavior makes class time easier.

Why does this matter?

Repetition sets up your students for success. Sometimes, kids may not initially process or quickly understand directions given to them. By having a consistent routine as one of your EBIPs, you give the students the exact instructions at the same time every day. This repetition helps them know what is expected of them quicker. If you front-load the demands by doing the activity (or a similar one) the same way every time, they don't need additional processing time to succeed. When you stick to your expectations and hold your students accountable, they will learn how to behave, which will maximize productivity and minimize disruptions.

What does this look like?

Once you know the importance of a classroom management strategy, your next task is implementation. One easy way to establish routines is to put a schedule on the wall/board. Pro tip: by using magnets/Velcro, you can rearrange, adjust, and remove items.

After drawing your students' attention to the schedule, you can verbally review the expectations. Upon introducing the schedule, you will give detailed expectations. As needed, refer to the class rules as you discuss the routine.

The implementation of this behavior management strategy will take time. However, as the students learn the routine, you will be able to spend less time discussing what to do. Arrange your schedule strategically as you consider what the class needs to get done each day.

Here's an example, that you can adjust to fit your classroom needs:

1. **Morning Meeting** [Say: First, we have our morning meeting. While listening, sit on your pockets and have your eyes on the teacher, a quiet mouth, quiet hands, and a quiet body.]
2. **Outside Time** [Say: As soon as we finish morning meeting, we'll go outside. The line leader will walk to the door when I tell them to go. Then, I will tell the quietest table to walk and line up behind the line leader. Next, I will tell each table, one at a time, to walk and line up. I will only call the best-behaved tables to line up.]
3. **Math Lesson** [Say: Next, we have our math lesson. After you come back inside and wash your hands, take out your pencil, a piece of paper, and math book. During math lesson, we will learn about X. After math class, we clean up and put our materials away.]
4. **Art Class** [Say: Then, we go to art class. Remember, I will tell the line leader, then each table to walk to line up. We always walk in the halls.]

Once your classroom finishes each activity, you can take that activity off the wall/board and move on to the next activity. When you implement the behavior management strategy of a daily

routine, eventually, you will not have to tell or show the students what they need to do since the class repeats the same tasks every time.

Before you start an activity, remind the children of your expectations. You can even ask the kids to name the rules. If you are all doing a non-preferred activity, you can remind your students which activity they can look forward to next. For example, you could say, "Once the morning meeting is done, we are going outside." Then, start the activity.

After the activity, tell the students what they did well. For example, after morning meeting, remind the kids that they sat on their spaces with eyes on the teacher; their mouth, hands, and body were quiet. You can add praise here to the whole group or a few students who did especially well.

Next, you can tell them the benefits of following the routine. For example, you could say, "And because you excellently followed directions, we get to go outside two minutes earlier." If they do not follow directions, point out the losses they're experiencing. In this example, they would lose time outside. Throughout the day, have the schedule and routine to point to, which will help teach the kids what to expect. Be firm in your set routine and expectations. By nature, people prefer structure, and your students will appreciate your efforts. Even if they don't express their gratitude, their positive classroom behavior will show their appreciation and make your life easier.

Click Here to get our schedule.

Develop Clear Expectations

Begin by establishing clear and age-appropriate expectations for behavior in the classroom. Communicate these expectations to students, ensuring they understand what is required of them during various activities and transitions. **Utilize positive language to frame the expectations, highlighting the desired behaviors rather than focusing on what students should avoid doing.**

What are the benefits?

Developing clear expectations for classroom behavior fosters a culture of respect. When students understand the rules and guidelines, they are more likely to treat each other and the teacher with respect. This, in turn, promotes positive interactions and a supportive learning environment. Clear expectations also help teachers address behavioral issues more effectively by providing a basis for consistent consequences. Students feel more accountable for their actions when they know the standards they are expected to meet. Moreover, clear behavior expectations contribute to improved classroom management, allowing teachers to focus on teaching and facilitating learning rather than constantly addressing disruptive behavior.

Why does this matter?

Clear expectations for classroom behavior matter because they create a conducive learning environment where students can thrive academically and socially. When students know what is expected of them, they are more likely to exhibit appropriate behavior, leading to fewer disruptions and distractions. This, in turn, allows teachers to focus on delivering effective instruction and maximizing learning opportunities. Clear behavior expectations also promote a positive and respectful classroom culture, fostering strong teacher-student relationships and students' sense of safety and belonging. Ultimately, well-defined behavioral guidelines help create a harmonious and productive learning space, enhancing students' and teachers' overall educational experience.

What does this look like?

In a classroom with clear behavior expectations, students are aware of the rules and guidelines from the beginning of the school year. Teachers communicate these expectations in a positive and proactive manner, outlining both academic and behavioral standards. Students actively participate in discussions about classroom rules, fostering a sense of ownership and responsibility. Visual aids, such as posters or charts, may reinforce the expectations, providing constant reminders. Teachers consistently model desired behaviors and offer praise or rewards when students meet the expectations. Consequences for misbehavior are fair, consistent, and aimed at teaching positive alternatives. The overall atmosphere is respectful, supportive, and conducive to effective teaching and learning.

Timers Promote Productive Classroom Management

There are many different types of timers. The world-renowned Times Square ball drop is one (huge) example of a timer. For this tradition's basis, we use a countdown to celebrate moving from one activity (year) to the next. Everyone who uses this timer has a clear expectation for precisely when time is up for the previous year.

Similar to this tradition, timers in the classroom establish routine **and structure** (the 'R' of the RUSTY System). Before you start the countdown, tell your students what they will do "first" for the duration of the timer and "then" what they will do when the timer goes off. As I mentioned in the clean-up blog, timers are a great Applied Behavior Analysis (ABA) strategy.

What are the benefits?

The regular use of displayed time limits supports students so they **understand the expectations**. Through this tool, the children will understand when an activity will finish, how they should respond, and what your expectations are when the timer goes off. This behavior management strategy allows for efficient use of class time. You will see improved classroom behavior because you set a tone that allows the students to place a time frame on both preferred and non-preferred activities.

For preferred activities, the children appreciate the time they do have. For non-preferred activities, they know just how long they must endure.

Why does this matter?

When you **routinely** use timers for classroom activities, you set one consistent behavior protocol. Aided by your clear **expectations**, this tool shows students—to the second—how long they must participate. With this limit in mind, coupled with instructions on what comes next, students can focus on the task at hand rather than worry about what comes next. This ABA technique especially helps exceptional student education (ESE) students.

What does this look like?

Set a timer when the activity doesn't have a fixed time for completion. Before any transition, tell your students: "In X minutes, we will clean up. Then, we are doing the next activity of . . ."

Next, set the timer. The kids should be able to see the timer on the wall/board. With 10 seconds left, tell your class: "In 10 seconds, we will clean up."

You should do this behavior management strategy to either reduce direct teacher attention or end an activity. This simple, yet effective tool supports a structured classroom for both the students and you as the teacher. A timer system helps budget an entire lesson and school day.

Consistent Behavior Protocol: How To Apply The PBIS Strategy

Image by Gerd Altmann from Pixabay

Whether you are at home, in public, at work, or anywhere else, your county's laws apply to you. Similarly, your workplace policies apply across the board, including in the classroom, school, district, state, and county. Consider how to apply this concept of **Consistent Behavior Protocol** and rules to a learning environment. In a previous blog post, we established the importance of **routines and structure** in a classroom setting. Also, we learned ways to create a **token economy** (like a "paycheck") for your students. Similarly, establish a consistent behavior protocol for how children can ask for help across settings and caregivers. As the 'S' for student feedback **and engagement** in the RUSTY System, consistent behavior protocol is another crucial Positive Behavioral Interventions and Supports (PBIS) strategy.

What are the benefits?

Consistent behavior protocol means establishing routine **and structure** for how a student will receive **feedback** based on how the student **understands the expectations** for learning. For this reason, if everyone gives the same student a "paycheck" equally, holding the child to the same **expectations** every time, you will see better classroom behavior.

Additionally, the classroom behaviors you consistently practice with the students will generalize to different situations and activities. Generalization happens when a person is able to do a task, activity, or behavior no matter the place, person, or time involved.

Why does this matter?

Suppose your student earns a "paycheck" from one person but doesn't from another. In this case, the new behaviors will not generalize to different settings or caregivers as quickly as possible. Rewards (their "paycheck") and verbal cues act as **student feedback** to improve children's **engagement**.

This form of student feedback must be consistent in every setting, even with different people. This consistency, used as an evidence-based instructional practice (EBIP), teaches students how to socially engage in learning environments. For students who require special education, this classroom management strategy is especially important.

What does this look like?

Use Applied Behavior Analysis (ABA) to establish and encourage your community's consistent behavior protocol, including in your classroom, in the school environment, and in the home environment. This ABA requires communication with the adults present in the children's lives.

For example, an entire school may use the same **token economy** as "paychecks" for all students. A fellow teacher shared with me how her school used "Seahawk bucks" (named for the school mascot). The worth of the tokens and the rewards the students can exchange for the tokens must be consistent.

This school hosted teacher training for how to consistently distribute Seahawk bucks for PBIS. The principal of this school determined students with 50 Seahawk bucks could all view a movie together, rather than go to certain class periods, on the last day of the semester.

Model for your students what words to say when they get upset and want to escape an instruction. For example, teach a child they can say "I don't know if I can do this because . . ." with an explanation. When the child explains why they think they cannot (or don't want) to complete an activity, listen and help them reason out how they can best achieve the activity. Teach the students to respond to the verbal cues of "use your words" and "What do you need help with?". This modeling technique applies to play time, too. Model new or different ways to play with the toys or games.

Remember, consistency is key in behavior protocol. Give the adults in the students' lives the "buy in" attitude that modeling and using these techniques will improve behavior both inside and outside the classroom. To provide the best learning environment possible, teachers and caregivers must hold students equally accountable.

U: Understand the Expectations

When your students understand classroom expectations, they know exactly what to do during an activity. This evidence-based instructional practice (EBIP) creates a more efficient classroom. Implementing this behavior management strategy allows minimal downtime and maximum (formative and summative) assessment results.

Real-life example: during a group art project, students understand that they need to gather necessary supplies, collaborate with their peers, and clean up their workspace once the task is completed. This ingrained knowledge not only minimizes disruptions but also cultivates a sense of ownership and competence among students. As a result, they become more adept at self-managing their tasks, leading to increased engagement, smoother transitions between activities, and ultimately a more productive and harmonious learning environment.

Topics:
- Students Understand Classroom Expectations with Champs
- Break Down Lessons, Chunking, for Wonderful Classroom Behavior
- Model Good Behavior as Classroom Management Strategy
- Visual Reminders in the Classroom
- Scaffolding and Fading for Excellent Classroom Behavior

Students Understand Classroom Expectations with Champs

The CHAMPS system works hand-in-hand with the 'U' of the RUSTY System: **understanding the expectations**. That is why Students Understand Classroom Expectations with CHAMPS is key to the U of the RUSTY System. This EBIP leads to improved classroom behavior because the students don't wonder what to do; they know what you need them to do. Keep in mind, you must hold your students to this high standard and apply appropriate consequences for disruptive classroom behavior.

What are the benefits?

When your students **understand classroom expectations**, they know exactly what to do during an activity. This evidence-based instructional practice (EBIP) creates a more efficient classroom. Implementing this behavior management strategy allows minimal downtime and maximum (formative and summative) assessment results.

Why does this matter?

A classroom full of students who don't know what to do is a recipe for behavior issues. Instead, use the following Positive Behavioral Interventions and Supports (PBIS) strategy to improve your classroom management. When you use CHAMPS, you implement the 'U' of the RUSTY System: **understanding the expectations**. This part of RUSTY involves the students understanding *your* expectations for *their* behaviors.

When you use Applied Behavior Analysis (ABA) strategies in your classroom, like CHAMPS, you set your students up for success. In turn, you set yourself up for success (and a much easier school day). Not to mention, your observation results benefit from you displaying strong classroom management.

What does this look like?

CHAMPS stands for Conversation, Help, Activity, Movement, Participation, Success/Supplies. With each explanation below, review the questions you can *ask yourself* while planning the lesson with **understanding the expectations** in mind. When implementing the lesson, review each relevant part of CHAMPS with your students before beginning the activity.

Conversation. This expectation covers the students' voice level. For example, you might expect to hear only whispers in your classroom.

For this expectation, you can create a *noise-o-meter* to display. One example of a noise-o-meter's levels: no voice, whisper voice, group voice, and presentation voice. This creation can look as simple as writing the expected voice level on the board to as involved as a laminated, moveable arrow with labeled sections.

Ask yourself: How loud can they talk (if at all) during the activity?

Help. The students know what to do if they need help. When they follow your expectations for getting help, you can give better-differentiated instruction.

For example, a student silently working on an essay should raise their hand to ask for help. Another example is a group member asking a peer in their group for help.

A neat way to implement this strategy is to have one set of red, yellow, and green plastic cups for each table group. When the group puts the green cup on top of the stack, the group is working fine independently. The group displays the yellow cup when they have a minor question/concern. The red cup on top means the group cannot move forward in their work until the teacher helps.

Ask yourself: How should the student ask for help? Should they ask you, a friend, or figure the concern out for themself?

Activity. The class knows the tasks they should be doing. Each activity can have different expectations, so this implementation can change depending on the activity.

Some students may require accommodations to meet the curriculum standards. One example of a classroom activity is the entire class silently taking a test.

Ask yourself: What is the activity? What does the activity look like?

Movement. Everyone in the learning environment understands how much movement should/ shouldn't happen during the activity. For example, each group of four students works at a station until the timer sounds, then the classroom's groups shift to the next station.

Ask yourself: When can the students move around (if at all)? What can they do while moving? Where are they allowed to go?

Participation. The teacher knows each student is participating by the student engaging in a measurable product. For example, the student writes three complete sentences, each with a subject, verb, and modifier.

Ask yourself: How should students participate in the activity? What do they do when they are finished with the activity?

Success (or Supplies). Some educators consider this letter "success" because the students have achieved all of the above. The RUSTY System: What are the benefits? following the teacher's expectations shows the students are succeeding.

Other educators prefer the letter to represent "supplies" to remind the classroom of what items everyone needs to complete the activity. A pencil and composition notebook are two supply examples.

Ask yourself: What does this successful classroom look like? What supplies do the students need? What else do they need to do?

Break Down Lessons, Chunking, for Wonderful Classroom Behavior

Think of a daunting task that is challenging to complete. Perhaps you feel overwhelmed by completing every step of the process. Consider how you can break down lessons into easier steps. For example, I feel overwhelmed about baking a pie. But if I follow the recipe step-by-step, I know I can manage to create an edible dish. If I pay careful attention to each part of the process, I may even make a delicious dessert . . . maybe. Either way, I will have a product when I'm done!

For activities that are hard for your students, break down the tasks into smaller, more manageable pieces. Teachers often call this evidence-based instructional practice (EBIP) "chunking." As a Positive Behavioral Interventions and Supports (PBIS) strategy, this technique falls under the 'R' of the RUSTY System: routine **and structure**. You'd be surprised how much chunking provides structure to improve your students' classroom behavior.

What are the benefits?

When a student is unsure how to start, let alone complete, an activity, they often start a disruptive behavior instead. By breaking down a lesson, you allow a more accessible activity. This structure provides the scaffolding your students need to achieve each step of their formative assessments that lead up to their summative assessment. In turn, this behavior management strategy, based in Applied Behavior Analysis (ABA), aids excellent classroom management.

Why does this matter?

As education expert Vygotsky explains, learning happens in the Zone of Proximal Development (ZPD). The ZPD is the headspace in which a teacher and student collaborate for success. If your student cannot reach the ZPD, they cannot learn.

We all know how a student who is not learning can disrupt classroom behavior. Chunked activities allow for a productive, constructive learning environment.

What does this look like?

A student is more likely to follow an evidence-based instruction if each direction is easy and includes a reward. Then, you can then build on what they need to do next with more challenging directions. Think of chunking like video game levels. Each level builds on the abilities the player gained in the last level, and subsequent levels are more challenging than the ones that came before. For example, at a basic level, instead of having a student write their name, start by just requiring them to write the first letter in their name. You can give the student a reward (e.g. Cheerio) after each letter in their name. Once done, they can have a break before doing more.

When the student has this break, of just a couple minutes, don't give any new demands/directions. Just make sure the student does a simple activity during the break so that they easily return to the lesson.

Another tangible example: fold a worksheet paper in half to reveal only part of the activity. Maybe math questions 1-5 are on the top half and 6-10 are on the bottom half. This option works well for students who have the IEP/IAP accommodation requirement for you to "chunk activities." This EBIP also works well for English to Speakers of Other Languages (ESOL) students. Alternatively, you can cut the paper in half and have each student raise their hand to receive the second half of the paper when they are ready.

One highly efficient, middle school teacher I know used a checklist to chunk a full essay into smaller parts. For this multi-day-activity, over the course of several lessons, the students had to check in at each section to receive teacher initials. More confident students could continue onto the next chunks and have the teacher sign off on more than one section at a time.

This teacher went further by offering puzzle pieces (which the students had colored and cut out themselves prior to starting the essay) as rewards to display on the wall. Each puzzle piece acted as a token by representing a tangible reward the students' received at the end of the lesson set. By displaying the puzzles, the students felt proud, as well as considered some healthy competition, when examining progress.

Feel free to get creative with implementing this behavior management strategy of breaking down lessons into chunked tasks. Your entire classroom can benefit from this PBIS strategy, not just students that require special education. Chunking allows for differentiated instruction for all learning styles.

Model Good Behavior as Classroom Management Strategy

Think about a time you witnessed someone claim they dislike an activity but then turned around and did that activity. What word comes to mind? Your students don't like hypocrites, either. When a teacher has the rule "do not use outside voices in the classroom" but then yells at the students, that teacher chips away at the students' trust and respect because they do not model good behavior in the classroom.

We all know the importance of role models. Some of the world's most important role models are teachers. The Positive Behavioral Interventions and Supports (PBIS) strategy of modeling acts as an indispensable classroom management strategy.

What are the benefits?

You are using Applied Behavior Analysis (ABA) to show your students how to **understand the expectations** when you model behavior. Additionally, you offer indirect student feedback **and engagement** by acting as a role model. By being consistent with your modeling, you even offer routine **and structure**. Through this evidence-based instructional practice (EBIP), you cover the 'RUS' of the RUSTY System.

Why does this matter?

The RUSTY System's purpose is to show teachers how to implement classroom behavior strategies for better classroom management. Modeling is a key technique that does wonders for your learning environment. Students pay more attention to

the words and actions of adults than some people realize. You foster respect and rapport with your students, which we know improves classroom **engagement**, by displaying how a person should behave in a classroom.

What does this look like?

Words. Model what to say and how to say it. The words that come out of someone's mouth are just as important as the tone in which they say them. Your students need to learn positive ways to speak to other people. For example, when a student gets upset and wants attention, you can tell them to try asking nicely "Can you come and sit with me?". Respect should be inherent in every word spoken in a classroom.

Activities. Model the expectations you have for every activity. If each student will create a foldable, show the class how to make the foldable step-by-step and have the completed paper available for students to look at and touch. Similarly, model new or different ways to play or work. For example, show a student how to incorporate friends into a game. This way, the friends become the source of the student's attention.

Etiquette. Model polite behavior. Your students' brains are sponges. When you say "please" and "thank you," and encourage your class to do the same, the students will follow your lead. For example, teach students to ask, "May I play with you?".

When you act as a good role model in everything you say and do in the classroom, your students will have more respect for you. Unfortunately, we've all seen students decline to respect their elders and one another. However, when you offer consistent, meaningful modeling, students can learn how to speak and behave in constructive ways. Your classroom management will only benefit from you modeling classroom behavior.

Visual Reminders in the Classroom

We've all used visual reminders (cues): from a stop sign letting us know where to brake, to an arrow pointing us in the direction of the restrooms. Your students will benefit from seeing visual reminders, too, especially those students who need accommodations for exceptional student education (ESE) or English to Speakers of Other Languages (ESOL) services.

When students see a picture or visual aid, they can better understand your request or instruction. All of your students will benefit from this Positive Behavioral Interventions and Supports (PBIS) strategy of visual cues so that they **understand the expectations** (the 'U' of RUSTY).

What are the benefits?

These routine **and structure** techniques, through visual reminders, help the students **understand your expectations** for their classroom behavior during all activities. Instead of a student wasting class time, they will know exactly what to do. Remember to hold your students accountable with **student feedback** to encourage **engagement**. When you have visual reminders, including those aids always present and sometimes present, you reinforce positive classroom behavior.

Why does this matter?

As an Applied Behavior Analysis (ABA) strategy, visual cues make instructions and **expectations** clear for the entire classroom. This accountability aids each student in framing their mindset for success. When you display a rule, activity, or reminder, this **structure** provides an optimal learning environment for improved formative and summative assessment results.

What does this look like?

You can accomplish visual reminders by using visual schedules. This aid will change day-to-day based on the lessons and activities. To improve classroom behavior, display your classroom's full daily **routine** on the wall/board. Another vital visual reminder, that you should always have visible, is your posted classroom rules. Add a picture to each rule to foster understanding in every learner. By posting your rules in a prominent, clear way, you promote PBIS for improved classroom behavior.

When using visual reminders as an ABA classroom management strategy, you must follow through on planned activities so students trust and bond with you. Also, you can point to the visuals to hold students accountable with non-verbal cues.

Click Here for RUSTY's Helpful Rules for Classroom Management Posters, SEL, PBIS

Scaffolding and Fading for Excellent Classroom Behavior

Model Prompt | Verbal Prompt | Independent
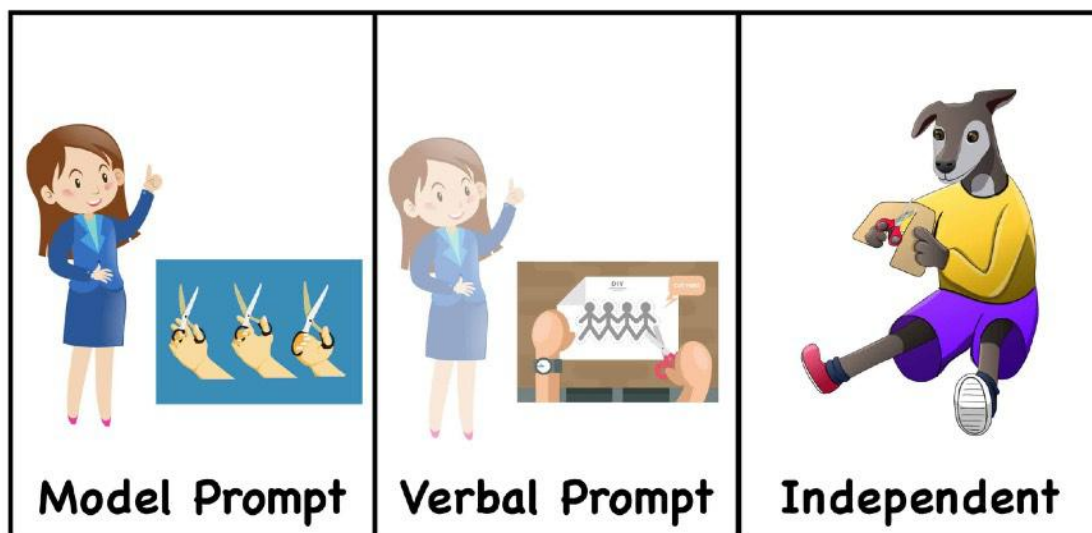
Imagine a sunset fading beyond the horizon. Just as the sun fades away, you, as a teacher, can fade into the background to allow students to practice independence. Of course, the sun always comes back and is never gone from existence, just as you are still a presence to support your students. Educational fading works hand-in-hand with scaffolding.

Educational scaffolding, as a learning and behavior management strategy, means using techniques, tools, and supports to chunk a lesson. As you gradually remove your involvement in the lesson and instead put more responsibility on the student, you are fading.

This classroom management strategy provides routine **and structure** as you utilize student feedback and promote **engagement** ('R' and 'S' of RUSTY). This process of fading works as an excellent Positive Behavioral Interventions and Supports (PBIS) strategy.

What are the benefits?

Children who feel they cannot complete an activity may act out, distract others, or decline to try participating at all. On the other hand, when you check in and provide **student feedback**, you know each child's level of understanding. When you check in with all of your students, you can achieve Innovative results on observations.

As you practice fading and your students increase their **engagement** in a lesson, you will see improved classroom behavior. Additionally, the more you fade in a lesson, the more you can devote your attention to students who need accommodation or extra support. These

students include exceptional student education (ESE) and English to Speakers of Other Languages (ESOL) children.

Why does this matter?

As your students become more active in their learning, they acquire more knowledge. When they take true responsibility for their learning acquisition, they internalize their motivation to succeed. This process will yield better formative and summative results on assessments.

What does this look like?

Here is one proactive behavior management strategy for fading involving a student who depends too much on you, his teacher, for playtime. To gradually fade yourself from the sessions, start by watching him play with others without you speaking. Once the child starts to feel comfortable, walk away and watch from a distance while he is playing. Fade your attention away from him and onto others in the classroom. The final step is to gradually move farther and farther away from where the child is playing.

After every successful session without problem behaviors, reward the student for allowing you to fade. Give him particular praise as to why he received the reward. For example, you can say, "You played blocks with your friends. You didn't get upset. I'm so proud of you! Let's go get a dog bone [reward]!"

Caution: do not prompt the student about the fading because he might get anxious about what will happen next. You need to keep him relaxed to have fun in the sessions. The fun experiences will motivate him to repeat good classroom behavior.

With enough patience and practice, this student will no longer rely on your presence at all. Laying the groundwork for this process will grow more important the older he becomes. You can apply fading to an unlimited amount of different lessons as a PBIS strategy.
Click here for our Learning to Stay Positive – Social Skills Behavior Story – SEL

S: Student Feed Back and Engagement

The sooner you give rewards (tangible and intangible)—and the more specific the praise is—the better classroom behavior you will see. When you encourage beneficial behavior, the students will enjoy receiving attention for "getting caught" doing a positive behavior.

In a real-life example, in a middle school classroom the teacher employs timely and precise rewards for exceptional behavior. For instance, when a student consistently completes their assignments on time, the teacher acknowledges their effort by offering extra time for a preferred activity or publicly commending their responsibility in front of the class. This proactive approach not only reinforces positive behavior but also motivates other students to follow suit, fostering a classroom culture that values diligence and responsible conduct. As a result, the overall behavior dynamic becomes more harmonious, promoting a conducive learning atmosphere and enhancing students' overall academic experience.

Topics
- Bonding with Students Creates Better Classroom Management
- Redirection To Promote Better Classroom Behavior
- Give Immediate and Specific Praise
- Motivation Checklists Promote Student Success

Bonding with Students Creates Better Classroom Management

Whether you are an adult at a career job or a child in a classroom, you respond to both positive and negative feedback. Consider how proud you'd feel if you received a great comment from your superior on your observation result. Imagine a teacher bringing a trashcan to a student who is chewing gum so that the student spits out the gum without a word being exchanged. These little things help you bond with your students.

By giving your students feedback, you can improve classroom behavior; your authentic, helpful feedback encourages each student's better, more meaningful engagement in lessons. **Student feedback and engagement** represent the 'S' of the RUSTY System. The best way to use this Positive Behavioral Interventions and Supports (PBIS) strategy is through bonding or pairing with each student. You will implement better classroom management as you bond/pair with your students.

What are the benefits?

Every person's willingness to complete a task depends on both extrinsic (external) and intrinsic (internal) motivation. Extrinsic motivation relies on outside factors, like the desire to receive ice cream for getting an 'A' on a test. Intrinsic motivation comes from within like the internal drive to run a faster mile than the last benchmark just to make yourself proud.

Both types of motivation increase when someone has a positive connection with a role model. As natural role models, teachers show students how to behave. By bonding with a student, you increase their motivation to succeed.

Why does this matter?

Bonding with a student is important to giving **student feedback** and encouraging their **engagement**. A student will struggle to respect a person with whom they have not bonded. For this reason, the unbonded student will not internalize nor act on future corrections you give either. On the other hand, you will witness less negative classroom behavior when your students look up to you. This evidence-based instructional

practice (EBIP) leads to more efficient classroom management and increased participation in lessons. In turn, students will show increased numbers in assessment data because they feel motivated to succeed.

What does this look like?

As the role model, you can model the expected task to show students what they should (and shouldn't) do. As you model, you can use a one-step direction to cover multiple steps. This classroom behavior technique works alongside Routine and Structure. When you use repetition for a one-step direction that the students have seen before, they will Understand the Expectations. Consider, alternatively, Exceptional Student Education (ESE) and 504-plan students (i.e. children with IEP or IAP plans). These students may have accommodation requirements to chunk the activity. Remember to apply differentiated instruction to every lesson, as well as to every piece of **student feedback**. Every kid is unique, so each one deserves special feedback that applies to them. Always, be consistent with your **student feedback**, meaning clearly express your expectations for positive and negative behavior.

One of the most important EBIPs you can implement through **student feedback** is praising your students. Examples include giving a high five, complimenting a great answer to a question, showing a thumbs up, and saying "great job for doing [something specific]." Be ready to catch your students making good choices. Plan to give five praises for every correction.

When the negative classroom behavior isn't dangerous, redirect rather than give corrections. To do this strategy, don't mention the negative behavior but direct the student back to the task or a productive activity. As an example, if a student is drumming with pencils on the desk, do *not* say "Stop drumming on the desk"; you might instead say, "[Name], please use your pencil to write." By pointing out the drumming, which you want to stop, you accidentally pair yourself as someone who will respond to the student's negative behaviors. This accidental pairing can become a fun, unproductive game for the student. Prioritize praising on-task students rather than putting attention on disruptive students.

When you can, walk around the room and check-in with all your students. This bonding style works for both play and work time because you are giving the students positive attention. Even joining in with your students as they play or work for a few minutes allows for strong bonding.

Try talking about what your students like and playing with them without questioning their neutral behaviors. In this manner, you refrain from putting demands on students. For example, instead of asking "What are you doing?", say "I love how you are pushing the car," "You are doing a great job standing in line," or "Look at how fast you ran."

Clear and honest **student feedback** leads to higher levels of activity **engagement**. As you build rapport with your students through this feedback, you bond with them. When you use this Applied Behavior Analysis (ABA) technique, you foster the increase of student motivation and improvement of classroom behavior.

Redirection To Promote Better Classroom Behavior

Image by Santiago Gonzalez from Pixabay

A student runs around a third grade classroom without anyone chasing them. The teacher says "Come help me quickly clean up these blocks." The student stops running and instead uses their extra energy (zoomies, if you will) to work with the teacher to clean up. Notice how the teacher didn't scold or even mention the student's running. Yet, the negative behavior stopped and a positive behavior began.

This clever teacher didn't call attention to the behavior that they wanted to stop but encouraged the student to complete a more rewarding activity. Since no one was chasing the student, doing the functional activity with the teacher was more rewarding. This Positive Behavioral Interventions and Supports (PBIS) strategy is called **redirection**.

For the RUSTY System, redirection falls under the 'S' for student feedback **and engagement**. When you transition away from reinforcing attention-seeking behaviors towards redirecting students to helpful behaviors, you can dramatically improve your classroom management.

What are the benefits?

Redirection allows you to subtly reclaim your classroom management. When children receive negative **student feedback**, like being chided for running around the room, they may respond negatively. The child may act out by running more (pretending to ignore you) or starting an even more disruptive activity. Alternatively, offer attention (by talking to them or using nonverbal cues) while encouraging a shift in their classroom behavior (by giving them the new activity). In this way, you teach them to **understand the expectations** while giving an actionable alternative to the unproductive and/or distracting action.

Why does this matter?

When you call attention to a negative behavior, you are still offering a child attention. Some children don't care if the attention is positive or negative, as long as they are getting the attention, especially from an adult.

When you bring attention to a behavior that you want to stop, you are accidentally reinforcing the activity. Instead, redirection allows for a smooth transfer of a time-wasting action to a constructive activity. By removing the distraction, all of your students can focus on the productive task.

What does this look like?

Maybe you're wondering: if I'm not calling attention to their behaviors, how do I ever stop them? Set strong **expectations** and be consistent:

• Make sure your students know the expectations before each activity starts.
• Use many redirections with minimal (preferably no) words about what they are doing wrong.
• Get their attention, such as by snapping your fingers or clapping, then point.

Sometimes, different activities are not available, but you still don't want to call attention to the behaviors. For example, I had a student who would slide out of his chair at lunch. The lead teacher would say, "Let me help you. Elevator up," and then he would sit in his seat. She never told him to get back in his seat; she never touched him. She gave him attention without calling extra attention to the negative behavior.

Give praise when any student makes a good choice, but especially offer extra praise when a student with known classroom behavior issues does well. Not only will this student see how you praise others, but they will notice and appreciate the emphasized praise for them.
Your goal should be to give five praises for every correction. For this reason, redirection acts as a fantastic alternative to correction. Keeping the vibes in your classroom good will make classroom behavior better, and you'll all feel happier.

Give Immediate and Specific Praise

On your social media, when you receive a "like," you may appreciate someone engaging in your post. On the other hand, when you receive a comment, you probably appreciate the commenter's involvement in your post more than a simple "like." If the comment is specific and positive, such as a compliment, this appreciation is likely even stronger. ***And an immediate, positive response or praise feels awesome!*** Use this Applied Behavior Analysis (ABA) technique in the application of educational psychology to your classroom. When you give immediate, specific praise to a student, you are using a strong **Positive Behavioral Interventions and Supports (PBIS)** strategy. This behavior management strategy—which falls under the 'S' (student feedback **and engagement**) of RUSTY—can improve your students' classroom behavior.

What are the benefits?

The sooner you give rewards (tangible and intangible)—and the more specific the praise is—the better classroom behavior you will see. When you encourage beneficial behavior, the students will enjoy receiving attention for "getting caught" doing a positive behavior.

Then, they will do this productive behavior again, at which point you will praise them again. Eventually, the students will be proactive without you even around. For example, I always appreciate receiving completed homework, as well as positive substitute notes.

Why does this matter?

Use immediate, specific praise as an evidence-based instructional practice (EBIP). This way, you will encourage the students to understand the expectations quicker. The more you use this student feedback behavior management strategy, the better the students will engage in the lesson. The benefits of student engagement in statistics and classroom behavior are well worth your praise.

What does this look like?

Praise is an indispensable EBIP. A good rule of thumb: give five praises for every correction. Examples include:

1. Giving a high five or fist bump
2. Complimenting a great answer to a question
3. Showing a thumbs up
4. Saying "great job for doing [specific behavior]"
5. Giving a piece of candy for participation
6. Giving a hand stamp or sticker reward

Concerning classroom behavior, always be prepared to **"catch" your students making good decisions.** Give special praise to a student who frequently misbehaves when they authentically do a task well. This student will take notice of how the positive attention made them feel proud.

Click Here for the RUSTY says nice things to his friend's behavior story!

Motivation Checklists Promote Student Success

What does your to-do list look like? Do you use a digital calendar, a physical agenda book, a bullet journal, or sticky notes? When you complete a task, how do you feel about check marking, crossing off, or even deleting the to-do item? If you're like me, you feel proud and motivated about your task completion. Also, I put "have lunch" on my checklists to encourage myself to engage in self-care. Consider how you can implement a motivation checklist in your classroom.

A motivation checklist is a tangible paper that a student (or adult) can use to check off productive tasks upon completion. Similar to breaking down or chunking lessons, teachers can use motivation checklists as a Positive Behavioral Interventions and Supports (PBIS) strategy for better classroom behavior.

What are the benefits?

Everyone's motivation depends on both extrinsic (external) and intrinsic (internal) factors. Extrinsic motivation relies on externals, like the desire to get candy for classroom participation. Intrinsic motivation relies on internals, like longing to earn an 'A' just to make yourself proud at mastering a topic.

Motivation checklists foster the growth of intrinsic motivation through this extrinsic, physical checklist. The paper works wonderfully as an aid to student feedback **and engagement**. This classroom management strategy also works hand-in-hand with routine **and structure**, as well as rewards. For these reasons, this topic covers multiple parts of the RUSTY System.

Why does this matter?

No matter where a student's motivation comes from, your student will not do an activity for which they have no desire to complete. You can encourage your students with personalized checklists as an evidence-based instructional practice (EBIP). The more engaged the students are in each lesson, the more they will learn.

What does this look like?

This PBIS strategy of motivation checklists can look as simple or as involved as it needs to for your classroom behavior. Have fun getting creative with implementing this behavior management strategy.

Base each child's motivation checklist on that child's learning and needs. Differentiate instruction for each checklist to encourage students to meet learning goals.

One highly efficient teacher I know utilized a motivation checklist to chunk a full project into smaller parts. Over the week's lessons, the students had to approach the teacher to check off each part. In this teacher's experience, the more checked items the student earned, the more motivated they became to complete the next step. Each step leveled-up from the previous step, meaning the tasks grew progressively more challenging.

This teacher incorporated rewards by offering puzzle pieces (which the students had first colored and cut out themselves). She displayed every student's puzzle on the wall. Each student had a piece of hung-up construction paper on which they glued each puzzle piece. Every single puzzle piece acted as a token by representing a tangible reward the teacher gave at the end of the week.

The puzzle display acted as each student's motivation checklist, too. They could proudly show off their earned pieces and encourage one another to move on to the next step through healthy competition.

Motivation checklists display positive behavior for everyone to see: the student, teacher, caregivers, and even administrators. As elusive as motivation often seems, every person in the world finds motivation somewhere. Teachers can use behavior management strategies to encourage students to complete activities.

Click Here to see some of our **Motivation Checklists** on Teachers Pay Teachers

T: Token Economy
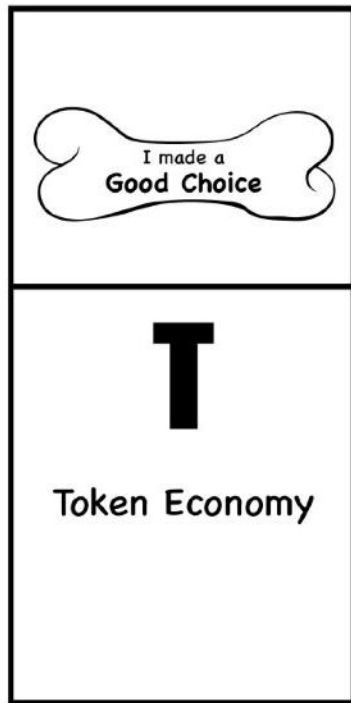
By rewarding students in your classroom, you offer student feedback and encourage student engagement. Examples of reward systems include immediate, specific praise written on a reward and a **token economy**. When you use rewards within Applied Behavior Analysis (ABA), you will implement a beneficial behavior management strategy.

Real-life example: in an elementary school classroom, a teacher implements a reward system to foster student engagement. When a student actively participates in classroom discussions, the teacher promptly acknowledges their contribution with a sticker that includes specific praise related to their insightful comment. Additionally, the students can collect these stickers to redeem small prizes, creating a token economy that reinforces positive behavior. This approach not only provides immediate feedback to students but also motivates them to actively participate, fostering a vibrant and interactive classroom environment that encourages both learning and positive social interaction.

Topics
- Implement Positive Reinforcement:
- Encourage Better Classroom Behavior Via A Reward

Implement Positive Reinforcement:

Celebrate and acknowledge positive behavior regularly. Use verbal praise, high fives, or other positive reinforcements to recognize students for their efforts in meeting behavior expectations. Consider implementing a whole-class or individual reward system to incentivize positive conduct.

What are the benefits?

Positive reinforcement in the classroom fosters motivation, engagement, and improved behavior. Recognizing and rewarding students' positive actions encourages active participation, leading to better academic performance and increased self-esteem. It strengthens teacher-student relationships and cultivates a positive learning environment where students feel valued and respected. By focusing on positive behaviors, teachers effectively manage classroom conduct, reducing disruptions and creating a supportive space for all students to thrive.

Why does this matter?

Implementing positive reinforcement in a classroom matters because it promotes a positive and effective learning environment. By using rewards and praise to strengthen desired behaviors, positive reinforcement motivates students, enhances their engagement, and improves academic performance. It fosters a sense of accomplishment and self-worth, leading to increased self-esteem and confidence. Positive reinforcement also helps manage classroom behavior, reducing disruptions and creating a conducive space for learning. Moreover, it builds strong teacher-student relationships and cultivates a supportive classroom culture where students feel valued and encouraged to participate actively. Overall, positive reinforcement plays a crucial role in promoting student success and creating a positive atmosphere for learning.

What does this look like?

Positive reinforcement in the classroom takes various forms. Teachers may use verbal praise, such as complimenting students for their efforts or achievements. They can also provide tangible rewards like stickers, certificates, or small treats to reinforce positive behavior. Additionally, written notes of appreciation or recognition can have a significant impact on students. Teachers may acknowledge students publicly in front of their peers or privately to celebrate their successes. The implementation of positive reinforcement should be consistent, fair, and tailored to individual student needs and preferences. By visibly appreciating and rewarding positive behaviors, teachers create a supportive and encouraging learning environment for their students.

Encourage Better Classroom Behavior Via A Reward
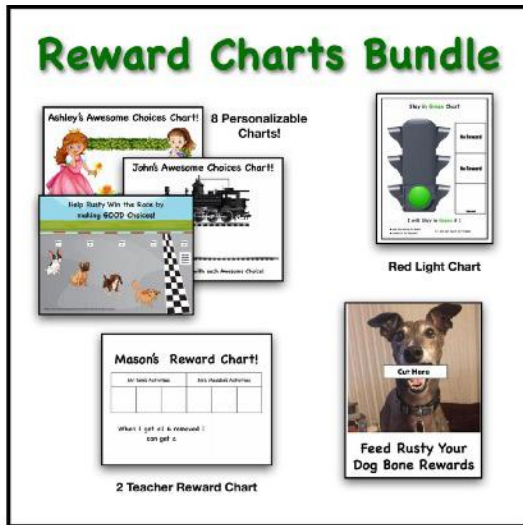
As a teacher, you get paid, or a reward, every two weeks or every month. Your pay schedule is a real-world example of a routine **and structure** ('R' of RUSTY System). Routines can go beyond just a schedule. Consider the following routine, which I call a reward or "paycheck," as a Positive Behavioral Interventions and Supports (PBIS) strategy for improved classroom behavior.

What are the benefits?

By rewarding students in your classroom, you offer student feedback and encourage student **engagement**. Examples of reward systems include immediate, specific praise written on a reward and a **token economy**. When you use rewards within Applied Behavior Analysis (ABA), you will implement a beneficial behavior management strategy.

Why does this matter?

Rewards are an essential part of any ABA-based behavior program. Rewards reinforce the behavior you want your students to achieve. Think of a reward like the paycheck that adults receive for doing their work. Students don't get paid with money, so they need another type of paycheck.

What does this look like?

Whole-class reward

There are several ways you can do an entire class reward system. One I use as a behavior management strategy is RUSTY's certificates. After completing each weekly concept, the class receives a completion certificate. RUSTY's certificate for each completed weekly group of lessons earns the class a dog bone printed with the concept's name.

Here are some suggestions for displaying the dog bones to remind the students of their diligent work. Choose one way to show off the collected bones earned for every completed lesson.

•Making a paper chain link with the bone
- Making a RUSTY dog bowl to put the bones in and around
- Hanging a picture of RUSTY with the bones around him
- Making or using a dog bone box as a bulletin board display with bones coming out of the box

It's a fun challenge to see how long the chain can get or how many bones RUSTY has throughout the year. When the students see the reward every day, they have a constant reminder of their efforts.

Daily rewards

The only limit on daily rewards is your imagination. For example, your students can feed their bones to RUSTY:

1. Print and laminate the picture of RUSTY.
2. Cut an opening for his mouth, and then staple RUSTY to a bag.
3. When the students receive a dog bone from someone, they can feed it to RUSTY.

You can have one bag with RUSTY's face on it for the whole class, or each student can have their own bag. If you'd like, your students can each color their own RUSTY picture.

Anyone can award a student for completing the daily activity at any point during the day. This reward can come from a peer or another teacher. If a student wants to reward someone, they need to tell an adult why they think that person deserves the reward. This peer-reward system reinforces each participating student's understanding of the concept. The adult will write the receiving student's name and this information on the back of the bone. Someone can put the bone into the bag as a surprise or give it directly to the student.

Always introduce a new reward system and reinforce the system as a classroom management strategy. For example, you can explain to the class how the lessons this week will use "I Controlled My Anger" dog bones to reward students who practice explaining their feelings without yelling. As part of the Friday lesson plan, the students can take their bones home and show their caregivers.

Most important: don't forget to write the student's name on the reward. When you involve the children's caregivers, the adults will appreciate receiving positive feedback on their student's progress. In this way, your classroom management strategies get reinforced at home.
Click Here to see our rewards systems on Teachers Pay Teachers

Y: "Yes!" is what you'll say about your class's behavior!

Implementing the RUSTY System in your classroom will be a game-changer! While it initially might take some time and effort to establish, the benefits far outweigh the investment. Your classroom will be more manageable, and you and your students will experience a more positive and productive learning environment.

The RUSTY System will help you address various situations that commonly arise in any classroom setting. For instance, dealing with students who struggle to stay focused on tasks, control their impulses and will help you support students who struggle to remember their responsibilities and assignments. The system will encourage critical thinking and collaboration among students, fostering an environment where they can learn from one another.

While implementing the RUSTY System and these specific strategies required patience and persistence, the positive changes you will observe in your students will make it all worthwhile. You will see that they are more engaged, confident, and self-aware, which translates into improved academic performance and overall well-being.

In conclusion, the RUSTY System and the various strategies tailored to specific classroom situations will transform your teaching experience. Your classroom is now a thriving and supportive learning community, and you will be thrilled with the progress your students will make. Embracing these strategies can not only improve classroom management but also enrich the educational journey for each and every student. Use the RUSTY System to continue refining your approaches to ensure your students receive the best education and support.

Products and Activities

Each activity in our collection was specifically designed and tested with my students, ensuring their effectiveness. I continuously update and refine these resources based on real-time feedback and outcomes. From interactive learning tools to educational games, we have everything to enhance their academic journey.

Free

Free and Sample Products

Pre-K - 3rd Grade

Behavior Stories and Lessons

🐶 Subject: Dealing With Others

🐶 Subject: Following Directions

🐶 Subject: Games / Turn Taking

🐶 Subject: Learning Manners

🐶 Subject: Personal Gain

🐶 Subject: Using Words

🐶 Subject: All About Emotions

Kindergarten - 8th

Executive Functioning

📁 EF Direct Behavior

📁 EF Emotional Control

📁 EF Metacognition

📁 EF Organization

📁 EF Response Inhibition

📁 EF Sustained Attention

📁 EF Time Management

📁 EF Working Memory

Other Helpful Tools

Behavior Games

Classroom Visuals

Educational Activities

Reward Charts

Task Cards

Turn Taking Games

Contact me at MrTom@RustyTheGreyhound.com with any questions.