

TABLE 3. Operational Definitions of the Classroom Materials and Teaching Used to Measure Teachers' Implementation of Universal Positive Behavior Support (PBS) Practices

Classroom material or teaching practice	Operational definition
1. Rules poster with three to five positively stated rules	Posters may be of any size, as long as they are affixed to a wall no higher than 4 feet tall and not blocked partially or in full by furniture or other materials. Must include at least 3 and no more than 5 positively stated rules in both picture and written forms.
2. Posted classroom schedule	Classroom schedule includes sequenced pictures of classroom routines and is posted at eye level for children. Schedule includes words and/or pictures and is affixed to a wall no higher than 4 feet tall and not blocked partially or in full by furniture or other materials.
3. Classroom matrix of behavioral expectations for each classroom routine	Classroom matrix includes behavioral expectations for each classroom routine (e.g., free play, circle time, snack). Matrix can be of any size and located on either a wall or in a teacher's materials (e.g., binder, folder), as long as it is easily accessed by the lead teacher or other support staff. Each classroom routine must be depicted on the matrix, as well as each classroom rule. Some expectations (less than 80%) may repeat across routines (e.g., keep hands to self in circle and free choice).
4. Transition signal	Teachers use a system other than or in addition to a verbal direction to signal a transition from one activity to another. Signal may be auditory (e.g., ringing a bell, singing a song), physical (e.g., putting hand on head), visual (e.g., turning off light momentarily), or gestural (e.g., pointing to a picture). Signal must accompany or be no later than 10 seconds after a verbal direction.
5. Warning prior to transitions	Teachers provide a warning before a transition from choice, free play, or outside play to another activity. Teachers provide a specific warning indicating that the activity will end soon (e.g., "5 more minutes," "It's cleanup time soon") prior to any child's transition to the next activity.
6. Precorrection	At least one teacher makes at least one statement about expected behavior to one or more children in the absence of misbehavior. For example, a teacher states, "Remember to use your walking feet" before the children walk in the hall, where running is common but has yet to occur.
7. Acknowledgment system	At least one teacher makes at least one acknowledgment of a child's appropriate behavior, using a systematic procedure other than praise. May include activities such as giving children lotion for coming inside from the playground right away or providing children with a raffle ticket after they help a friend. Acknowledgment in the form of praise is included if the praise is systematic and consistent across teachers for the particular activity, such as recognizing children who are sitting appropriately at each circle.
8. Ratio of 4 positive statements to 1 negative statement	Teachers use ratio of 4 positive statements to 1 negative statement. Include all teacher statements in tally. Positive statements are defined as teacher statements made to one or more children that include praise or indicate approval. Examples include "I like how Billy is sitting criss-cross apple-sauce," "Thank you for putting your picture in your cubby," and "You're such a fast runner." Nonspecific positive statements, such as "Thank you," "That was nice," or "Good job," are also included. Negative statements are defined as teacher statements to children that include a reprimand, correction, or indicate disapproval. Examples include "Stop that," "Use a quiet voice inside," and "You've made Nico sad. Please say you're sorry."
9. Specific verbal praise	At least one teacher makes at least one positive and specific verbal comment to a child immediately following his or her appropriate behavior. Examples include "You were a nice friend to share with Eva," "Good job finding your name," and "I liked how you used your words to tell me you were upset." Nonspecific verbal praise—such as "Nice job" or "Great!"—are not included.