

Positive Behaviour for Learning: Universal Supports

Classroom Systems for Learning

Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes

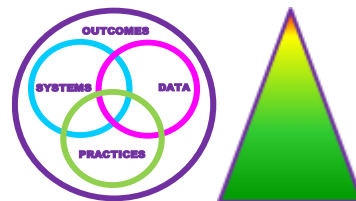
- ❖ proximity
- ❖ active listening
- ❖ eye contact
- ❖ pleasant tone of voice
- ❖ smile and use students name

Classroom Environment

Organising the physical space will include attention to:

- ❖ layout of learning space to allow movement, access to resources and defined areas for working
- ❖ lighting, ventilation and temperature control
- ❖ seating arrangements and plans
- ❖ storage of student, teacher and class resources
- ❖ displays of student work
- ❖ posting expectations and routines
- ❖ schedules and timetables

PBL Problem Solving Process and Continuum



Active Supervision

3 components: **moving, scanning, interacting**

- ❖ Allows for the provision of immediate learning assistance
- ❖ Increases student engagement
- ❖ Reduces inappropriate and increases appropriate behaviour
- ❖ Provides knowledge of students' use of expectations
- ❖ Allows for encouragement of those using expectations or appropriate behaviour
- ❖ Allows for timely correction of learning errors (academic/social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be

- ❖ **Observable**
- ❖ **Measurable**
- ❖ **Positively stated**
- ❖ **Understandable**
- ❖ **Always applicable**

Encouraging Expected Behaviour

Effective encouragement at a rate of **4:1** will increase:

- ❖ on task behaviour
- ❖ correct responses, work productivity and accuracy
- ❖ attention and compliance
- ❖ cooperative play
- ❖ foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students.

- ❖ **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
 - Individual questioning
 - Choral responding
- ❖ **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- ❖ **Other practices** –computer assisted instruction, class-wide peer tutoring, direction instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who **can** do assigned academic work but **choose not to** do it consider ...

- ❖ Activity sequencing
 - a. task interspersal
 - b. behaviour momentum
- ❖ Choice
 - a. order of completion
 - b. materials used to complete task
 - c. whom they work with
 - d. where they will work
 - e. what they can do once task is complete

Choice can be used class wide, to groups or with individual students.

Classroom Procedures and Routines

- ❖ Clarification of individual classroom routines/activities.
E.g. entering room, large group instruction, small group activities and independent seatwork time
- ❖ Explicitly teach using:
 - TELL
 - SHOW
 - PRACTISE
- ❖ Prompt or pre-correct regularly for success
- ❖ Continuously supported through monitoring and providing specific feedback

Responding to Problem Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- ❖ Consistency
- ❖ Active supervision
- ❖ Pre-corrects
- ❖ Calm, immediate response
- ❖ Specific, yet brief
- ❖ Quiet, respectful interaction with student
- ❖ Refocus class if needed

Remember the importance of prevention

Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- ❖ Assignments **length** or **time** frame allotted
- ❖ The **mode** of task completion
- ❖ The extent of **instruction** or practise provided