

## Section V:



### Summary of Today: What Every Teacher Should Know



#### A Guide to What Every Teacher Should Know In Order to Positively Support Student Behavior

1. **Dividing Attention: *This Basic Skill Is A Foundation for All Classroom Operations***
  - a. How to be aware of what is going on in all parts of the room
  - b. How to do more than one thing at a time

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2. **Transitions: *Lost Control Will Result in Significantly Reduced Learning Time***
  - a. How to smoothly transition between activities without delays and confusion
  - b. How to move students, materials, and furniture quickly and quietly for different activities

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3. **Lesson Structuring: *The Learning Sessions Require Supported Environment in Terms of Time, Space, Materials, and Interactions***
  - a. How to begin and end each lesson smoothly
  - b. How to gain and maintain attention, redirecting and diffusing disruptions
  - c. How to help students maintain organized materials
  - d. How to clearly communicate directions for homework or independent follow-up

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4. **Movement: *Environmental Support Requires Portability***
  - a. How to teach while moving throughout the classroom
  - b. Arranging the room optimally for interactions desired during an activity
  - c. How to move as a group from place to place around the school (to and from recess; lunch; restrooms; assemblies; other teacher's rooms)

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5. **Establishing Independence and Responsibility: *Students' Needs for Empowerment (A Sense of Power and Personal Ownership in Achieving Outcomes), Freedom Must Be Met In Acceptable Ways, or Unacceptable Ways Will Be Found***
  - a. Providing a multitude of choices within lessons and free time
  - b. Establishing jobs and chores and overseeing completion with minimally intrusive techniques

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- c. Using back-up activities, centers, and independent and cooperative on-going activities
- d. Teaching, monitoring, reinforcing the organization of possessions, notebooks, calendars, individual papers, and assignments (rather than simply expecting and evaluating success or failure)

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- 6. **Establishing and Teaching Rule-following Behaviors That are Developmentally Appropriate: *Continuously Drawing Attention to Rule-following Positively Supports Those Behaviors***
  - a. Establishing and maintaining specific rules for specific activities
  - b. Attaining general standards of interaction with minimally intrusive rules (e.g., hands/feet to self; friendly talking; work completion)
  - c. Using pacing techniques to increase on-task behaviors

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- 7. **Shaping, Modeling and Cueing behaviors: *Behavior Support Must Be On-going and Meet the Students' Needs for Belonging and Fun***
  - a. How and when to use verbal praise effectively
  - b. Establishing contingent access to desired activities to motivate students
  - c. Effectively using peers--both to cue and praise behavior

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- d. Implementing small group and whole class "challenges" and competitions
- e. Utilizing "unconditional positive regard" in shaping behavior
- f. Effective use of non-verbal cues to alter escalating behavior and cue alternatives

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- 8. **Problem-solving When a Student (or Group of Students) Have Broken Rules: *Maintaining the Students' Sense of Belonging and Skillfully Using "Mistakes As Opportunities to Learn" Results In New Learning***
  - a. Deescalating and redirecting students with fragile coping systems who are not currently rule-following using "time away" options, as well as verbal interactions that avoid power-struggles

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- b. How to debrief after a misbehavior and help the student identify positive replacement behaviors to use in later similar situations that are developmentally appropriate, realistic, and meet the student's needs effectively
- c. Utilizing classroom meetings and group discussions to solve classroom behavior difficulties

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**9. Improving an Individual Student's Behavior: *Individualized Support Benefits From Both Communication Enhancement and a Focused Attention on Environmental Supports and the Teaching of New Behaviors***

- a. Using enhanced home/school communication such as phone calls, daily report cards, behavior contracts; how to use mentorship programs with a designated "mentor" receiving the communication

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- Teaching alternative positive replacement behaviors that are realistic and developmentally appropriate; how to cue, model, role-play, shape, and monitor process
- Individualized environmental structuring, pacing, scheduling, reinforcement, structuring activities through individualized closure activities

**Training Materials**

- See [www.pent.ca.gov](http://www.pent.ca.gov) under training tab, then scroll to archives of Diana Browning positive environments tab, accommodations or behavior supports tab – add link to archives
- Yes, you may use ALL materials for training purposes.
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**Well Done!!!!!!**



**ALL DONE!!**

