

# Positive Behavioral Interventions Supports



- Teaching expectations
- Creating a positive physical space
- Routines for activities and transitions
- Class procedures
- Effective teaching strategies

<http://www.youtube.com/watch?v=H3AfbAHIJYc>

<http://www.youtube.com/watch?v=vwsKWixIA78>



<http://www.youtube.com/watch?v=iNCu61faiUU>

[http://www.youtube.com/watch?v=d\\_pGiUeVFEU](http://www.youtube.com/watch?v=d_pGiUeVFEU)

<http://www.youtube.com/watch?v=FWW4KogocfQ>






The background is a green chalkboard. At the top, a world map is mounted in a wooden frame. On the left side, a wooden ruler is placed vertically. The text is written in a white, rounded font with a purple shadow.

# Classroom Expectations

-  Discuss with a partner the classroom management practices you utilize in your classroom
-  Complete Classroom Management Practice self-survey

The background of the slide is a green chalkboard. At the top, a world map is mounted on the wall. On the left side, a wooden ruler is placed vertically. On the right side, there are faint chalk drawings of hands. The title 'Physical Classroom Structure' is written in a large, white, stylized font with a drop shadow.

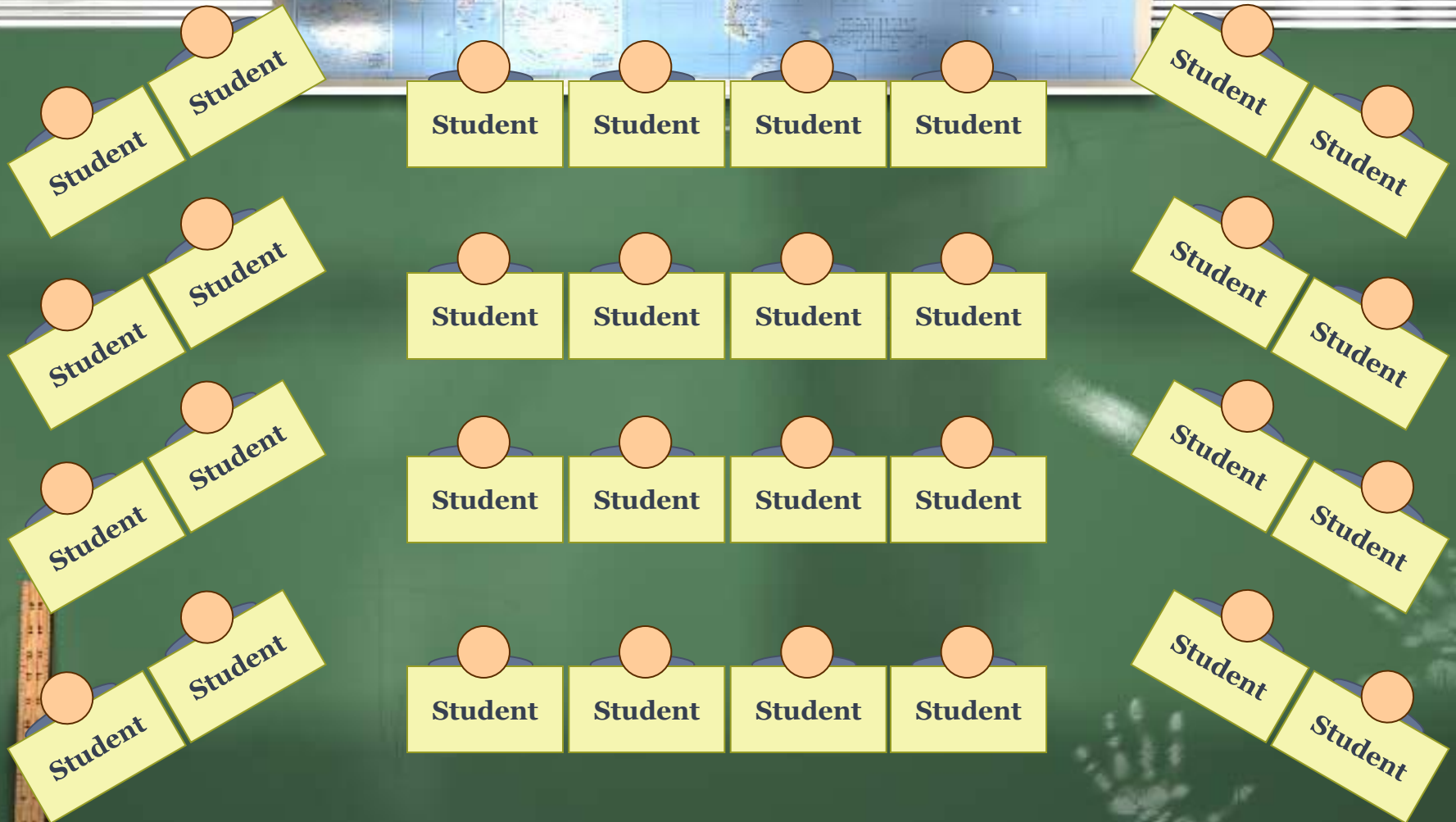
# Physical Classroom Structure

-  Create a positive physical space that is welcoming, safe, and clean to minimize distractions and reduce misbehavior.
-  Arrange desks so that the teacher can circulate throughout the room to reach as many students as possible
-  Keep in mind the types of instruction/activities you use
-  Have designated areas for small group instruction
-  Pair students together with meaningful intent, not randomly, ie. Proficiency levels, gender, special needs

 Examples....



















# Optimum Interior Loop



















Teacher



 <b>Student</b>	 <b>Student</b>	 <b>Student</b>	 <b>Student</b>	 <b>Student</b>	 <b>Student</b>	 <b>Student</b>	 <b>Student</b>
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**Teacher**

# Double E

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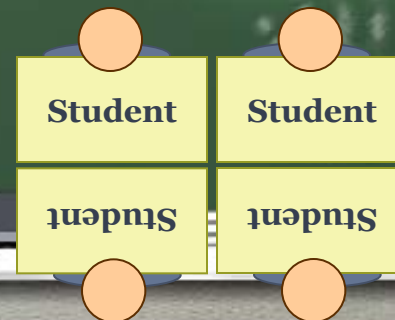
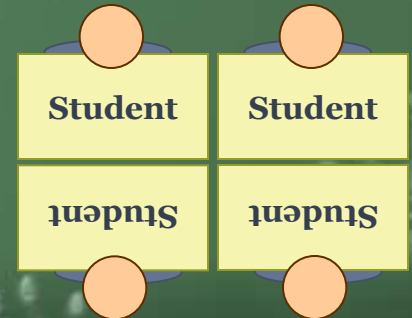
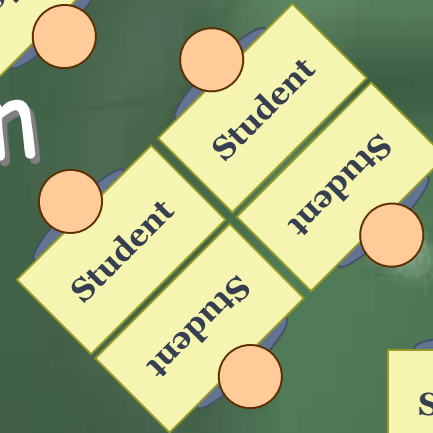
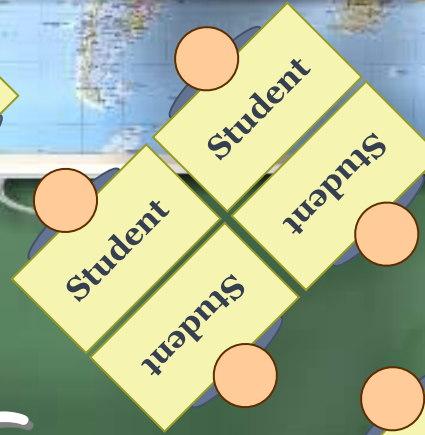
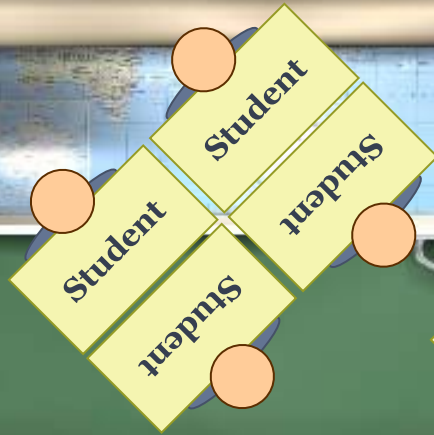
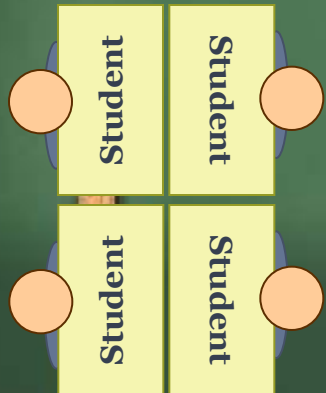
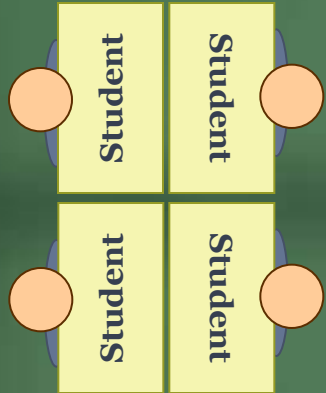


Electives?



# Free Form

Teacher









# Activity Expectations



Clarifying operating structures (routines) for activities and transitions















What are all the different activities you do in the classroom? pair-share






# Activities



-  Opening/attendance routines
  -  Teacher-directed instruction
  -  Group work
  -  Partner work
  -  Tests/quizzes
  -  Independent work
  -  Lab work
  -  Silent reading
  -  Locker-room
  -  Clean-up
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# Transition Expectations

 Define clear and consistent behavioral expectations for transitions between activities












 How do you transition between activities and do students understand them?  
Discuss







# Transitions

-  Before/after the bell rings
  -  Getting out supplies
  -  Students handing in work
  -  Teacher handing out materials
  -  Trading papers for correction
  -  Cleaning up after projects
  -  Putting things away
  -  Leaving the classroom
  -  Moving as a class to a different location
  -  To and from individual and cooperative group-work
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# CHAMPS

 Conversation

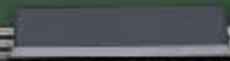
 Help

 Activity

 Movement

 Participation

 Success








## C: Conversation

 Can students talk to each other during this activity or transition?



# Voice Levels

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- 📖 0= Silence/No Sound
  - 📖 1=Whisper (No Vocal Chords, next person over)
  - 📖 2= Quiet Conversational Voice (people near you can hear)
  - 📖 3= Presentational Voice (entire class can hear you)
  - 📖 4= Outside Voice (hear across a playing field)
- 
- 





# H: Help

 How do students get their questions answered? How do they get attention?

 Raising hands, ask a partner, come to the teacher, using signals, go to resources....



# A: Activity

- 📁 What is the task or objective?  
What is the expected end product?
- 📁 Clearly posted and referred to  
before/after lessons




# M: Movement

 Can students move about?



# P: Participation

 What does the expected student behavior look and sound like? How do students show they are fully participating?






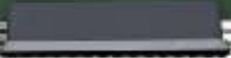



S: Success

 Teach CHAMPS for success







# CHAMPS Worksheets

-  CHAMP an activity - review example, choose activity, do on your own
  -  CHAMP a transition - review example, choose transition, do on your own
- 
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# Class Procedures


 Defining clear and consistent procedures in the classroom leads to greater structure and reduces misbehavior.

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-  How do students enter the class, how do they get attention, how to sharpen pencil, restroom usage, what to do when tardy, returning from an absence, silent signals, finishing work early...
  -  Explicitly teach these procedures from the beginning. Re-teach often






# Maintain Positive Expectations

 “When a teacher has low expectations for students, they achieve less than if the teacher has high expectations (Brophy & Good, 1986; Fuchs, Fuchs, & Hamlett, 1989).”






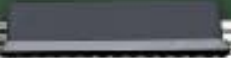



# Positive attitude and high expectations

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- 📖 Maintain a positive and realistic vision of students behaving successfully
  - 📖 Evaluate your own behavior and look for areas for improvement
  - 📖 Don't take it personally
  - 📖 Make an overt effort to interact positively with each student
  - 📖 Colleague discussions about students should be positive
  - 📖 Consult colleagues for help
  - 📖 Take care of yourself: physical, mental, and emotional health




# Effective Teaching Strategies

-  Implement effective instructional practices to keep students interested and academically engaged
  -  Students do not have time to misbehave when engaged in meaningful tasks
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# Teaching Strategies

- 📖 Clear group rules
  - 📖 Maintaining student attention
  - 📖 Smooth and effective transitions (CHAMPS)
  - 📖 Rapid pacing
  - 📖 Frequent checks for understanding
  - 📖 Appropriate student performance and behavioral feedback
  - 📖 Incentives/rewards are used
  - 📖 Personal and positive interactions with students
  - 📖 State clear objectives
  - 📖 Prior knowledge
  - 📖 Making connections
  - 📖 Be enthusiastic
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