4 Key Components for Increasing Positive Behaviors

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Empowering Educators to Foster Positive Student Behavior

Empowering Students to Learn and Thrive

Behavior support is not just for students who may be

exhibiting behaviors that interfere with learning.

All students need behavioral instruction and support
to optimize learning and well-being.

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Grounding & Check-In

1. Frustrated

2. Anxious

3. Neutral

4. Calm/ Relieved

5. Happy/ Excited

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4 Key Components of Behavior

Learning Objectives

1. Identify factors that impact student and adult behavior.

2. Optimize a positive classroom and school environment.

3. Explore behavioral skills that promote student success.

4. Identify effective classroom management strategies.

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4 Key Components of Behavior

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WHY

WHAT

HOW

**Understand Factors
that Impact Behavior**

**Create Positive
Learning
Environments**

**Teach Behavior Skills
and
Manage Behavior**

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WHY

Component 1: Understand Factors that Impact Behavior

- Child Development
- Adverse Experiences
- Mental Health
- Developmental Disabilities
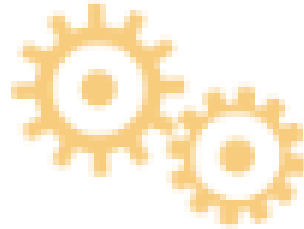- Implicit Bias
- Compassion Fatigue

Considerations for Understanding Factors that Impact Behaviors

1. Behavior is Communication.
   ➤ What does your behavior communicate?

2. Skills and abilities develop at their own rate for each student.

3. Generalization might require explicit teaching of how skills or abilities might work in other settings.

4. Emotional and physical state can impact a student's ability to use the skills they have developed.

5. Fight-Flight-Freeze responses may present as challenging behaviors.

6. Adverse experiences may be acute or chronic.

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WHAT

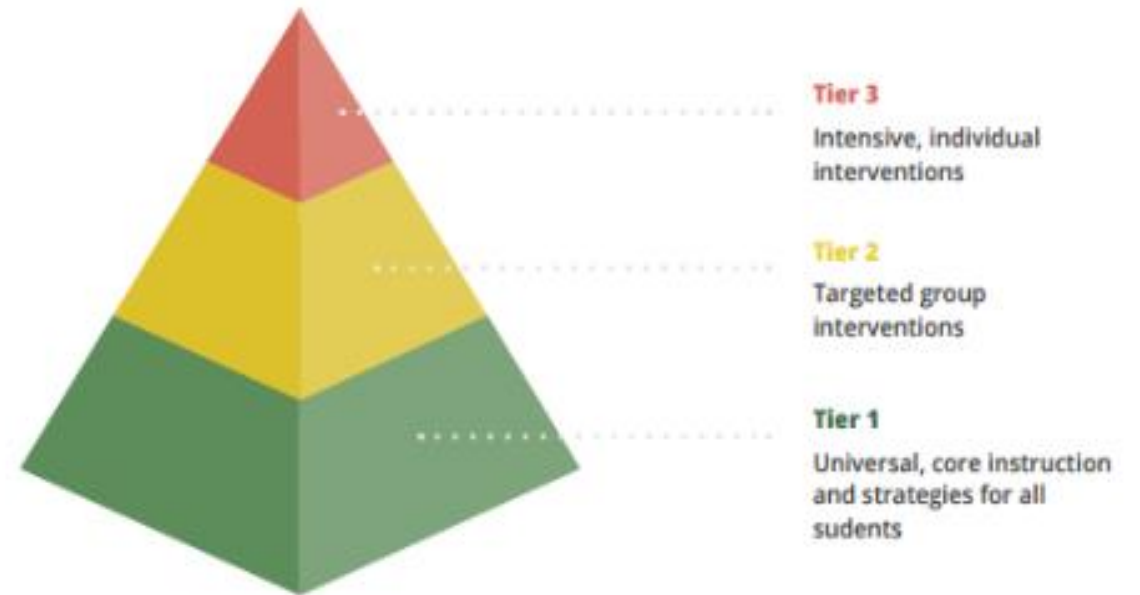**Component 2: Create Positive Learning Environments**

- Safe and Caring Classrooms
- Trauma-Sensitive Classrooms
- Classroom Management Systems
- Positive Behavior Interventions and Supports (PBIS)

Positive Learning Environments

- Proactive, prevention-based practices
- Instructional approach to behavior
- Consistent and predictable
- Culturally responsive
- Student-Centered
- Trauma-Informed
- Connected
- Safe

Tier 3
Intensive, individual interventions

Tier 2
Targeted group interventions

Tier 1
Universal, core instruction and strategies for all sudents

Example: PBIS
- ✓ 3-tiered instructional framework
- ✓ establishes a safe and supportive learning environment
- ✓ promotes behavioral, academic and social success for all students
- X   not a prize system

Tips for Creating a Positive Learning Environment

1. Incorporate daily check-ins: Greet students by name.

2. Build community: Include cooperative learning structures.

3. Integrate teaching skills that foster students' emotional well-being (self-regulation, problem-solving, asking for help).

4. Develop and clearly communicate relevant expectations and routines.

5. Be consistent.

6. Include students in decision-making.

7. Provide positive feedback.

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Positive Learning Environments

- **Student Centered**
- **Student Voice**

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Component 3: Teaching Behavioral Skills

- Self-Regulation
- Stress Management
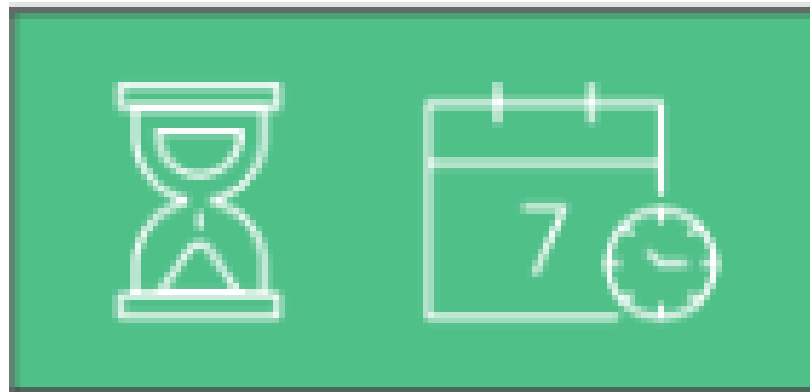- Time Management
- Organization
- Goal-Setting

- Cooperation
- Asking for Help
- Respect
- Conflict Resolution
- Focus

Teaching Behavioral Skills

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Improves:
- Executive functioning
- Self-regulation
- Relationships
- Collaboration
- Academic Success

TIME MANAGEMENT: CHECKLIST

Utilize this checklist as a reminder or self-check when teaching and fostering time management strategies.

Plan
- [ ] Involve students in determining the strategies that will meet their needs
- [ ] Maintain cultural responsiveness

Provide Strategies — Teach and encourage students to use one or more of the following strategies:

Time Estimation
- [ ] Ask students to estimate how long it will take them to complete a task
- [ ] Once the task is completed, have students write down how long the task actually took them to complete
- [ ] Encourage students to compare their estimated time to the actual time and reflect on the differences and similarities
- [ ] Teach students to add in more time than they think they might need as a buffer

Visual Timers
- [ ] Offer students a concrete representation of time. Examples include:
  - O Sand timer, or hourglass
  - O Digital timer
  - O Web-based timer

Identify Distractions
- [ ] Encourage students to identify internal and external distractions that prevent or delay them from completing things that they need to do. Help them brainstorm and use strategies to manage their distractions.

Other Strategies I am using
- [ ]
- [ ]
- [ ]

Goal Setting
- [ ] Teach students the SMART goal strategy to encourage responsibility and accountability for their time

Prioritizing
- [ ] Teach students to complete tasks that are both urgent and important first
- [ ] Teach students to break large tasks into smaller parts, and set timelines for completing each part

Planning Tools
- [ ] Teach students to use planning tools to manage their time and for organization. Examples include:
  - O Graphic Organizers
  - O Daily Planners
  - O Outlines
  - O Calendars

Scheduled or Timed Breaks
- [ ] Offer students movement and brain breaks. Examples include:
  - O Listening to music
  - O Watching a calming video
  - O Coloring
  - O Dancing
  - O Playing a quick game
  - O Taking a walk

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Tips for Teaching Behavioral Skills

1. **Identify skills students need to be successful.**

2. **Teach behavioral skills the same way you teach academic concepts.**

3. **Incorporate behavioral skill practice into academic lessons and assignments.**

4. **Provide positive feedback so they know they are doing it right.**

5. **Empower students to use these skills independently.**

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Component 4: Managing Behavior and the Environment

- Expectations, Rules and Routines
- Feedback and Reinforcement
- Managing the Physical Environment
- Daily Check-Ins
- Engagement Strategies
- Restorative Practices
- Response Strategies
- De-escalation Strategies

Classroom Management

Tier 1: Prevention Practices & Response Strategies

A classroom management system is a set of core practices and strategies used to foster and manage a structured and engaging classroom environment. A well managed classroom establishes a safe and predictable environment that positively impacts student learning and social interactions.

Establishing Behavioral Expectations:

Expectations, Agreements & Routines are:
- Developmentally appropriate
- Reflective of students' cultural values
- Observable
- Always applicable
- Measurable
- Positively stated

Classroom Expectations and Agreements

Classroom expectations are broad behavioral standards used to guide the teaching and practice of behaviors that support learning, engagement and positive social interactions.

Classroom agreements are norms or rules that provide clear meaning of what broader expectations look like in the classroom and how students can meet those expectations.
- 3-5 Meaningful Expectations
- Focused on high standards for ALL students
- Aligned with social and wellness skills
- Inclusive of student and family input

Teach Expectations, Agreements & Routines:
Instruct: Expectations, Skills, Purpose, Context
Demonstrate: Examples/Non-Examples, Model
Practice: Guided, Independent
Reinforce: Frequent behavior specific feedback, Group Contingency
Monitor: Remind, Prompt, Pre-correct

Responding to Inappropriate Behaviors:

Plan how to respond to inappropriate or interfering behaviors to effectively manage the classroom and maintain positive relationships. Focus on **re-teaching** the expected behavior or routine and calmly redirecting the student back to task.

Precorrect and Prompt: Reminding student of appropriate behaviors before they have the chance to make an error.

Error Correction: Calm, instructional approach to addressing interfering behaviors.
- Occurs immediately following the undesired behavior
- Avoids power struggle.
- Brief
- Specific
- Objective

Managing the Environment:

Physical Classroom Arrangement
- Maximize space
- Provide organizational systems
- Minimize distractions

Active Supervision
- Move
- Scan
- Interact

Encouraging Engagement & Expected Behavior:

4:1 Rule = 4 positive interactions to every 1 negative/corrective interaction
Behavior Specific Feedback
Tell students what they're doing right.
- Contingent on behavior
- Linked to school-wide expectation
- Immediate
- Positive
- Descriptive
- Provided frequently

Opportunities to Respond
Engagement strategy of randomized response styles to engage all students in the learning process.

3 response opportunities for every 1 minute of instruction.
Verbal: Choral, Peer Sharing, Calling Sticks
Non-Verbal: Dry Erase Board, Response Cards
Physical Responses: Thumbs Up/Thumbs Down, Moving around the classroom
Technology Based: Apps, Exit Tickets

Classwide Group Contingencies
A reinforcement system to meet goals of a group.
- Increase behavior, skill or routine
- Accessible performance criteria
- Consistent and equitable reinforcement
- Builds community

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Managing Behavior

Tips for Managing Behavior

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Plan ahead:

1. Predict problem areas, times and tasks and teach preventative expectations, routines and agreements.

2. Plan how to respond to inappropriate behaviors or behaviors that interfere with learning.

3. Ensure students receive at least 4 positive messages and interactions to every 1 negative message or interaction.

4. Focus on student growth and inclusion.

4 Key Components of Behavior: Recap

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WHY

**Understand Factors
that Impact Behavior**

WHAT

**Create Positive
Learning
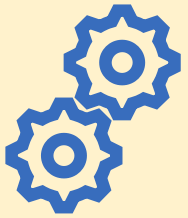Environments**

HOW

**Teach Behavior Skills
and
Manage Behavior**

4 Key Components of Behavior: Reflect

Themes

What's working well

1 Take-away

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4 Key Components of Behavior

Frequently Asked Questions

1. I want to know more about my students and try to understand what they are bringing with them every day, but how do I do that without being too nosey and still have time to teach?

2. How do I implement all of those classroom management strategies at one time?

3. I feel like I am constantly correcting students and I want to have more positive interactions with them.

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Classroom Management Systems: Checklist

Utilize this checklist as a reminder or self-check of the prevention practices and low-intensity response strategies of an effective and efficient classroom management system.

Proactive, Prevention Practices

Physical Classroom Arrangement

- [ ] Arrange furniture to maximize space
- [ ] Provide organizational systems
- [ ] Minimize visual and auditory distractions
- [ ] Minimize areas of congestion
- [ ] Provide paths and routines for efficient work-flow

Active Supervision

- [ ] Move
- [ ] Scan
- [ ] Interact

Teach Student Behavior

Expectations, Routines and Agreements are:

- [ ] Observable
- [ ] Measurable
- [ ] Positively stated
- [ ] Developmentally appropriate
- [ ] Always applicable

Setting and Teaching Classroom Expectations

- [ ] Define the expectation
- [ ] Include student voice
- [ ] Talk about the purpose of each expectation
- [ ] Provide explicit and objective examples
- [ ] Model the expectations

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Rethink Behavior Training Series

A comprehensive professional development series on positive behavior management that takes a holistic and strengths-based approach to supporting students, educators, school staff and families.

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Free Webinar Replay

https://get.rethinked.com/4-keys-for-positive-behavior-replay