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| C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900439178[1].png**Classroom Systems**Positive Behaviour for LearningDepartment of Education Adapted from Missouri PBIS Resources |

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| C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].png **Classroom  Expectations**C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].pngTo be effective, classroom expectations need to be* **O**bservable – *I can see it*
* **M**easurable – *I can count it*
* **P**ositively stated – *Tell students what TO do*
* **U**nderstandable – *the vocabulary is appropriate for the age/ grade level I teach*
* **A**lways applicable – *I can consistently apply it*
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| **Classroom Procedures and Routines**C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].pngC:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].png*Keep in mind –* * **WHY** is this procedure needed?
* **WHAT** is the procedure?
* **WHAT** are the steps for successful completion of the procedure?
* **WHEN** will the procedure be taught?
* **WHEN** will the procedure be practised?
* **WHERE** is the procedure needed?
* **WHO** needs to be taught the procedure?
* **WHO** will teach the procedure?
* **HOW** will you recognise compliance?
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| **Encouraging Expected Behaviour**http://www.breastcareessentials.co.nz/uploads/2/9/4/2/29420761/2564224_orig.png Effective encouraging can…* **increase**
* on-task behaviour
* correct responses, work productivity and accuracy
* attention and compliance
* cooperative play
* **foster** intrinsic motivation to learn that comes from mastering tasks
* have a **flow on** effect that may be long lasting
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| **Responding to Problem Behaviour**The keys to managing minor behaviours - * consistency
* active supervision
* calm, immediate response
* specific, yet brief then disengage
* quiet, respectful contact with student
* refocus class if needed

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|  **Classroom Environment*** well organised learning spaces
* light and ventilated
* seating plan
* accessible resources
* attractive, stimulating displays

The physical environment has a significant influence on learning. It gives students clear messages about how we value them and how we value learning.🖍 |

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| C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900123549[1].wmfC:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900123549[1].wmf**ActiveSupervision**3 components: ***moving scanning interacting**** allows for the provision of immediate learning assistance to students
* increases student engagement
* reduces inappropriate and increases appropriate behaviour
* provides knowledge on whether students are using expectations
* allows for frequent use of encouragement
* allows for timely correction of behavioural errors
* builds positive adult-student relationships
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|  **Opportunities to Respond**C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].pngStrategies for increasing student opportunities for response include* **verbal strategies:** students respond orally to teacher prompts or questions
	+ individual questioning
	+ choral responding
* **non-verbal strategies:** students use a signal card, writing or movement to respond
* **other strategies:**

C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\221ZDGQN\MC900431559[1].png* + computer assisted instruction
	+ class-wide peer tutoring
	+ direct instruction
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| C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HH4S202E\MC900439118[1].png**Relationships**C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HH4S202E\MC900439118[1].pngThe teacher-student relationship is the fundamental element of classroom climate.* use verbal and non-verbal prompts
* take opportunities to get to know the students and how they learn
* relate to students in a calm, firm and fair manner
* C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HH4S202E\MC900439118[1].pngmodel the interactions you expect

C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HH4S202E\MC900439118[1].pngGood relationships make behaviour management easier. |

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| **Activity Sequencing and Choice**For students who ***can*** do the work but ***choose not to*** do it consider …1. Activity sequencing
	1. Task interspersal
	2. Behaviour momentum
2. Offering choice

Remember … every lesson doesn’t have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.  |

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| C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ALYDQI9Z\MC900123551[1].wmfC:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ALYDQI9Z\MC900123551[1].wmf**TaskDifficulty** Will the student be able to complete the work if adjustments (of **content** / **process** / **product** or **learning environment**) are provided?* **Content**: e.g. using texts or novels at more than one reading level
* **Process**: e.g. develop activities that target auditory, visual and kinaesthetic learners
* **Product**: e.g. students to express what they have learned in varied ways
* **Learning environment**: e.g. areas to work quietly without distraction and areas that invite collaboration.
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