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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 Learning Department 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].png  C:\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   C:\Users\RPEARSON7\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0U7CJE75\MC900437743[1].wmf |



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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**Active Supervision**  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].png  Strategies 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].png  The 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].png  Good 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**Task Difficulty**  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. |