Positive Behaviour for Learning:
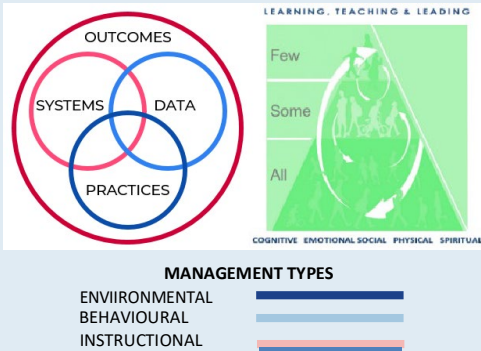# Tier 1 Classroom systems of support

PBL Problem Solving Process and Continuum

LEARNING, TEACHING & LEADING

OUTCOMES

SYSTEMS   DATA

PRACTICES

Few

Some

All

COGNITIVE EMOTIONAL SOCIAL PHYSICAL SPIRITUAL

MANAGEMENT TYPES

ENVIIRONMENTAL
BEHAVIOURAL
INSTRUCTIONAL

Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes

- proximity
- active listening
- eye contact
- pleasant tone of voice
- smile and use students name

Classroom Environment

Organising the physical space will include attention to:

- layout of learning space to allow movement, access to resources and defined areas for working
- lighting, ventilation and temperature control
- seating arrangements and plans
- storage of student, teacher and class resources
- displays of student work
- posting expectations and routines
- schedules and timetables

Active Supervision

3 components: *moving, scanning, interacting*

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/ social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be:

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

Encouraging Expected Behaviour

Effective encouragement at a rate of **4:1** will increase:

- on task behaviour
- correct responses, work productivity and accuracy
- attention and compliance
- cooperative play
- foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students.

- **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
  - Individual questioning
  - Choral responding
- **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- **Other practices** –computer assisted instruction, class-wide peer tutoring, direct instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who *can* do assigned academic work but *choose not to* do it consider …

- Activity sequencing
  - task intersperse
  - behaviour momentum
- Choice
  - order of completion
  - materials used to complete task
  - whom they work with
  - where they will work
  - what they can do once task is complete

Choice can be used class wide, to groups or with individual students.

Classroom Procedures and Routines

- Clarification of individual classroom routines/activities.

Examples: entering room, large group instruction, small group activities and independent seatwork time

- Explicitly teach using:
  - tell
  - show
  - practise
- Prompt or pre-correct regularly for success
- Continuously supported through monitoring and providing specific feedback

Responding to Problem Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- Consistency
- Active supervision
- Pre-corrects
- Calm, immediate response
- Specific, yet brief
- Quiet, respectful interaction with student
- Refocus class if needed

Remember the importance of prevention

Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- **Assignments length or time frame allotted**
- **The mode of task completion**
- **The extent of instruction or practise provided**