A B C's of Behavior

Using Assistive Technology

Center for Innovation and Low Incidence Support
Special School District

Accessible Educational Materials
AEM

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Description

All behaviors are a form of communication. Children usually have a logic behind the behaviors they exhibit. The function of the child's behavior can be to seek sensory, receive attention, escape a task or obtain a tangible want.

In this session, you will learn ways to incorporate positive behavioral support strategies in the Early Childhood classroom to increase classroom effectiveness and decrease misbehavior. Strategies for addressing clear behavior expectations, being proactive and redirecting misbehaviors will be discussed.

Assistive Technology

An assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

- Removes barriers to student achievement
- Increases student INDEPENDENCE
- Improves academic performance
- Fosters inclusion
-

Universal Design for Learning (UDL)

Universal Design for Learning is a set of principles for curriculum development that gives all individuals equal opportunities to learn.

UDL Fact Sheet

UDL

Objectives

- Participants will be able to recall implementation tips and strategies that can be used in supporting student behavior during instructional routines.
- Participants will be able to discuss providing students with friendly calming spaces or activities that can be used in supporting student behavior during instructional routines.

Norms

- Silence Cell phones
- Write questions on sticky notes (located on the table) and place the questions on the parking lots located on the side. Questions will be answered at designated times.
- We have scheduled a break in the presentation
- Be punctual when returning from breaks
- Keep conversations to a minimum

A B C's of Behavior

A → B → C

(Antecedent) (Behaviour) (Consequence)

3 Domains of Behavior Support

- Emotional Support
- Classroom Organization
- Instructional Support

Targeted Dimension - Behavior Management

- Clear Behavior Expectations
- Proactive
- Redirection of Misbehavior
- Student Behavior

Emotional Support

- Positive relationships among teachers and children, teachers' abilities to support social and emotional functioning in the classroom

Emotional Support

Acknowledge Actions - Behavior Strategy

Acknowledge Actions is a social-emotional learning strategy in which the teacher takes purposeful action (e.g., positive verbal statements, eye contact, gesturing, proximity) in order to make it clear to early learners that they are heard and noticed in a classroom setting.

Emotional Support

- To implement, the teacher reviews the instructional plans for the day and anticipates any opportunities for when students may benefit from extra acknowledgement (e.g., entering the classroom, centers rotations, transitions).
- Additionally, the teacher acts as a mindful observer throughout the school day to identify moments when students require increased attention (e.g., withdrawn, off-task, attention-seeking behaviors).

Emotional Support

- Teachers develop a range of approaches for Acknowledging Actions and determine which methods best suit a given situation.
- Acknowledge Actions shows students that they are valued members of the classroom environment, which is effective in boosting the confidence and motivation of early learners.

Acknowledge Actions - Implementation Tips

- **Preparing to Implement -** particularly effective during busy, self-directed times (e.g., learning centers, free play, transitions).
- **Building a Repertoire -** Write down specific verbal statements as well as nonverbal approaches to try.
- **Positive Reinforcement-** Capitalize on moments when students demonstrate positive efforts (e.g., exercising creativity, working on a task independently, helping others).

Acknowledge Actions - Implementation Tips

- **Proactive Timing -** Get to know your students' behavioral cues and aim to Acknowledge Actions prior to a misbehavior (e.g., "I see that you are ready to share. Once the story is finished, I will call on you to share.").
- **Whole Group Implementation -** Develop methods to efficiently Acknowledge Actions to the whole group (e.g., "I see that we are wiggling and need to move our bodies.").

Acknowledge Actions - Implementation Tips

- **Maintaining Empathy -** Keep in mind that early learners are newcomers to the classroom environment.(e.g., “I see that you’re wandering around. Did you need some more help getting started?”).
- **Meeting Individual Needs -** Some students may respond well to verbal acknowledgment, while others may respond better to subtler methods, such as proximity to the teacher.
- **Avoiding Pitfalls -** Show students they are heard and valued within the classroom environment.

Acknowledge Actions - Implementation Tips- Samples

- Verbal Acknowledgement
- Nonverbal Acknowledgement

Emotional Support

Teacher Modeling - Behavior Strategy

Teacher Modeling Mindset is social emotional development support strategy in which teachers use modeling rather than telling to illustrate appropriate attitudes, problem-solving and behavior. To effectively facilitate Teacher Modeling Mindset, the teacher acts as a keen observer, attentive to students' interactions, while monitoring students' behaviors and exchanges.

Emotional Support

- As opportunities arise, the teacher responds to students' needs and intervenes to model appropriate dialogue, behavior and provide feedback (e.g., "I sometimes feel overwhelmed, too. When I feel this way I take a big breath and count to three. Let's try it together!").

By acknowledging students' needs and responding calmly through modeling, students are able to internalize and transfer increasingly sophisticated mindsets to future situations, bolstering social emotional development, particularly emotional intelligence.

Teacher Modeling - Implementation tips

- **Identifying Trends**- Observe students' interactions and behaviors to identify trends and inform modeling.
- **Thinking Aloud**- Write down specific verbal statements as well as nonverbal approaches to try.
- **Using Specific Language**- Be specific in word choices when facilitating dialogue to support appropriate behavior and problem solving.
- **Physical Modeling** - Use physical modeling to demonstrate appropriate approaches.

Teacher Modeling - Implementation tips

- **Providing Feedback** - Provide feedback to students, modeling specifics and details in language.
- **Explicit Instruction** - Direct students' behaviors by acknowledging and addressing conflict through explicit instruction.
- **Scaffolding Support** - Determine how much support to offer when modeling mindsets. Some students may require significant modeling and guidance.

Teacher Modeling - Implementation Tips - Samples

- Working Through Frustration
- Modeling Resolving Conflict

Emotional Support

Shout Outs - Behavior Strategy

Shout Outs are verbal acknowledgements that can be made by either teachers or students to recognize an individual student's actions. Shout Outs can be shared with the explicit purpose of honoring all students' strengths and celebrating individual growth. This strategy can be used to highlight either academic or social emotional growth.

Emotional Support

- It can also be a form of mastery-oriented feedback, focused on a student's effort and strategy use rather than on an attribute of the person (e.g. "I am proud of how persistent you were to complete the project" vs. "You are so smart").
- Shout Outs are an opportunity for teachers to recognize actions related to multiple identities inside and outside of the classroom
- Using Shout Outs as part of a regular routine can positively impact students' growth mindset, self-concept, self-confidence, and self-awareness of his or her strengths.

Shout Outs- Implementation Tips

- **Be Specific -** Detail why you are giving praise when making a Shout Out.
- **Class Poster -** Create a Shout Out sentence starter poster based on Carol Dweck's Growth Mindset**.**
- **Shout Out Collection Box -** There could be one box for the whole class or one jar for each student.

Shout Outs- Implementation Tips - Samples

- Shout Out Bulletin Board
- Social Emotional Learning Student Shout Outs
- Teacher Shout Out & Student Self-Affirmation
- Student Group-Work Shout Outs

Emotional Support

Practice Through Books - Behavior Strategy

Practicing through books is a learning strategy in which the teacher reads a book and prompts the children to think of times when they felt the same way as the main character in the book.

Emotional Support

- Mercer Mayer's classic, *I Was So Mad* can encourage children to think of times they've been mad and what they do to feel better.
- *I Can Do It Myself* (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4) can promote independence for a student who may be struggling to complete tasks.

Emotional Support

List of children's books that can support social and emotional learning.

- **Use strategies to discuss managing conflict resolutions.**

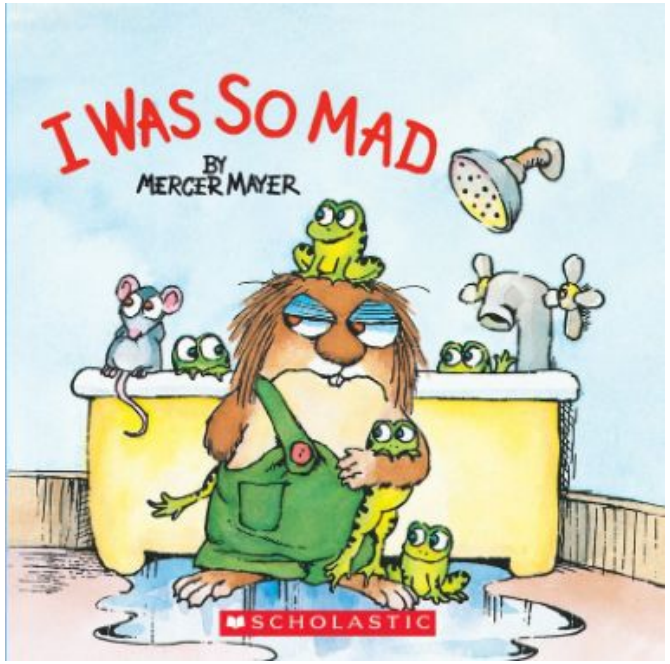
Practicing through books helps students to relate to others and characters that have the same feelings, which is effective in making them feel apart and in motivating the early learners.

Practice Through Books - Implementation Tips

- Use books that are of high interest to use with the students.
- Allow students to share out their feeling and emotions with peers.
- Use a feelings chart to help the students express their feelings.
- Use the opportunity to talk about managing emotions.

Practice Through Books - Implementation Tips - Samples

List of children's books that can support social and emotional learning



How Are You Feeling?		Happy
Sad	Scared	Mad
Calm	Embarrassed	Sick
Tired	Frustrated	Silly
Bored	Proud	Confused

GOALBOOK Find more resources at https://goalbookapp.com

How Are You Feeling?

	Looks like:	Feels like:
Happy		I feel good! People are treating me nicely, and I am getting along with others.
Sad		I feel unhappy. There is a problem that I would like help with.
Embarrassed		I feel shy or scared around others. I would like some time by myself.
Mad		I feel bad inside. I am upset that things are not going my way.
Calm		I feel relaxed and peaceful. Nothing is bothering me.

GOALBOOK Find more resources at https://goalbookapp.com

Classroom Organization

- **Behavior Management**
  - **Have clear rules and expectations that are consistently reinforced.**
  - **Are proactive in anticipating difficulties**
  - **Reinforce the positive behaviors and redirect unwanted behaviors**

Classroom Organization

- **Productivity**
  - **Maximize learning time by having clearly defined learning activities ready for children so transitions are brief, there is little waiting and few disruptions**
  - **Have routines that children know and follow throughout the day**
  - **There is little wandering in the productive classroom**

Classroom Organization

- Instructional Learning Format
  - Teachers actively facilitate children's involvement in activities
  - They use a variety of materials and modalities to teach
  - Children are focused and actively involved in lessons
  - Learning objectives are clear

Classroom Organization

Visual Boundaries- Behavior Strategy

Visible Boundaries are highly visible lines that mark the limits of an area in which students participate in physical activities in order to improve fitness and give students confidence to move through a given space successfully and safely (e.g., using light colored cones, colored floor tapes, guided ropes, neon ribbons, rugs, or colored poly dots to mark boundaries).

Classroom Organization

Visual Boundaries- Behavior Strategy

Visible Boundaries should be vibrantly colored to provide a bright contrast for students to visually reference. In the Physical Education (PE) setting, Visible Boundaries in the gymnasium are set daily to offer clear boundaries for different games and to provide safety precautions, specifically for students with visual impairments.

Classroom Organization

Visual Boundaries- Behavior Strategy

Visible Boundaries can also be applied in the classroom setting to signify separate learning areas, such as outlined spaces for different centers or movement activities, which enhances the learning environment and allows students to improve their overall fitness by moving or playing freely in a specified area, while continuing to maintain safety.

Visual Boundaries- Implementation Tips

- **Selecting Materials**- Select highly visible materials (e.g., light colored cones, colored floor tapes, guided ropes, neon ribbons, rugs) to mark clear boundaries.
- **Setting Up Individualized Visible Boundaries** - Provide students with individualized boundaries, such as these flat, colored poly dots , to mark bases or exercise spots.
- **Demonstrating Visible Boundaries** - Demonstrate the physical actions of crossing boundary lines in various areas along the marked line (e.g., step outside of the cones or tape and explain infraction).

Visual Boundaries- Implementation Tips

- **Observing Student Performance** - Observe how students perform then make further modifications if visibility continues to present a challenge (e.g., add colored tape in addition to cones.).
- **Real World Connections** - Use real world references for “in bounds” and “out of bounds” areas. Have students that frequently cross the border walk the boundary lines twice to deepen understanding.

Visual Boundaries- Implementation Tips

- **Recruiting Student Helpers** - ecruit student helpers to assist in creating and setting up Visible Boundaries in order to help students build a sense of ownership.
- **Additional Supports For Students With Visual Impairments** - Pair a student with visual impairments with a guide, such as a willing and cooperative peer or supporting staff member to recognize boundaries.

Visual Boundaries- Implementation Tips - Samples

- Promoting Safety
- Supporting Game Play Success
- Managing Classroom Movement Activities

Classroom Organization

Visual Boundaries

Classroom Organization

Schedules- Behavior Strategy

A schedule is a list of activities, academic periods or academic tasks that is displayed in a vertical or horizontal structure in the classroom. Schedules are typically used in whole-classroom management to help students structure, organize and plan their academic day.

Classroom Organization

Schedules- Behavior Strategy

In addition, some students may need a more individualized schedule to learn specific routines or complete academic tasks within the school day. Individualized schedules are usually within easy reach for the student and are visually accessible. Schedules can vary in simplicity and complexity. A multitude of visual supports (e.g. picture icons, analog clock, photos of activity) can be added to the schedules depending on the learning needs of the child or classroom.

Schedules - Implementation Tips

- Visual Design
- Icons
- Audio Schedule
- Student Involvement & Choice

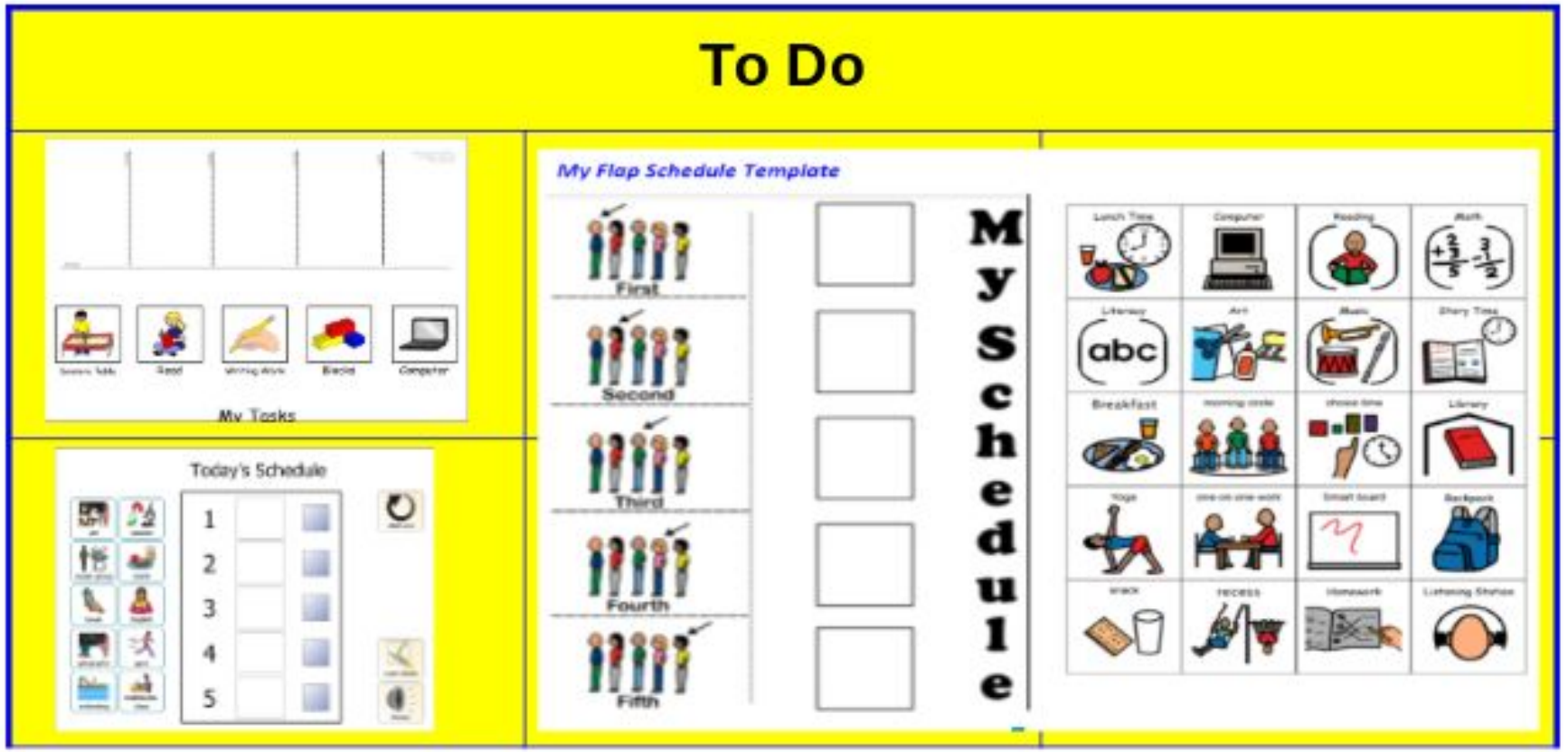
Schedules - Implementation Tips - Examples

- Academic Schedule
- Morning Routine
- Center Time

Classroom Organization

Schedules

Classroom Organization



Classroom Organization

Student To Do List- Behavior Strategy

Student to-do lists are planning tools that can help students navigate the school day and manage their responsibilities. Many adults rely on written to-do lists, grocery lists and planners to remember the details of daily life. Similarly, students can refer to, or generate, lists to keep on top of what they are expected to do, remember what materials they need or complete tasks in the correct order.

Classroom Organization

Student To Do List- Behavior Strategy

Students can develop higher organizational skills by creating their own lists and internalizing the process of thinking ahead, planning and making their own memory aids. Students with executive functioning or motor planning issues may need ongoing teacher support or scaffolding for using to-do lists if they struggle with memory, initiation, task persistence or sequencing. Lists or step-by-step sequence plans can be adapted for different grade levels or disabilities and may include images. They can be analogue or digital, simple and informal or highly structured.

Student To-Do List - Implementation Tips

- **"Just Right"** - give the "just right" amount of support to students who struggle. Lack of success and frustration will hinder their ability to become more confident and maximize their independence.
- **Paper Format** - For students who need more structure, provide a paper or electronic format to use when making plans and lists.
- **Method to Mark Completion** - Encourage students to mark a line through or check off an item on a paper list, and there can be a box or link to click on an electronic list.

Student To-Do List - Implementation Tips

- **Technology -** Utilize technology for students with sequencing difficulties.
- **Free Online Tools -** Check out Educational Technology and Mobile Learning's curated list of free online organizational tools . It includes planners, task organizers and reminders.
- **Student Ownership -** Encourage students to take ownership of their lists.

Student To-Do List - Implementation Tips - Examples

- Students can use materials lists to help them organize and clean their cubbies or pencil boxes. Items on the list may include supplies that should be in the cubby or box.

- Students can use materials lists for how to organize the items in their desk to have easily accessible for lessons. Similar to reading a recipe, identifying and having the necessary materials accessible first can make it easier to move through the steps of a lesson.

Classroom Organization

- **Visual Cue Cards- Behavior Strategy**

A cue card is a visual reminder of a specific social skill, classroom rule or appropriate behavior that the teacher has taught and expects the students to demonstrate during academic and non-academic times throughout the school day. Once a student or group of students has learned the skill or rule related to the cue card, the teacher may use the it as a non-verbal reminder to students of how to behave or complete a task. Visual cue cards can also be available for self-monitoring and supporting a student with using calming strategies for de-escalation or requesting time away from classroom activities.

Visual Cue Cards - Implementation Tips

- **Consistency** - Once you have established the skills and cue cards that you are planning to emphasize be consistent with using the cards as reminders or prompts.
- **Student Engagement** - Having visual cue cards will help to reach the students who may need the extra visual support.
- **Self-Coaching** - visual cue cards can be an excellent way to support learners in independently using the strategy during stressful times reminding themselves to "Relax and Breathe".

Visual Cue Cards - Implementation Tips - Examples

- Raising Hands
- Conversational Turn-Taking
- Giving Compliments
- Taking a Break
- Student with Autism

Classroom Organization

Visual Task Schedules- Behavior Strategy

A visual task schedule can help students learn basic classroom routines or the steps for completing specific academic and behavioral tasks. The schedule can have visual icons and text for each step in the classroom routine or academic task. The student refers to the visual schedule and can check off when he/she has completed the steps in the routine or remove the picture icon from the task schedule.

Visual Task Schedules - Implementation Tips

- **Repetition** - Visual schedules are best utilized with multiple, repetitive practice by the student, as well as teachers/staff supporting the student with learning the routines.
- **Scaffolded Support** - Once a student has learned the routine or academic procedure, the visual task checklist may be faded from the individual instruction.

Visual Task Schedules - Implementation Tips

- **Be creative** - There are many resources available for picture icon scheduling. Some of the resources available include free downloadable images from www.tech4learning.com .
- **Autism** - Have students carry the schedule cue with them to their next location and match the cue with an identical object/image or deposit it in a labeled pocket/basket.

Visual Task Schedules - Implementation Tips - Examples

- Washing Hands
- Math
- Transition School to Home
- Autism

Classroom Organization

Visual Behavior Poster - Behavior Strategy

A Visual Behavior Poster is a visual poster that is displayed in the classroom to provide support and reminders for expected or desired behaviors in the classroom. This poster could include classroom rules and expectations or specific behaviors that the students are learning in the classroom or during certain routines throughout the day.

Classroom Organization

Visual Behavior Poster - Behavior Strategy

The visual poster is helpful for students who may need a visual reminder or additional support for learning the classroom behavior. In addition, the teacher can also refer to the visual behavior poster when she is modeling or reteaching the behavior. A smaller version of the poster in the form of a chart on a desk or notebook can be used to individualize the behaviors for a specific student or group of students.

Visual Behavior Poster - Implementation Tips

- **Poster Content** - When creating a visual behavior poster choose routines or behaviors that are consistently and repetitively used in the classroom
- **Student Engagement** - Have students involved in creating the visuals for the behavior poster or chart.
- **Desk Version** - This is a way for students to receive discreet reminders and positive feedback from the teacher.
- **Self-Monitoring & Tracking** - During independent seat time, the teacher notices that the student is on task and earns positive marks or stickers on the behavior visual chart.

Visual Behavior Poster - Implementation Tips - Examples

- Partner Work
- Group Discussions
- Reading Text

Classroom Organization

Classroom Lighting - Behavior Strategy

Classroom Lighting Modifications refer to any adjustments made to both natural and artificial lighting in the classroom setting (e.g., increasing or reducing the level of lighting in order to support a student's sensitivity to light, reduce glare, or to provide clarity and illumination). This can be achieved through turning on or off existing lights, adjusting the physical layout of the classroom space in response to lighting concerns, or adding/removing smaller task lights (e.g., lamps, spotlights).

Classroom Organization

Classroom Lighting - Behavior Strategy

To further support a student with sensitivities to light, a teacher can provide seating near natural light sources (e.g., window) or can allow the student to wear sunglasses or a hat while indoors to reduce the effects of overhead lighting. Additionally, lighting modifications can be applied to materials (e.g., choosing less glossy paper to reduce glare) or to other useful devices, such as adding an anti-glare screen for the computer monitor to decrease the amount of light reflected from the screen.

Classroom Lighting - Implementation Tips

- Conferring With Students
- Classroom Layout
- Supporting Student Management Needs
- Assistive Devices
- Applying Transparent Filters
- Providing Flexible Seating
- Alternative Worksite

Classroom Lighting - Implementation Tips - Examples

- Task Lighting With Assistive Devices
- Decreased Lighting Sensitivity With Hats and Sunglasses
- Reduced Glare With Transparent Filters

Classroom Organization

Calming Space - Behavior Strategy

A calming space is an area in a classroom where a student can go to help the student relax, refocus and recenter. Sometimes, school situations or the classroom environment itself can create sensory overload or over-stimulation for some students. In addition, students who find themselves reacting or responding negatively to a peer interaction can oftentimes use the calming space to remove themselves from the situation and/or create a pause instead of reacting.

Classroom Organization

Calming Space - Behavior Strategy

The calming space can be as simple as having a rocking or bean bag chair – or could also have room for stretching, or other simple sensory supports. It is important to respect the student's time in the calming space and only engage in conversation or processing of the events after the student has calmed down.

Calming Space - Implementation Tips

- Support using a Visual Cue Card
- Music
- Clear Expectations around Time

Calming Space - Implementation Tips - Examples

- Academic Break
- Peer Interactions
- Sensory Overload During Play Time

Classroom Organization

Calming Box - Behavior Strategy

A Calming Box is a container of actual objects that serves to help students lower their energy levels, reduce agitation, or self-soothe with materials they can smell, see, feel, and possibly taste to relax when frustration levels or energy is heightened (e.g., smell: lavender or scratch-and-sniff stickers, see: glitter calming jar or visual timer, feel: stress ball or Playdoh, taste: gum sticks).

Classroom Organization

Calming Box - Behavior Strategy

A Calming Box can also include activities students can engage with as a "brain break" (e.g., deck of cards, crossword puzzle, an emotion journal to write out thoughts in times of crises). Using a Calming Box gives students an immediate comfort and serves as a temporary distraction during times when a student is demonstrating emotional distress or high energy, and it helps students build the strategies and confidence to be able to manage their emotions on their own.

Calming Box - Implementation Tips

- Creating a Calming Box
- Making It Personal
- Pre-Teach
- Introducing a Calming Box
- Supportive Visual Prompt Cards
- Portable Calming Box
- Building a Routine
- Do-It-Yourself (DIY) Sensory Tools

Calming Box - Implementation Tips - Examples

- Personal Calming Box
- Reflection Calming Box

Classroom Organization

Sensory Supports - Behavior Strategy

Sensory Supports are physical activities that can be calming or arousing in order to support students in getting to a "just right" state for being in school, safe and learning-ready. The Theory of Sensory Integration describes how the nervous system reacts to sensation, gets information from it, integrates the information from different senses and uses it to make an appropriate response for a particular situation.

Classroom Organization

Sensory Supports - Behavior Strategy

Often, if there is a problem in part of this process, a student can: be over or under reactive to noise or touch, have poor attention, be irritable, be over-reactive, be lethargic or have difficulty developing skills. Some students need sheltering from sensory experiences that they perceive as excessively distressing or distracting (noise, light, touch, etc). Others need sensory experiences that help the nervous system organize itself to decrease negative reactions and allow the student to participate more fully and productively at school.

Sensory Supports - Implementation Tips

- Individual Sensory Preferences
- Transition Times
- Sensory Inventory

Sensory Supports - Implementation Tips - Examples

- Sensory Breaks
- Sensory Toolbox
- Calming Space (Calming Corner/Peace Place/Chill Out Place)

Classroom Organization

Sensory Toolbox - Behavior Strategy

A Sensory Toolbox is a box that contains a variety of sensory items such as fidgets, bean bags, weighted lap pillows, massagers, stress balls, cd player, etc. The Sensory Toolbox can be equipped for the whole classroom or can be set up individually for a student. The purpose of the Sensory Toolbox is to provide access to sensory equipment that a student may need to stay focused, calm the nervous system or provide additional sensory input.

Sensory Toolbox - Implementation Tips

- When Can Toolbox be Used
- Explicit Instruction for Appropriate Use
- Homemade Items

Sensory Toolbox - Implementation Tips - Examples

- Silent Reading
- Test Taking
- Non-Academic Times

Classroom Organization

Alternative Seating - Behavior Strategy

Alternative Seating are different types of seating equipment (e.g. seat cushions, therapy balls, bean bag chairs) that support students' need for movement or body sensation. Alternative Seating gives students the opportunity to generate more sensations including: shifting weight, bouncing gently, engaging postural muscles for balance, or snuggling into a support or cushion. This can help some students maintain focus while working on tabletop activities or stay engaged in a group lesson on the rug.

Classroom Organization

Alternative Seating - Behavior Strategy

Other forms of Alternative Seating may be helpful during sensory breaks from work, such as rocking chairs or bean bag chairs. The strong drive some students demonstrate for body sensation is similar to the habits of so many people who jiggle a foot, chew on the end of a pencil, hum, make small rhythmic body movements or bounce. Alternative Seating is an effective strategy to facilitate the nervous system in regulating arousal state, and helping stay focused.

Alternative Seating - Implementation Tips

- Clear and Consistent Rules
- Student Choice
- Therapy Balls for Sensory Seekers
- Accepting Different Seating
- School to Home
- Transitioning Back
- Standing Rather than Sitting

Alternative Seating - Implementation Tips - Examples

- Table and Desk Work
- Sitting on the Rug
- Other times

Instructional Support

- Concept Development
  - Intentionally sustain interactions that deepen and expand understanding
  - Ask “why” and “how” questions to encourage analysis and reasoning
  - Integrate new ideas into previous knowledge and connect it with real-world applications
- Quality of Feedback
  - Focus on the process of learning rather than getting the “right answer”
  - Provide children with specific information about their work by expanding and clarifying ideas
  - Ask follow-up questions to help deepen understanding

Instructional Support

- Language Modeling
  - Participate in frequent conversations
  - Ask open-ended questions
  - Repeat, extend and elaborate children's responses
  - Use advanced language that contains a variety of words

Instructional Support

Student Inventory - Behavior Strategy

A Student Inventory is a series of questions used to gain a better understanding of a student's learning preferences, academic and personal interests, as well as personal background. Inventories can be used with both students and their family members. The questions can be administered orally (e.g., teacher-student conference, parent meeting, etc.) or in written form (e.g., checklist, online survey, etc.).

Instructional Support

Student Inventory - Behavior Strategy

Teachers can use inventory results to make informed decisions with regards to instruction as well as a foundation for building meaningful relationships with students. By learning about personal aspects of a student's life outside of school, teachers are able to form deeper relationships with their students, thereby increasing motivation and engagement.

Student Inventory - Implementation Tips

- **When to Use -** Many teachers use them on the first day of school or at the beginning of semester/quarter/trimester as a simple way to begin immediately building rapport with learners.
- **Types of Questions -** Select questions that are age-appropriate and non-threatening to the student's self-esteem.
  - Sample Inventory for an Art Class

Student Inventory - Implementation Tips

- **Survey Forms -** Use Google Forms to create an online inventory that will collect data for each individual student in one convenient location.
- **Multiple Types of Responses -** Use emoticons rather than a numbered Likert scale for younger students to indicate preferences.

Student Inventory - Implementation Tips - Examples

- Building Rapport
- Instructional Planning
- Intervention Strategies
- Behavior Contracts
- Self-Awareness

Instructional Support

Teacher Modeling- Behavior Strategy

Teacher Modeling Mindset is social emotional development support strategy in which teachers use modeling rather than telling to illustrate appropriate attitudes, problem-solving and behavior. To effectively facilitate Teacher Modeling Mindset, the teacher acts as a keen observer, attentive to students' interactions, while monitoring students' behaviors and exchanges.

Instructional Support

Teacher Modeling- Behavior Strategy

As opportunities arise, the teacher responds to students' needs and intervenes to model appropriate dialogue, behavior and provide feedback (e.g., "I sometimes feel overwhelmed, too. When I feel this way I take a big breath and count to three. Let's try it together!"). By acknowledging students' needs and responding calmly through modeling, students are able to internalize and transfer increasingly sophisticated mindsets to future situations, bolstering social emotional development, particularly emotional intelligence.

Teacher Modeling - Implementation Tips

- **Identifying Trends** - When students inappropriately express frustration during independent work, say "When I feel stuck, I raise my hand high in the air like this to show I need help."
- **Thinking Aloud** - Think aloud to show students how to effectively approach challenging situations (e.g., “Oops, I spilled water on my desk. It’s OK, I will take a paper towel and clean it up.”).

Teacher Modeling - Implementation Tips

- **Using Specific Language** - Be specific in word choices when facilitating dialogue to support appropriate behavior and problem solving
- **Physical Modeling** - Use physical modeling to demonstrate appropriate approaches

Teacher Modeling - Implementation Tips

- **Providing Feedback** - Provide feedback to students, modeling specifics and details in language
- **Explicit Instruction** - Direct students' behaviors by acknowledging and addressing conflict through explicit instruction
- **Scaffolding Support** - Determine how much support to offer when modeling mindsets.

Teacher Modeling - Implementation Tips - Examples

- Working Through Frustration
- Modeling Resolving Conflict

Instructional Support

Verbal Prompting - Behavior Strategy

A verbal prompt is an auditory cue that can be used in the classroom to increase the likelihood that the student will respond appropriately to a task or directive, to activate background knowledge, or as corrective feedback for misbehavior. A verbal prompt is most often delivered before a student's response to ensure the success of the response and to minimize practicing mistakes.

Verbal Prompting - Implementation Tips

- **One-on-One** - Verbal reinforcement can produce vicarious effects in the classroom
- **Fade to a Gestural Prompt** - As a student improves in their skill development, the teacher can increase expectations of the student and fade the verbal prompt to a gestural prompt.

Verbal Prompting - Implementation Tips - Examples

- English Language Learners
- Behavior Precorrection
- Impulse Control
- Students with Autism

Instructional Support

Social Narratives- Behavior Strategy

A social narrative is a story that helps the student to know what to do during different events and circumstances at school or other environments. Sometimes, the social narratives include stories about novel events, non-preferred activities or internal states such as emotional experiences or responses. Social narratives help the student to make different choices about behavior or ways of dealing with circumstances that may be frustrating or challenging. Social narratives may help the student overcome both internal and external barriers in completing a task or successfully approaching a situation.

Social Narrative - Implementation Tips

- **Guidelines for Writing Social Scripts-** There are many approaches and formats to writing social scripts. For more concrete examples for how to write a social script, check out the **Classroom Support Materials**
- **Selecting Content -** Within the social narrative, adapt the suggested strategies within the story to meet the specific needs and interests of the student.
- **Additional Writing Tips -** Whenever possible, state the story in the positive and affirm what the student is already able to do within the given situation.

Social Narrative - Implementation Tips - Examples

- Non-Preferred Activity
- Novel Situations
- Adjusting to a Change in Schedule
- Additional Examples

Instructional Support

Replacement Behavior - Behavior Strategy

Replacement Behaviors is a strategy where the teacher positively reinforces a student for using a desired behavior (e.g. raising a hand) instead of a non-desired behavior (e.g. shouting out in class). When first teaching a replacement behavior the teacher determines the function of the non-desired behavior (i.e., why the student is responding using the non-desired behavior).

Instructional Support

Replacement Behavior - Behavior Strategy

Functions of behavior can including attempting to gain access to something or someone or to avoid/escape a non-desired situation, environment, or person. Then the teacher identifies an appropriate replacement behavior to meet the same need. For example, a student that walks out of class in order to avoid doing their classwork can be given the option to request a break instead.

Instructional Support

Replacement Behavior - Behavior Strategy

The replacement behaviors are explicitly taught and modeled to the student and the teacher provides many, repeated opportunities for practice. Reinforcement is provided immediately when the student uses the replacement behavior. This is an effective strategy for creating long-term behavior changes because the strategy does not rely on punishment and teaches the student appropriate behaviors that can be generalized across environments.

Replacement Behavior- Implementation Tips

- **Determining the Function of a Behavior -** Determine why a student is engaging in a non-desired behavior before selecting and teaching an equivalent replacement.
- **Choose Effective Replacement Behaviors -** Select a replacement behavior that directly meets the same need that the non-desired behavior was achieving.

Replacement Behavior- Implementation Tips

- **Consistent Responses for Using Replacement Behaviors -** Honor a student's request if the desired replacement behavior was used. For example, a student is taught to ask for a break instead of walking out of class without permission.
- **One Behavior at a Time -** When too many replacement behaviors are introduced at once, the student can become easily confused.

Replacement Behavior- Implementation Tips

- **How to Increase Use of Replacement Behaviors -** Motivate students to use replacement behaviors by providing reinforcers/rewards in addition to fulfilling the need that originally motivated the non-desired behavior.
- **Determining Reinforcers/Rewards -** Reinforcers can be social (e.g. high-fives, "Good job!"), tokens (e.g., stickers that can be traded for other items), activities (e.g., breaks, computer time), tangibles (e.g., toys, books), or edibles (e.g., various snacks).

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Replacement Behavior- Implementation Tips - Examples

- Use Role Playing When Teaching
- Use Student Conferences When Planning
- Replacement Behaviors for Groups

Instructional Support

Calming Strategy - Behavior Strategy

A calming strategy is a self-regulation tool that can be taught to a student or group of students to use or implement when facing difficult or challenging situations. The calming strategy supports the student in making a choice other than the student's typical response. There are many calming strategies including deep breathing, muscle relaxation, visual imagery, self-coaching, taking a break, sensory support.

Instructional Support

Calming Strategy - Behavior Strategy

In order for these calming strategies to be effective during the stressful situation, it is best to teach and practice with the student ahead of time in non-stressful situations. In addition, visual cues (hand signal, visual cue card, visual behavior poster) can be incorporated to remind the student to use the calming strategy when encountering the difficult situation.

Calming Strategies - Implementation Tips

- Identify Specific Situations
- Involve the Whole Class
- Visual Cues and Checklists

Calming Strategies - Implementation Tips - Examples

- Deep Belly Breathing - Test-taking
- Count to Ten – Conflict with another student
- Visual imagery technique – Going on a Field Trip