## Positive Behaviour for Learning: Universal Supports

### Classroom Systems for Learning

#### 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' names

#### 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

#### PBL Problem Solving Process and Continuum

#### 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

#### Classrooms Procedures and Routines
- Clarification of individual classroom routines/activities.
  E.g. 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

#### 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, direction instruction

#### Encouraging Expected Behaviour

#### 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