ADULT BEHAVIOR

- #1 ingredient: Positive relationship with students
- Adult controls himself, not the student, i.e. monitors his/her own reaction – demonstrates “rational detachment”
- Adult’s tone, volume, and cadence indicates respect and projects dignity
  ★ Tone: Try to avoid inflections of impatience, condescension, inattention, etc.
  ★ Volume: Keep the volume appropriate for distance and situation
  ★ Deliver your message at an even cadence or rhythm
- Beware of your own body language: 85-90% of body language projects true feelings

Data shows: Students will meet the level of expectation of their own teacher before they will meet the expectations of their own parents

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear visual behavior goals and classroom procedures
- Sequential consequences for misbehaviors including strategies for prevention, intervention, consequences
- Evidence of close daily monitoring and data collection/Documentation of progress
- Sensory needs are recognized and met using sensory diet and/or tools such as wiggle cushion, therabands, deep pressure, joint compression, etc (based on recommendations from occupational therapist), FREQUENT STRUCTURED BREAKS AND WALKS, time for movement through physical games

1. Room Arrangement
- Classroom furniture arranged to clearly define work areas
- Defined areas exist for individual and group instruction
- Room arranged for students to assume responsibility for class materials
- “Chill” or break area clearly defined

2. Schedule
- Classroom Schedule developed and posted for the school day
- Individual Schedules developed and posted
- Evidence exists that schedules are used daily

3. Individual Work Systems
- Work systems developed and in use for each student
- Time is allotted in the daily schedule for work systems to be used in 1:1, independent, and group setting

“The brain learns best when there is time for reflection, discussion, and movement.”

INSTRUCTION

- Lesson Plans correlate with IEP goals and objectives and grade level expectations
- Daily lesson plans exist
- Teacher can link each student’s IEP objectives to daily plan
- Instruction is meaningful, motivating, and linked to student’s interests
- Technology and hands-on learning is in place rather than paper/pencil tasks

STUDENT BEHAVIOR

- When behavior occurs, teacher reflects on function of behavior by reviewing antecedents, behavior and consequences.
- Teacher identifies function of behavior: attention, escape/avoidance, revenge, tangible (power)

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