

Lookstein Virtual Jewish Academy Presents: Innovation in Schools

A free webinar series, open to all teachers and administrators, that will provide practical tips for employing varied cutting-edge strategies in today's classroom.



**Lookstein
Virtual**

Power up Jewish Learning

Housekeeping

- Please mute your microphones
- Please chime in using the chat box or “raise your hand” if you have a question or comment
- Hover on the bottom of your screen for controls
- For tech issues, send a private chat to me via the chat function



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Positive Behavioral Interventions and Supports

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Founder and Director, Room on the Bench: A project
of Luria Academy of Brooklyn

Session Goals

- Think differently about behavior management
- Learn about tiered approaches for behavioral and academic intervention
- Consider current school systems
- Add tools to teacher toolboxes

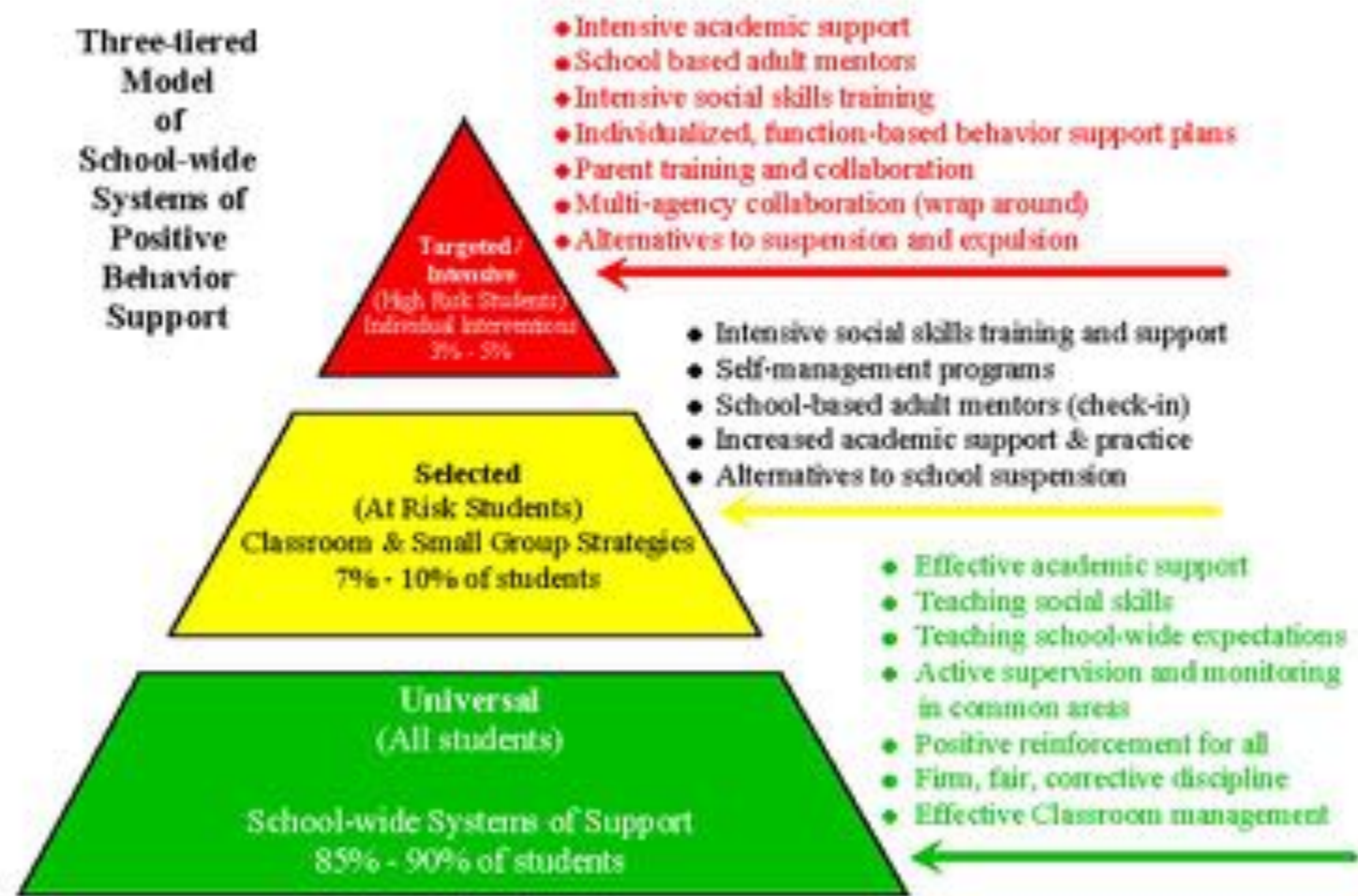


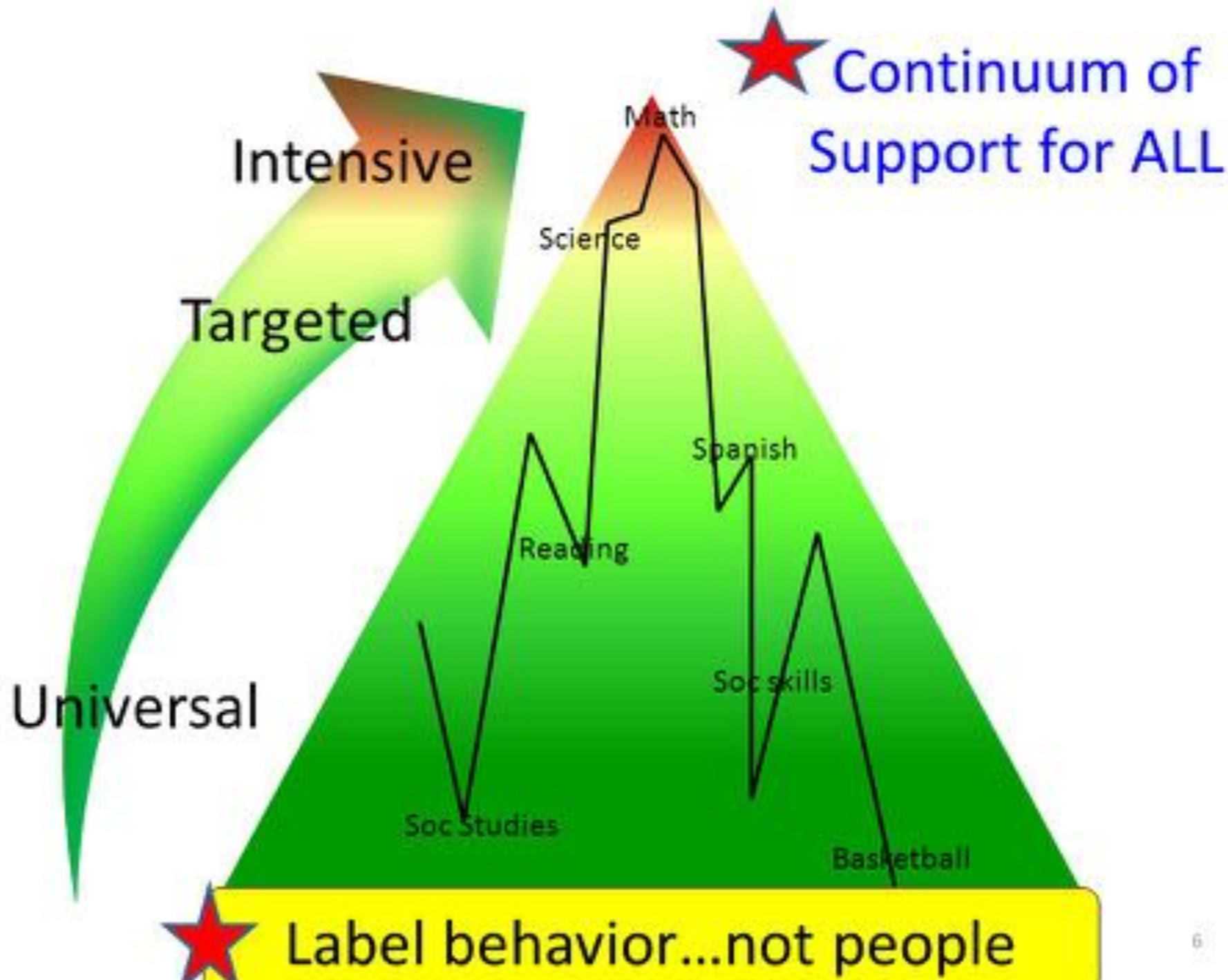
Tell me about a challenging behavior you have seen in your classrooms this year. How do teachers typically respond to this behavior?



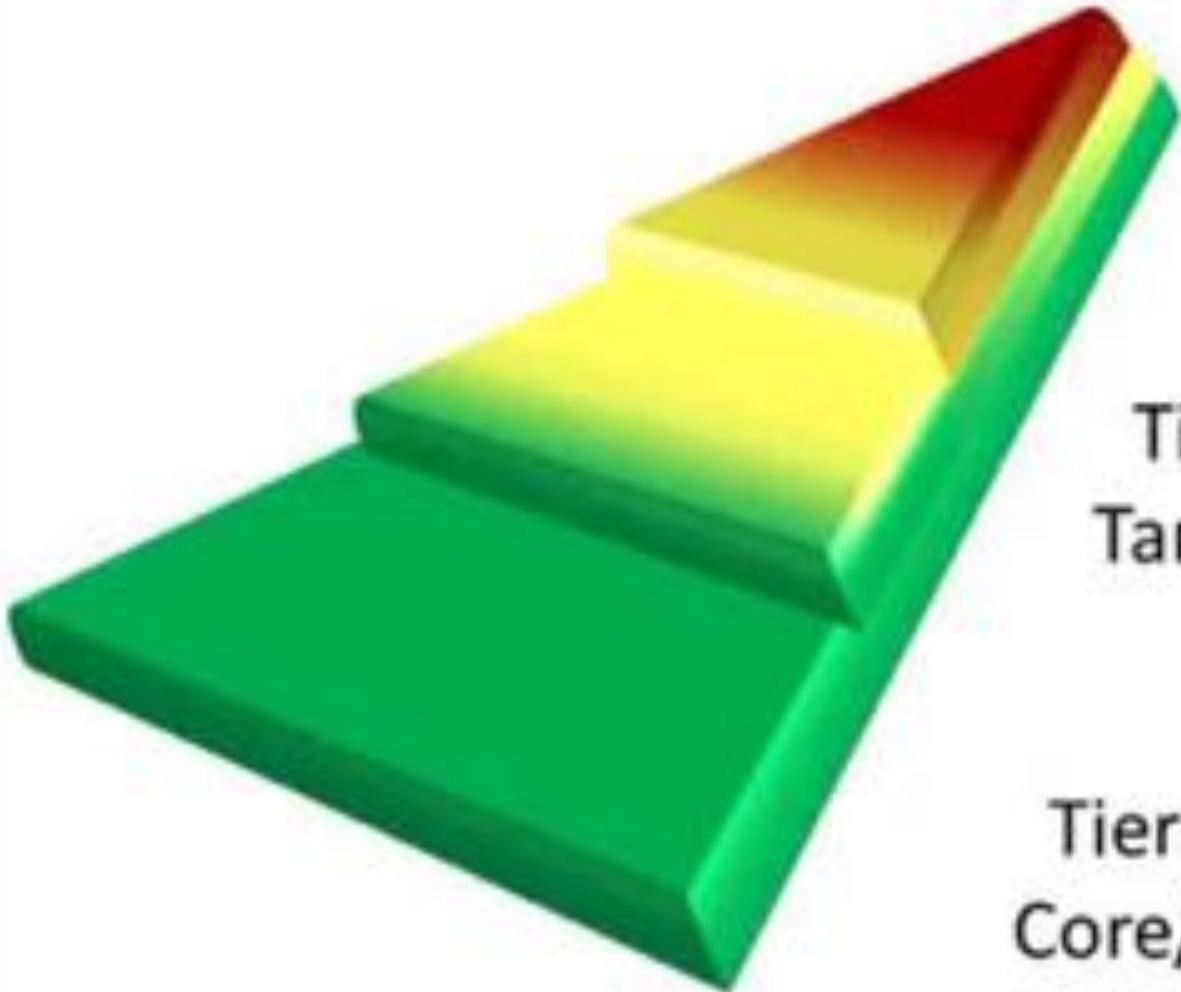
Positive Behaviour Support

Three-tiered Model of School-wide Systems of Positive Behavior Support





Continuum of Academic & Social Behavior Support



Tier 3 for *Few*:
Intensive,
Individualized

Tier 2 for *Some*:
Targeted for Small
Groups

Tier 1 for *All*:
Core/Universal

Elements of PBIS

- Data collection
- Modeling
- Decreasing management
- Increasing academic achievement
- Setting parameters and protocols
- Combines decision making, evidence-based intervention, and academically and behaviorally important outcome
- Continuum of support for ALL students

Elements of PBIS, con't



- Norms
 - Coercive
 - Positive
 - Teaching important social skills
 - Modeling and recognizing good behavior
 - Communicating positively

What can we do for ALL students

- Data
 - How do we *really* know what happens in our classrooms?
 - Frequency
 - Duration
 - ABC charts
- Monitoring
- Encouraging expected behavior
- Discouraging violation

What does that look like?

- Physical layout of the classroom
 - Positive niche construction



What does that look like?, con't

- Explicit routines

- Expectations
- Transitions

- School wide system → Class wide system

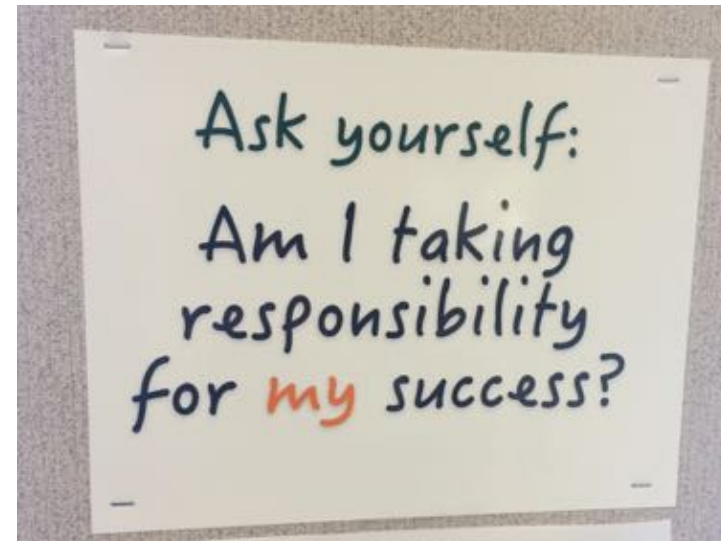
- Opportunity and acknowledgement

- 5:1 Interactions



Art Room Voice Levels

| | | |
|---|--|---|
| 5 | Out of Control Playground voice – never inside classroom |  |
| 4 | Loud Crowd Too loud for most activities Ok for presenting to large group |  |
| 3 | Formal Normal Regular Speech Classroom Participation |  |
| 2 | Low Flow Partner or Team Work |  |
| 1 | Spy Talk Whisper Quietly to neighbor |  |
| 0 | Zero Noise Level Silence No Talking |  |



What does that look like?, con't

- Prompts and pre-corrections
 - Quick reminders of expected behavior before the transition.
 - Additional support to firm student skills.
 - Can be faded or withdrawn as needed
 - Prepping the transition
 - Anticipated challenges
 - SWD and the two-minute warning
 - Anxiety,ADHD,ASD
- Pre-empting escalation and conflict resolution
 - Plan B/Collaborative Problem Solving
 - Empathy
 - Define the Problem
 - Invitation to Solve

Q&A

- Contact: dana@luria-academy.org
- Thanks!

For Further Information About Innovation in Schools...

Thank you for joining our Innovation in Schools webinar!

For information on upcoming webinars or if you have an innovative classroom idea that you would like to share with the world, please contact us at looksteinvirtual@lookstein.org.



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