What Skills Do Special Education Teachers Need to Ensure Student Achievement?
Focus on Positive Behavioral Interventions and Supports

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Critical Questions
Why behavior?
Why positive behavior interventions and supports?
What skills do special educators need?
How can I learn more?

Support Student Behavior to Promote Student Success
Effective behavior support leads to:
Increase in Appropriate Behavior
Examples: • On-Task • Prosocial
Decrease in Inappropriate Behavior
Examples: • Off-Task • Disruptive
Increase in Academic Achievement
Examples: • Engagement • Achievement

Why positive behavioral interventions and supports (PBIS)?
PBIS is Multi-Tiered System of Support (MTSS) for Proactively Supporting Behavior

Invest In Outcomes, Data, Systems, & Practices
Build Capacity to Scale Up

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making

Stakeholder Support
Leadership Team ing
Training Coaching Evalua G ion & Performance Feedback
Behavioral Exper G se
Local Implementa G on Demonstra G ons
Execu G on Func G ons
Implementa G on Func G ons

Schools Using PBIS Aug, 2016

What skills do special educators need to support student behavior?

Positive Classroom Behavior Support
• Maximize structure
• Teach and reinforce positively-stated expectations
• Actively engage students with effective instruction
• Provide specific feedback for student behavior (praise and corrections) and implement other strategies to recognize and correct student behavior (as needed)
• Collect and use data to inform decisions

23,363 schools
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Tables with Definitions, Examples, Non-Examples, and Resources

Self-Assessment

Additional Tools

Interactive Map of Core Features

Decision Making Chart

Structured Positive Behavior Support (SPBS) Models of Interventions: 41-Steps to Addressing Behavioral Challenges

Empirical Support and Resources

Decision Making Chart

Additional Tools

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategies and consider the following guideline when responding to student challenges:

1. Provide positive social reinforcement and verify that the behavior is improved.
2. Implement a problem-solving approach to identify the cause of the behavior and develop an intervention.
3. Use positive reinforcement to encourage desired behaviors.
4. Monitor the effectiveness of the intervention.
5. Adjust the intervention as needed.
Scenarios to Illustrate Implementation

The following scenarios highlight how teachers and administrators promote positive behavior and support student behavior in their classrooms. The first scenario is based on an elementary school. The second scenario is based on a high school.

Scenario 1: Mr. Jorgé’s Third Grade Classroom

Foundations of Classroom Interventions and Supports

On the first day of school, Mr. Jorgé greeted students at the door, introduced himself, and invited students into their classroom. He carefully planned his opening, noting how this “Mini-introduction” would set the tone for the year. He explained that the focus that day was on getting to know one another and the routines needed in the classroom. Mr. Jorgé carefully planned his schedule, using the “CENARIOS” approach to identify the needs of the students in the classroom.

Members of our classroom community are respectful, responsible, and safe (Myers et al., 2017; OSEP, 2015). He also wrote and invited students to sign a “Classroom Constitution” (with strategies in parentheses). After the first day, Mr. Jorgé let students know their behavior was not appropriate, reminded them what was expected, and gave them an opportunity to practice and earn positive feedback (e.g., “Jeff, remember to raise your hand rather than call out.”)

Mr. Jorgé was teaching rather than calling. He also found that most students were consistently demonstrating expected behavior.

Throughout the day, he systematically recognized each student, providing daily reminders (e.g., “Julie, remember to raise your hand.” He also defined what it looked like for students to follow the school expectations (e.g., “We work quietly in the reading corner.” He also defined what the teacher did when students did not follow the expectations, giving them specific feedback.

Consistent implementation of positive and proactive practices

On the first day, Mr. Jorgé greeted students at the door, provided reminders about expected behavior at get ready time, ensured music was only played on Fridays, and ensured the physical layout facilitated student movement. He carefully planned his routines — from where students would place materials upon entering the room to where they would line up when getting ready. He also defined what the teacher did when students did not follow the expectations, giving them specific feedback.

He also found that most students were consistently demonstrating expected behavior.

During this time, we can start on our classroom-wide matrix (in the context of each of his classroom routines (using an expectations grid). Consistent implementation of positive and proactive practices

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