

Instructional Classroom Management

Module Six: Effective Instruction for Behavior

HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

Overview:

In Modules 1 and 2 the focus was on how engagement and feedback are essential components of instruction. This module describes some other components of effective instruction for behavior. Fortunately, effective instruction for academics and behavior are absolutely identical in terms of the components that are essential to success.

Big Ideas:

- 1. Authentic Example Selection:** When teaching behavior, we must consider all the examples that a student might be confronted with in his or her real world and then find ways to bring those examples into instruction.
 - Teachers must seek out and plan to use the full range of natural examples - from across all settings and circumstances that the student might reasonably encounter.
 - Teachers should teach when not to use the skill and should be explicit in teaching exceptions or other examples that would be likely to cause failure.
- 2. Modeling and Demonstration:**
 - Effective modeling involves physical demonstration along with verbal explanations - calling attention to the physical components to engage the students with the model.
- 3. Effective Practice**
 - Practice should not be considered a test for students. It is an opportunity to feel comfortable and to gain confidence. Guided practice is the first step after instruction.
 - Effective practice occurs in smaller chunks and over a length of time.

Activity 1:

- A. What are some examples of behaviors that your students need to be taught?
- B. What is the range of naturally occurring examples that would be helpful for you to consider when teaching appropriate behavior?

Activity 2:

- A. How would you model these behaviors for your students?
- B. What would you say while modeling?
- C. What questions would you ask them to keep them engaged?

Activity 3:

- A. How do you provide practice for your students when it comes to behavior?
- B. How will you provide practice to intentionally create high rates of success and confidence?
- C. How can you spread out your practice - small amounts over a longer period of time?

Task:

Between now and your next monthly meeting think about your modeling and practice opportunities. Go back and model some key behaviors and provide some guided practice. Be prepared to describe your experiences with this at the start of the next meeting.

Further information and additional videos on Effective Instruction for Behavior can be found at the following locations:

CIBRS.com (videos)

KSDETASN.org (go to resources section and type in "Effective Instruction for Behavior")

Teachingchannel.org (search for "Effective Instruction for Behavior")

