



# Mashpee Public Schools

## Instructional Framework (BEHAVIOR)—TIER 1

**EVERY STUDENT USES APPROPRIATE BEHAVIOR TO COMMUNICATE.**

9/2016

### UNDERSTANDINGS—Critical Concepts

- Behavior is communication (Stop and “listen” to the message)
- The only behavior teachers can control is their own.
- Behavior occurs in patterns and has bookends made up of antecedents and responses.
- Behavior can be changed.
- Misbehavior is a symptom of an underlying cause or undeveloped skills.
- Behavior can serve 4 functions: attention, escape, tangible motivation, and sensory satisfaction.

### BEHAVIOR IS LEARNED AND CAN BE CHANGED FOR THE LONG TERM BY:

- Managing antecedents (what occurs in the environment immediately prior to the behavior) with necessary accommodations or modifications.
- Changing the way you interact with a challenging student
- Reinforcing the desired behavior
- Teaching a replacement behavior
- Addressing underdeveloped skills that are at the root of a child’s inability to behave appropriately.
- Responding to student’s inappropriate behavior in a way that deters it. (*Focus on redesigning the environment and implementing teaching strategies and interventions to promote student success.*)

### TEACHER (TO-DOs)

- Respect student privacy.
- Build a positive relationship with each student.
- Pay attention to unstructured times, transitions, writing demands, social demands, novel events, and unexpected changes in routines
- Explicitly teach underdeveloped skills (self-regulation strategies): flexible thinking, executive functioning, frustration tolerance, social skills, self-advocacy, positive thinking, motivation, self-regulation, self-monitoring
- Provide noncontingent reinforcement (Random Acts of Kindness)
- Use declarative statements rather than authoritative statements (p 111)
- Embed choice (where, when, within, with whom, terminate, future, tangible, refusal, alternative)
- Make positive attention compete with, and supersede, negative attention—more predictable, more efficient, more obvious, more intense, more dramatic (as fast and as consistent)
- Complete ABC Note-Taking Template—as needed (See template on back)

### FOLLOW FAIR PLAN (*based on analysis of data collected in ABC note-taking process*):

Functional Hypothesis and Antecedent Analysis

Accommodations (Environment, Executive Functioning, Curriculum, Training in underdeveloped skills

Interaction strategies

Response strategies