Proactive

- Develop positive relationships with students
- Develop positive relationships with families
- Structure environment to maximize student learning
- Teach classroom expectations to fluency (including behavioral examples)
- Consistently prompt/ pre-correct for behavior
- Provide high rates of specific positive feedback (5:1)

Response

- Remind/reteach and redirect
- Provide corrective feedback as necessary (consistent, brief, respectful)

Reminders for Family Engagement:

Families are the experts on their children.

Family communication should be intentional, collaborative, and ongoing; it is not a disciplinary action.

Layer

- Reteach, practice with the student, then have the student practice
- Use higher rates of prompting for the skill (fade as skill is able to be demonstrated)
- Provide higher rates of specific positive feedback around the skill (fade as skill ability is demonstrated)
- Document the behavior and teacher response
- If incremental improvements are not seen within 1-2 weeks after consistent implementation, consider reflection prompts

85-90% of students should respond to the proactive and response strategies. If not, reconsider what is being done universally.

Reflection

- Conference with the student
- Consider function of behavior
- Reflect on what skills the student might need
- Reflect on environmental adaptations that can be made (by the teacher) to prevent the situation from happening
- Document the behavior and teacher response

Reflection

- Conference with the student
- Reflect: Have I consistently supported the function? Have I identified the correct function?
- Reflect: Was I timely in my prevention strategies? Were they appropriate?
- Consider adapting other variables
- Document the behavior, teacher action, and student response
- Potentially complete request for assistance form

Positive Behavior Support Key

- Considerations
- Documentation
- Environment
- Feedback
- Relationships
- Teaching

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