

Positive Behaviour Support and Trauma-Informed Practice



Session 5: Teaching Behaviour Expectations

Intentional Teaching

If You Want It, Teach It!

If a child doesn't know how to read, we *teach*.
 If a child doesn't know how to swim, we *teach*.
 If a child doesn't know how to multiply, we *teach*.
 If a child doesn't know how to drive, we *teach*.
 If a child doesn't know how to behave,
 we.....*teach*?*punish*?

Why can't we finish the last sentence as automatically as we do the others?

Tom Hemer (NASDE President) Counterpoint 1998, p.2

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- Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning.
- They use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning.

Teaching Behaviour

- Introduce the expectation during a neutral time.
- Include a rationale (why is this skill important).
- Show examples and non-examples
- Provide repeated opportunities to practice
- Acknowledge children who demonstrate the expected behaviour.
- Precorrect and review as often as necessary

Four Stages of Learning

Acquisition: new skill or concept

Fluency: the ability to immediately use the skill or concept without a prompt

Maintenance: continuing to use the skill or concept over time

Generalisation: applying the skill or concept to new situations, people, activities, ideas, and settings

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Social Skills Teaching Plan

| | |
|---------------------------|--|
| Skill | |
| Tell | |
| Show | |
| Practice | |
| Reinforce | |
| Review Reteach | |