

# Eight Effective Teaching and Learning Practices

Strategies to Increase Instructional Time

## 1. Classroom Expectations & Rules

- ⇒ Align with school expectations
- ⇒ Clearly posted
- ⇒ Explicitly taught
- ⇒ Monitored
- ⇒ Specifically reinforced
- ⇒ Student negotiated

### They should be OMPUA:

- **O**bservable
- **M**easurable
- **P**ositively stated
- **U**nderstandable
- **A**lways applicable

## 2. Classroom Procedures and Routines

- **Procedures** are the process for how things are done.
- When taught to fluency they help students to form **routines** to efficiently and smoothly accomplish tasks.
- ⇒ Classroom attention signal
- ⇒ Entering/exiting the classroom
- ⇒ Transitions
- ⇒ Lining up
- ⇒ Gaining teacher help
- ⇒ Handing out/collecting materials

## 3. Encouraging Expected Behaviour

A continuum or menu of strategies to acknowledge and encourage students when they display expected behaviours.

1. **Non-contingent attention**
2. **Specific positive feedback**
  - ⇒ Contingent
  - ⇒ Immediate
  - ⇒ Frequently to build behaviour
  - ⇒ Intermittently to maintain
  - ⇒ Ratio of at least 4:1 positive to corrective feedback
3. **A continuum/menu of reinforcers**
  - ⇒ Frequent
  - ⇒ Intermittent
  - ⇒ Occasional
4. **Tangible reinforcement system to build:**
  - ⇒ Relatedness
  - ⇒ Competence
  - ⇒ Autonomy

## 4. Responding to Behaviour Errors

A teaching opportunity to clarify and re-teach expectations. All responses should be:

- ⇒ Consistent
- ⇒ Least Intrusive strategy
- ⇒ Specific, yet brief
- ⇒ Quiet and respectful

**Indirect-** unobtrusive and carried out quickly to minimise disruption to instruction

- Non/minimal -verbal cue
- Proximity
- Ignore

If these do not change behaviour utilise:

**Direct-** instructional approaches

- **Re-direct:** A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language
- **Re-teach:** Builds on the re-redirect by specifically instructing exactly what should be done
- **Provide choice:** statement of two alternatives
- **Student conference:** re-teaching or problem solving.

TEACH

### TELL

- ⇒ Expectation
- ⇒ Specific skill
- ⇒ Context
- ⇒ Rationale

### SHOW

- χ Non-examples
- √ Examples

### PRACTISE

- ⇒ Guided
- ⇒ Independent

### MONITOR

- ⇒ Remind
- ⇒ Supervise
- ⇒ Feedback

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## 5. Active Supervision

- **Pre-correction**
  - Prompting expected behaviour
- **Moving Effectively**
  - Using proximity
- **Scanning Effectively**
  - Frequent and intentional
- **Interacting Frequently**
  - Non-contingent attention
  - Contingent attention

## 6. Opportunities to Respond

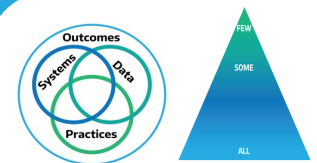
- An instructional question, gesture or visual cue made by the teacher explicitly designed to elicit a student response.
- They can be presented to an individual student, group, or whole class.
- Student responses may be verbal written or non-verbal.
- The teacher then provides feedback to students.

## 7. Activity Sequence and Choice

1. **Task interspersal** – use a 1:3 ratio of easier tasks to more difficult tasks
2. **Behavioural momentum**-begin with easier tasks to build momentum for more challenging activities
3. **Academic Choice** - activities, materials, who to work with, where they will work and what to do when finished

## 8. Task Difficulty

1. **Assignment length or time** – offering periodic breaks
2. **Response mode** – providing an alternative
3. **Increased instruction or practise** – provide more teaching, guided practice, or fluency-building activities.



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