

In the first video we learn more about behavior intervention plans and ideas and strategies we can implement for the benefit of the student. When a child behaves a certain way, it is for a reason, it is a form of communication. A child will not come forth and say they don't feel well, they don't want to do the assignment because they do not understand it or they are scared, more than likely the child will react in a certain way, sometimes negative behavior. The response they receive from the adult will either stop the behavior or feed into it which is what the child is testing. The behavior serves a purpose for the child and if they get what they want, they will keep doing it whether it is good or bad.

In the second video, Behavior and Needs They Meet, it is reiterated as well. An example given is when the child crumbles the paper and runs out of the classroom and the teacher chases them. Right away we say the child is out of control and yes one would think so as did I until she stated the following; the child is running and stops to look back if he/she is still being chased, guess who is in control?! It did not dawn on me at first, but the child is, there need is now being met. They were able to escape from doing the work by running out and being chased.

A teacher can turn behavior management into a teaching moment by guiding the student in learning a replacement behavior for the one which is not favorable. In a case study I am working on for another class, my student has ADHD and learning disabilities and his behavior disrupts the class. One of the strategies spoken about in the video is positive behavior strategy where we teach the student not only how to recognize the triggers and cope with the stressors but also a replacement behavior as well. It is important to remember to take into consideration the student's abilities in the here and now.

When creating a behavior intervention plan, one must be very clear and specific on identifying the behavior, what the replacement behavior is and how it is to be implemented for

that specific student as there is no one size fits all plan. There is also not one plan which will work out on the first try. We must be able to offer a variety of methods and ways to help the student become better at developing skills and self-regulation which will extend outside of the classroom. Because behaviors do not change overnight and in working to replace one, many other behaviors will still exist and will surface, there must always be a proactive plan with steps from A through however many more are needed for all to follow. While the plan is for the student, it also teaches the adults how to respond and react to the unwanted behavior with calm, dignity and respect for all. BIP's must be continually reviewed, revised and modified to ensure the plan is benefiting the student which in turn creates a safer and better learning environment for all.

The success of a BIP also relies on the trust and relationship the student has with the adults who are guiding them. The student must believe that the adults are trying to help them, and the adults must also communicate and include the parents as well. If the strategies and replacement behaviors are not carried over into the home, it is much more difficult to achieve success at any level.

BIP's support all four areas of High Leverage Practices; by establishing routines and schedules which are automatic anxiety reducers and providing positive feedback, the teacher is practicing HLP 7-establish a consistent, organized and respectful learning environment and HLP 8- provide positive and constructive feedback to guide students' learning behavior. HLP 9 & HLP 10 are also components of a BIP as an FBA is what will lead to creating a BIP and one of the goals is to teach the student how to master skills for appropriate social behaviors.

In our third video we learn the importance and how to provide effective feedback, which is goal directed, constructive, immediate, respectful and positive. In the first segment, the teacher

was very explicit as she modeled the word problem for the student. She continued to manage the other students by providing them with new problems as she worked with the boy who was struggling to understand the concept. She had him repeat the sentence and review his response to see if it was correct. Though he did the commutative process, she praises him and allows him to realize the steps he should revisit to get the proper answer. Positive praise was delivered immediately, thanking him for a great job and for not giving up and asks him if he now feels he understands the steps required to complete the problems. I thought she was very effective in how she modeled the steps, asked him questions which brought him back to reviewing his work and realizing he needed to revise it.

We see a very similar process in the next segment as Mrs. Khan listens to the student read the word problem then explains what kind of problem it is and guides the student without ever providing an answer. She provides positive and constructive feedback versus nonconstructive feedback which would only leave the student confused and with more questions.

In the next segment we learn how effective and immediate feedback is important so that the student can correct themselves right away. If we allow the student to mispronounce a word or sentence and we do not correct the error right away, the student will continue to read and feel he is always doing an excellent job. Mr. Eckert offers respectful, immediate and positive feedback in his classroom without making anyone feel as though their response was a huge error on their part. When the first student responds incorrectly, he doesn't point out in a negative way that it is wrong, he questions the response and explains why it is not. Because Mr. Eckert provides respectful feedback, the students are comfortable with providing answers as we saw another student answer incorrectly. Once again, Mr. Eckert provides respectful and immediate feedback and this time shows a physical example of why the response could not be correct. We also learn

that we should not compare past work or achievements to the present as it would work against us motivating the student. We should not point out that if they did it before they can do it again or that their classmate is almost done, and they should catch up. That in itself would stress the student and possibly make them feel less intelligent than their peers and they might not want to proceed. We are to focus on their achievements and not their deficits as it is non-judgmental and highlights their actions. A student who feels that their teacher is noticing their hard work, their determination will feel so much better of themselves and more motivated to do the work and try to achieve better results. We all would like to impress our teachers and show them we are trying no matter what grade you are in. Providing corrective feedback which is positive and goal directed motivates the student to do better.

In the last segment of this video which was completely a positive heart tugging experience for me, the boy was simply adorable, and Ms. Melina demonstrated such warmth and love towards him, we observe constant feedback, positive praises, eye contact, redirection and guidance. I appreciated how she gently tugged him towards her to focus, how she redirected him with her eyes and hands and how she continually praised him. She would have him repeat the words and then form complete sentences, never giving up until he did so. Her feedback clearly showed how he tried to complete the task and how “excited” he felt. I thought she as well did an excellent job.

The fourth video teaches us how to ensure we are providing the proper accessibility to our students during remote learning. Closed captioning is actually one of my favorite features as I use it when I watch T.V. or videos online as does my daughter who has a learning disability. We seem to process the material more in this manner, we can also pause and go back and re-read something if we are not grasping it. In the video it is advised that we closed caption is used, not

only does it promote learning as the person who is reading it is paying attention, watching for any errors but the National Association for the Deaf has filed a series of lawsuits against school systems as well. When there are non-verbal parts, there should be audio offered as well.

When we are sending paper packets home, we must consider who is this accessible to? During these Covid times, there are many parents which are now wearing the hat of being a teacher assistant at home, helping the students with their homework; some of who might not be able to read English. It is important that we know our students and their backgrounds and find ways to ensure the documents are accessible in all forms for all students. We must also take into consideration the use of colors on our documents, an excess use of such can be less accessible to the students as it can become confusing. We must also consider the students which might see colors differently or are color blind, these colors will have no meaning to them, therefore if we are to use colors, we should have a symbol as well in the explanation key to guide them. These were details I had not considered to be honest, the colors as well as the use of the hyperlinks and underlining.

The last video explains how PBIS (positive behavior intervention strategies) is to be used to increase the desired student behavior and decrease the negative behavior. Much like RTI, PBIS is a three-tier system; Tier 1 is across the board for the whole school, Tier 2 is for group interventions and Tier 3 is individualized support including but not limited to services & FBA's. As educators, it is our responsibility to ensure that the students are in a safe, equal and engaging environment and we do so by implementing positive reinforcement strategies. While we should ensure that we teach with respect and dignity for all students, we should be inviting and caring as well. Our class should have rules and regulations for all to follow which have been created with the assistance of the students, we should offer positive reinforcement when the desired behavior

is reached and not when the behavior is negative. In one of the classes in which I did field work, the teachers used many different reward systems such as the token system, student of the week poster and announcements, extra computer or outdoor time and the point system to name a few. I will say, there were rarely any outburst or misbehaving students, even when he would step out and leave me alone with them as they knew I would report back to them.

In one of our discussion posts we spoke of the implementation of PBIS and I chose the below article as reference and made the following comment which has been shortened for this paper. The article I chose was, *Effects of school wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools*. In this study they examine the effects of implementing school wide positive behavioral interventions and supports (SW-PBIS) during a 3-year span in high schools and individuals. Disciplinary measures do not deter behavior issues but at times increase it, in this study the implementation of SW-PBIS instead of disciplinary actions in high schools displayed positive outcomes.

Effects of School-Wide Positive Behavioral Interventions and Supports and Fidelity of Implementation on Problem Behavior in High Schools By: Flannery, K. B., Fenning, P., Kato, M. McGrath, McIntosh, K., School Psychology Quarterly, 10453830, 20140601, Vol. 29, Issue 2