

ALTERNATIVE EDUCATION

Behavior Intervention and Support Module: Powerful Teaching

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~ **Module 3, Session 8** ~ **Lecture Notes**

Introduction

Research consistently points out to the fact that powerful teaching makes a clear difference in reduction of behavioral problems in the classroom. An engaging positive learning environment is often the best tool for managing behavior. Teachers who are in charge of their classrooms and their instruction infrequently encounter disruptive students. When behavioral problems occur, they know what to do to ensure that the classroom continues to be well managed. As a result students are less hesitant to disrupt. The structure the educator creates, along with powerful teaching enhances student self-esteem, builds competence, and invariably reduces behavioral problems. Educational consultant, Anita Archer, indicates that to be an effective instructor the following must be present:

- Maximize the amount of time spent teaching.
- Teach to a specific objective/outcome.
- Teach generalizable strategies (make sure what you teach is useful outside the classroom).
- Present information clearly.
- Carefully select examples and wording.
- Actively engage students during instruction.
- Carefully monitor student's responses.
- Correct errors in an appropriate manner.
- Maintain a perky pace during instruction.
- Ensure a high level of success from students.
- Continually assess student growth.
- Rejoice in student achievement.

Student Achievement

Current research tells us that the following teacher controlled factors impact upon student achievement. These practices are especially effective with low achieving students and students with learning and behavioral challenges.

- Start lessons immediately

- Have a positive intervention plan and use it!
- Class rules and expectations (let students create the rules and classroom expectations with you whenever possible)
- Positive messages and reward structure
- Awareness of antecedent triggers
- Awareness of the goals of misbehavior
- Implementation of logical consequences
- Short lessons
 - (3-5 days high school)
 - (2-3 days junior high school)
 - (1-2 days elementary school)
- Adapt the pace, environment, materials, and instruction to meet the needs of all students in your class.
- Frequent assessments to determine whether the information is sinking in.
- Honor cultural and ethnic diversity and learning styles differences by allowing students to demonstrate their knowledge in many different ways—art projects, written, drama, oral, quizzes.
- Use advance organizers to activate prior knowledge (3-5 minutes at the start of a lesson—make it brief and clear. Provide a handout or leave on blackboard.
 - describe purpose
 - clarify tasks (physical limits, duration, etc.)
 - main idea (topic of the task/lesson)
 - background information (relate to student's world)
 - state subheading
 - use illustrations, models, and analogies; give kids a frame
 - describe applications (why's) to student's world
 - introduce new vocabulary
 - provide organizational framework
 - state general outcome
- Move around the classroom as you teach.
- Vary presentation style—illustrations, charts, maps, etc.
- Question throughout lesson—use student's first names! Check for understanding.
- Vary the grouping structures: cooperative, competitive, individualize (most classes leave out cooperative structure).
- Involve the students—make it relevant.
- Have fun—smile, laugh, and enjoy yourself. The most important message your students respond to is **YOU**.