



Problem Solving in the Classroom

2021

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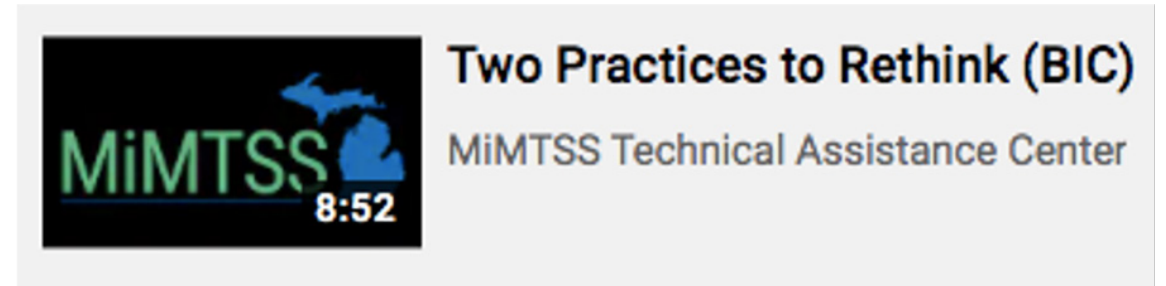


A Strong Tier 1 Behavior System

- Solid implementation of School-wide PBIS
- Strengthening classroom PBIS practices
- Reviewing academic and behavioral data at the grade level and addressing common grade level needs
- Implementing simple and effective behavioral intervention in the classroom

Recall: Commonly Used Classroom Strategies to Rethink

- Progressive Consequences (e.g., Clip charts, pocket color cards)
- Time out of Class (e.g., Responsible Thinking Classroom, Buddy Classrooms)



https://www.youtube.com/watch?v=Wj-FvL_mEqo&list=PLagiviFhnZbC8n4FdMru5o0_nJ_ygLK75&index=2

Effective Problem Solving at the Classroom Level

- Equip Teachers!
 - All teachers trained in behavior science
- Teachers initially plan and intervene when behavior challenges occur in the classroom
- Teachers collaboratively engage in problem solving at grade level team meetings
- Teacher develop and implement a toolbox of evidence-based classroom-level practices and interventions

Essential Beliefs

There are **two essential beliefs** that we must operate from to be effective problem-solvers

Essential Belief 1

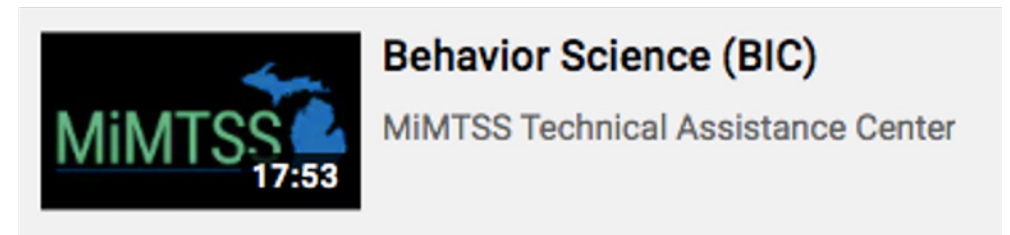
Behavior is highly malleable – it can be changed

Essential Belief 2

Control the Controllables

Recall: Research-based Behavioral Principles

- Behavior is **learned**
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- **No student** should be intentionally or unintentionally humiliated or belittled



https://www.youtube.com/watch?v=FUdZ3eG00W4&list=PLagiviFhnZbC8n4FdMru5o0_nJ_ygLK75&index=1

Behaviors Are Learned

We do know that our behaviors are learned and continue because they serve some purpose or **function**. That is, we engage in behavior because we have learned that certain desirable outcomes are likely

MANTRA:

Behavior continues because the behavior works!

Prevent, Teach, Respond

Prevent	Teach	Respond
<p>What can we do to prevent problem behaviors from occurring in the first place?</p>	<p>How can we use effective teaching techniques to teach new and replacement behaviors?</p>	<p>How can we respond to behaviors in ways to reinforce school appropriate behaviors?</p> <p>How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of behavior?</p>



Activity

- Take a look at your guided notes from the Behavior Science Overview video
- In the Chat Box, type in one of the following:
 - One “ah-ha” that you had
 - One piece of previous learning that was reinforced
 - One way that you would find this useful in the classroom
- If you have not yet watched the Behavior Science Overview, feel free to add to the Chat Box and make a plan to watch the video (18 minutes)