



Inclusive Behavior Instruction



► Discussion Questions

1. Should teachers be expected to teach appropriate behaviors? Why or why not?
2. Should students who exhibit disruptive behaviors be included in general education classrooms? Why or why not?
3. Should students be positively reinforced for their appropriate behaviors? Why or why not?
4. How do you assess the function of challenging behaviors?
5. What are some ways teachers can reduce challenging behaviors in a school?
6. Think about the behaviors that are challenging at our school.
 - a. When do they usually occur?
 - b. Where do they usually occur?



► Group Activity

Create definitions and provide examples of major and minor discipline referrals.



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1. Share two noteworthy moments related to inclusive behavior instruction from the video.
2. The video describes behavioral supports as “preventive” and “proactive.” Compare these approaches to reactive behavior strategies. List examples of each.
3. At the 0:30 mark, the video says students are explicitly taught goals and expectations. How do we (or could we) teach these expectations?
4. At the 0:38 mark, students use tickets at a school store. How are behaviors reinforced at our school? What are the appropriate (or inappropriate) behaviors that we reinforce?

► Group Activity

Give the first person a ball to toss to another person who then shares one strategy that could be used to teach or reinforce positive behavior. He or she then tosses the ball to another person who repeats the process. Continue until everyone has shared.

Consider examples of “free” ways to positively reinforce behavior.

VIDEO TRANSCRIPT

Inclusive Behavior Instruction is a proactive approach to teaching social behaviors. All students are explicitly taught schoolwide behavioral goals and expectations. All school staff members reinforce positive student behaviors. For example, students may earn tickets to be used at a school store in exchange for a variety of activities and items. All students are screened for indicators of potential behavior challenges. The screening information then allows the school to direct preventive resources toward specific social, emotional, or behavioral needs. By using a tiered system of proactive interventions, schools are able to address and reduce behavior disruptions. If data indicate that some students are struggling, the school provides a targeted intervention or support. Additionally, a few students may receive intensive, individualized interventions such as self-monitored checklists or more frequent options for movement. Each intervention is tailored to a student’s specific areas for improvement. Inclusive Behavior Instruction emphasizes positive goals and expectations, along with the appropriate supports and interventions so that all students can successfully manage their behavior.



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After You Watch

► Discussion Questions

1. How does our school currently collect and use behavior data? Discuss how it is working.
2. How could a universal behavior screening process be used (or improved) to identify students who may need additional support?
3. Does our school have a schoolwide reinforcement system? If not, discuss options for starting one. If we do, discuss how it is working and if any improvements are needed.
4. Discuss supports we have available for students who need additional help with behavior. Are there any other supports we could provide? How do we determine who gets extra support?



► Group Activity

Work as a team to identify 3-5 schoolwide expectations that we could teach and reinforce at our school.

OR

Work in grade level or content area teams to develop a lesson plan for teaching an existing behavior expectation.