

## **Positive Behavioral Structures and Intervention Strategies K-12**

### **Sequencing Rationale**

The unit uses the learning-related sequence based on the level of difficulty and familiarity to educators. It begins with the subunit “Classroom Management” as each individual educator must employ some type or form of systematic approach to keep students safe and maintain some type of order in the classroom. If this unit were to be used for an education program for pre-service; there is still some knowledge base, as everyone has spent time in a classroom. It then builds upon this familiar area by introducing effective research-based approaches to managing a classroom at a more difficult and maybe unfamiliar skill level. In order to create a proactive versus reactive educational setting; educators must develop knowledge of proven effective classroom management components applied across various settings to improve the overall functioning of a classroom.

The second subunit is “Principles of Psychology” and builds upon some type of familiarity of the topic educators must already possess. It provides more in-depth and ways to apply the principles to classrooms, groups and individuals to create a positive way to improve behavioral outcomes. Educators must apply a more structured and beyond basics approach of psychological functioning to meet individual and group needs to promote a positive classroom model for all students. The third subunit, “Positive Behavior Interventions and Supports” (PBIS) may not be familiar to educators; but the previous subunits should form a basis of skill level to continue building upon this unfamiliar and more difficult concept. Educators will begin to delve more difficult contextual learning as PBIS entails individual, classroom-wide and school-wide systems to create positive systemic changes to individuals and groups.

The fourth subunit, “Positive Teacher-Student Relations” continues the learning-related sequencing pattern as educators may not realize the significance of students’ feelings and sense of belonging, while also being accepted. It is a more difficult concept to approach; and may be an unfamiliar

phenomenon to educators. Research indicates this subunit and is mentioned as the “keystone” (Marzano) for all other aspects of classroom management. Educators must realize the importance of their particular role and that each has the ability to help or hurt a child through their educational relations and attitudes toward students. Next in the sequence is “Current Practices and Evidence” which would maybe be the most unfamiliar to educators, and possibly the most difficult skill level to develop a full understanding of all the current literature on effective structures and strategies. Educators need research-based foundations of knowledge to further develop their own sense of different approaches.

The final and sixth subunit “On-going Monitoring” culminates the previous subunits and involves the persistent and constant examination of current successful and unsuccessful behavioral structures and intervention strategies. Educators must be able to identify, adapt, change or eliminate parts of the overall structural system to create a more effective approach. Certain aspects of the unit, when applied to classrooms will need to be monitored for individual subunit effectiveness, and effectiveness in relations to the entire unit. Introducing this subunit at the end of the unit is due to the difficulty level to learn the concept, and due to the unfamiliarity of this concept. Examining entire behavioral structures and intervention strategies will be the most difficult task, but educators must learn how to efficiently and effectively scrutinize and change procedures.