

# Connecting Behavior and Academics

[Today's Sign In](#)



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CONSULTING GROUP



[www.projectsuccessindiana.com](http://www.projectsuccessindiana.com)



# Agenda



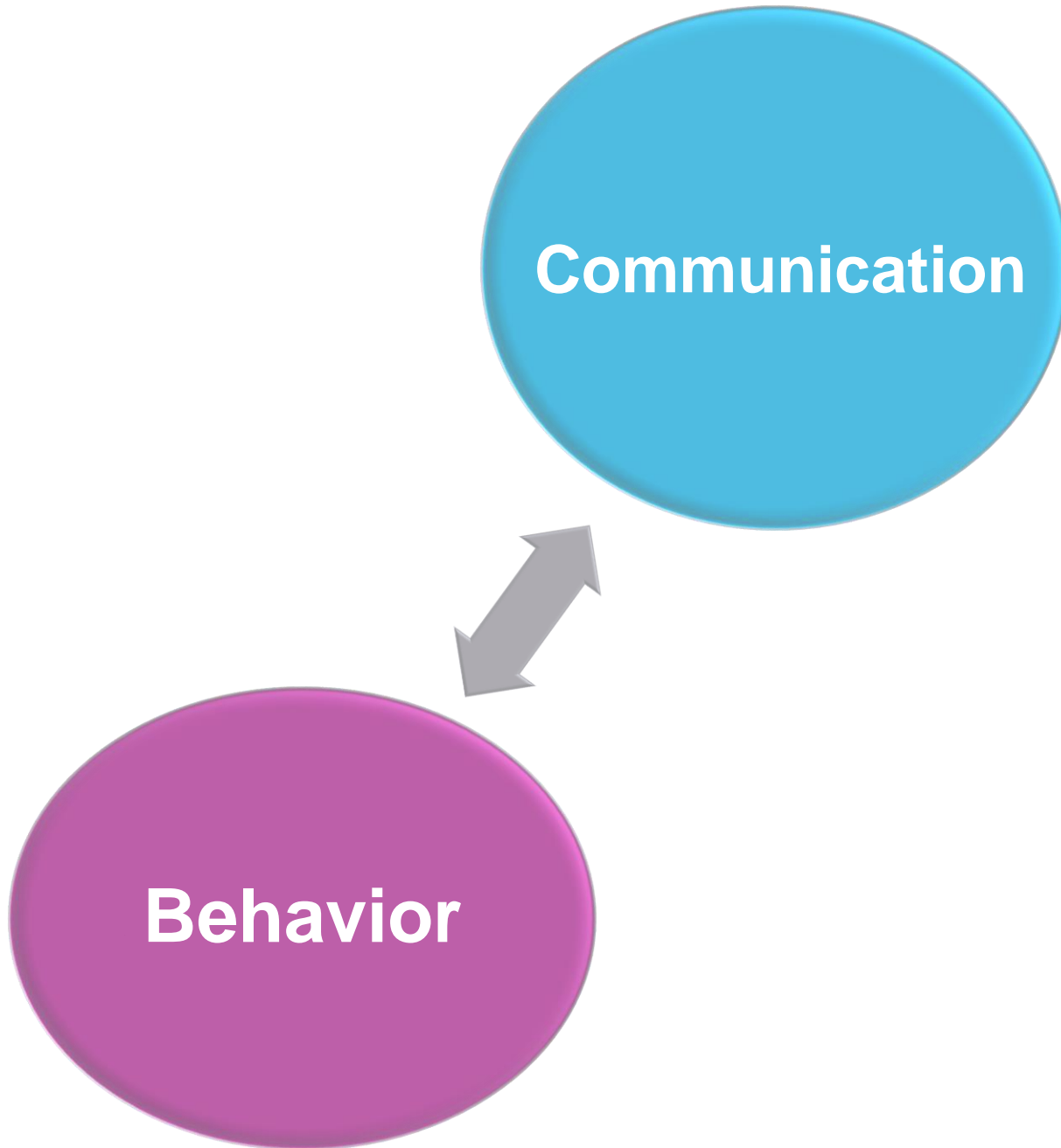
- ❑ The Link Between Communication, Behavior, and Academics
- ❑ Behavior IS Communication
- ❑ Communication and Academics: Core Vocabulary and UDL
- ❑ Academics and Behavior: Goldilocks and Proactive Supports
- ❑ Wrap Up and Next Steps



**Communication**

**Behavior**

**Academics**



“TRYING TO FIGURE OUT THE REASON FOR  
INAPPROPRIATE BEHAVIOR IS GOOD  
DETECTIVE WORK THAT REQUIRES ALL OF  
US TO LOOK AT POSSIBLE REASONS FOR  
THE MISBEHAVIOR.”

—BEVERLEY JOHNS



# BEHAVIOUR IS COMMUNICATION

@kwiens62

UNEXPECTED BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

BIOLOGICAL

EMOTIONAL

COGNITIVE

SOCIAL

PROSOCIAL

STRESS BEHAVIOURS

"STRESS DETECTIVES" REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR." THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

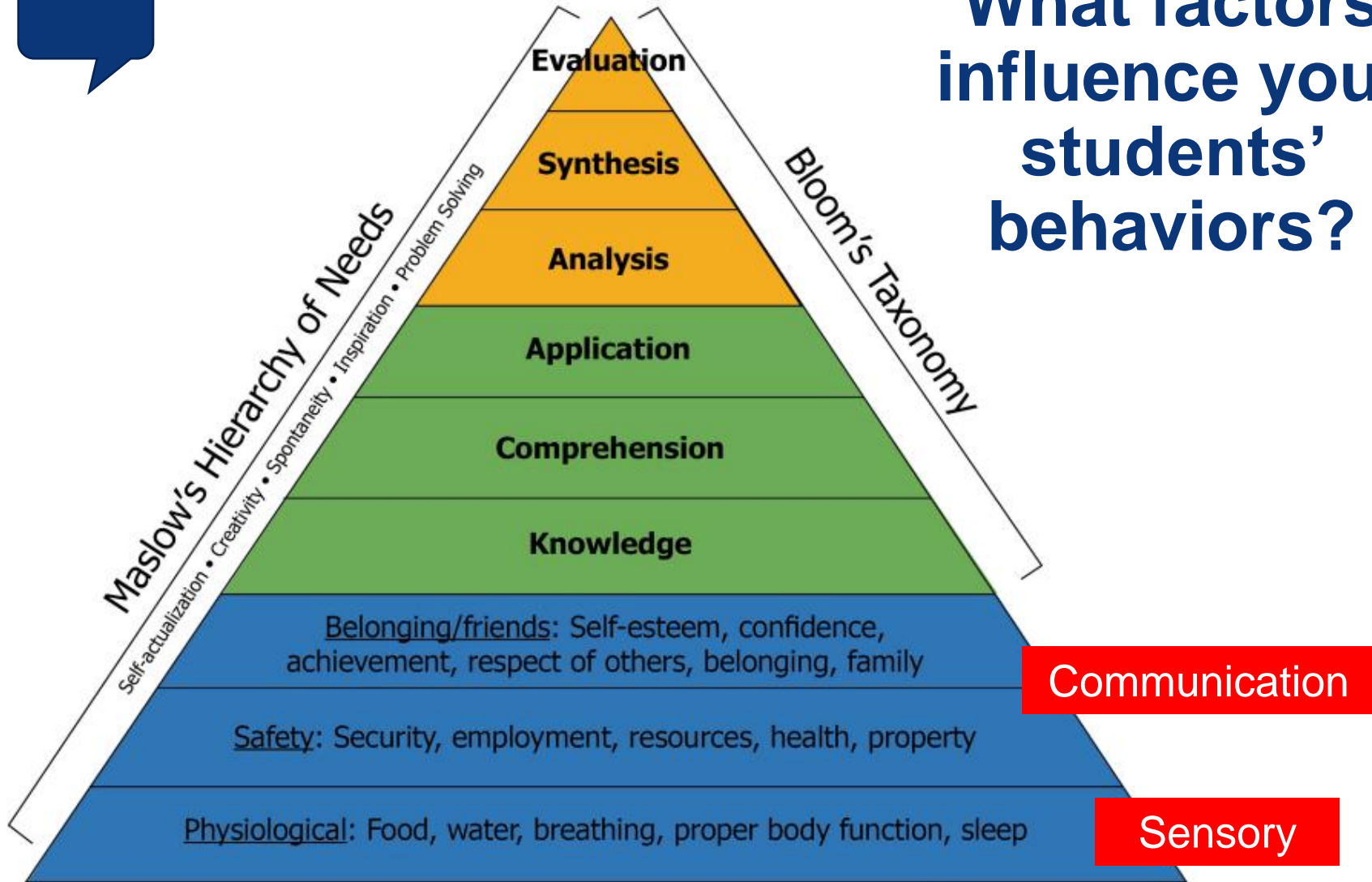
FIVE DOMAINS OF SELF-REG

visit: [www.self-reg.ca](http://www.self-reg.ca)

Kristin Wiens 2016



# What factors influence your students' behaviors?



**Maslow before Bloom: Context before Content**



# What can we do?

## **When Communication impacts Behavior:**

Make sure student has at least one identified mode of communication

### **Try:**

Communication Matrix (<https://www.communicationmatrix.org/>)

## **When Behavior impacts Communication:**

Focus on de-escalation of crisis situations first

### **Try:**

Calming the Agitated Student

([https://www.interventioncentral.org/behavior\\_calm\\_agitated\\_student](https://www.interventioncentral.org/behavior_calm_agitated_student))





# Additional Behavior Resources

Resource	Description
<a href="#"><u>TIES: A Collaborative Start to Behavioral Supports</u></a>	<b>Article</b> about family/home considerations to support behavior and high/low tech ideas for communicating and collaborating on behavioral supports
<a href="#"><u>Antecedent Interventions Brainstorming List</u></a>	<b>Template</b> to help plan how to modify antecedents and address behavior proactively
<a href="#"><u>Tantrums, Tears, and Tempers: Behavior is Communication</u></a>	<b>Resource document</b> for parents





# Core Vocabulary

- ❑ Set of approx. 400 words
- ❑ Makes up 80% of what we read/hear/say
- ❑ Relevant across settings
- ❑ Can often be used to mean multiple things

## Continuum of Usefulness

Useful for a wide range of purposes in a variety of contexts on numerous topics



Useful for restricted purposes in limited contexts on a specific topic

I want you **Core** up  
more turn  
dog measure socialize forest  
star nibble opinion  
restaurant angle summarize  
shoes opposite protect march  
park wonder proud  
circle explore

isosceles trapezoid  
Harley Pittsburgh Zoo  
**Fringe**  
meteorite banana peppers  
Red Hot Chili Peppers

Lots of opportunities to teach throughout the day.



Opportunities limited to specific activities or specials.



Core Vocabulary Resource	Description
<a href="#">Project Core</a> UNC-Chapel Hill	<b>Website</b> with PD modules, research, success stories, and FAQs regarding core vocab implementation
<a href="#">Core Vocabulary 101</a>	<b>Article</b> reviewing what core vocab is, strategies for teaching it, challenges to consider, etc. (13 min read)
<a href="#">Communication Partner Skills for AAC Learners</a>	<b>Article</b> guiding communication partners on supporting and interacting with AAC users. (10 min read)
<a href="#">Develop “Core” Vocabulary for Each Academic Area *</a>	<b>Guidance</b> for determining the most essential vocab words in each subject area
<a href="#">Choosing CORE Vocabulary: “Activity-First” Approach</a> (Saltillo)	<b>Method</b> for teaching core vocabulary based on a particular activity
<a href="#">100 Frequently Used Core Words</a> (AAC Language Lab)	<b>Reference document</b> listing most frequently used core vocabulary words
<a href="#">Core Vocabulary and Communication PD Module</a> (DLM)	<b>PD module</b> with videos, slides, and templates to help you implement core vocabulary






# Universal Design for Learning (UDL)

## Representation and Expression



Provide multiple means of  
**Representation** →

Recognition Networks  
The "WHAT" of learning



### Perception:

Offer ways of customizing the display of information

Offer alternatives for auditory and/or visual information

### Language and Symbols:

Clarify vocabulary and symbols

Support decoding of text and math notation


### Comprehension:

Activate or supply background knowledge

Highlight patterns, big ideas, and relationships

Provide multiple means of  
**Action & Expression** →

Strategic Networks  
The "HOW" of learning



### Physical Action:

Vary methods for response and navigation

Optimize access to tools and assistive technologies

### Expression and Communication:

Use multiple media for communication

Use multiple tools for construction and composition

<https://udlguidelines.cast.org/>



# Goldilocks Principle

 Too hard

Explore accommodations, modifications, and UDL strategies for Representation and Expression

 Too easy

Ensure appropriate alignment to grade-level standards

 Too boring

Explore UDL strategies for Engagement

 Just Right



Intensive  
Supports

Moderate  
Supports

Proactive  
Supports

# How to Positively Impact Behavior

- *Presume competence!*
- Infuse your classroom and lessons with **joy, novelty, and fun**
- Facilitate opportunities for **meaningful social connection**
- Provide opportunities for **movement** throughout the day
- **Be explicit about rules**, norms, procedures, and expectations
- Schedule time to **teach and practice behaviors and reactions** that are appropriate/expected





Triggers to Avoid	Strategies to Embrace
Assuming your expectations are understood	Adjusting the environment
Calling things out from a distance	Providing countdowns for transitions
Transitioning without warning	Letting kids have a choice
Asking rapid-fire questions, or giving a series of instructions	Making expectations clear





# Proactive Behavior Supports

Class Meetings

Fidgets

Cue Signals

Nooks

“Syn-naps”  
(brain breaks)

Offer Choice!



# Giving Effective Instructions

**Be direct.** Make statements rather than asking questions: “Please sit down,” as opposed to “Are you ready to get out your homework?”

**Be close.** Give instructions when you are near the student, rather than calling out from across the room.

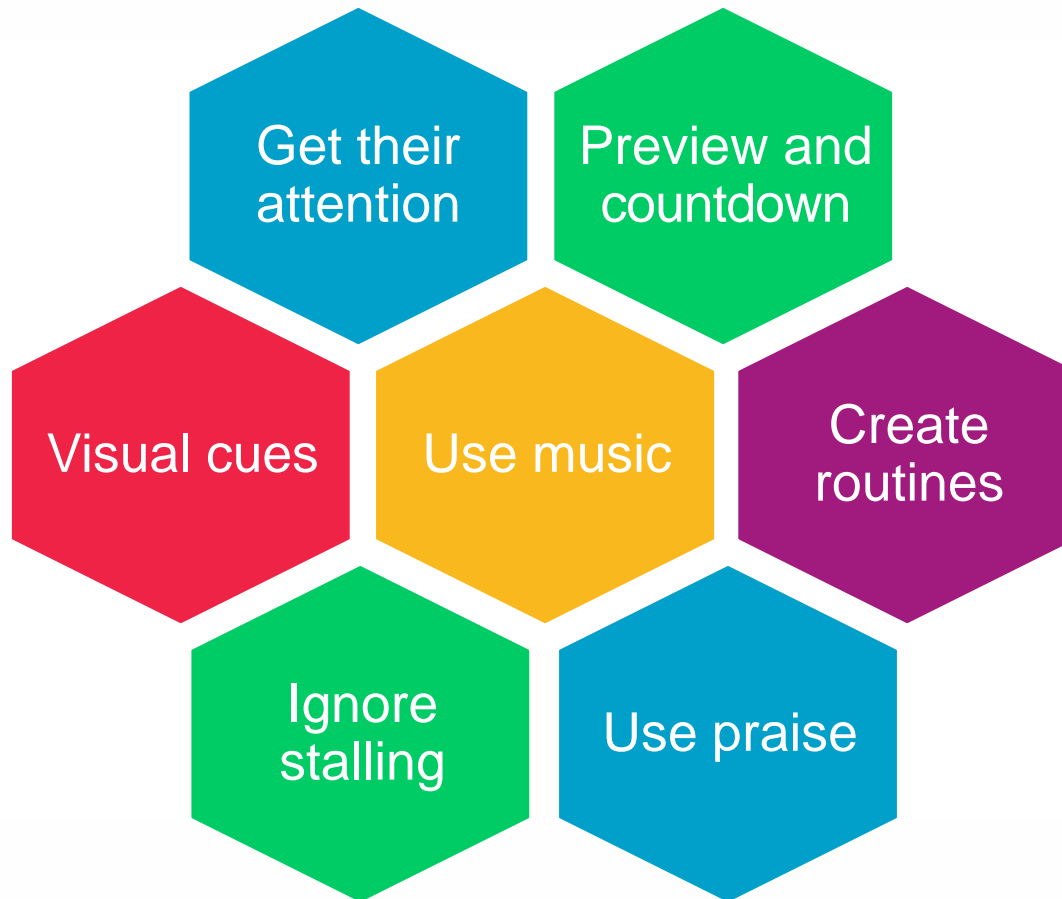
**Give instructions one at a time.** Try to avoid giving a series of instructions: “Please put on your sneakers, get your lunch off the kitchen counter, and meet me in the front hall.”

**Keep explanations simple.** For instance: “Go get your coat on because it’s raining and I don’t want you to catch a cold.” Instead, try: “It’s raining. Go get your coat on.”

**Give time to process.** After you give an instruction, wait a few seconds, without repeating what you said. Students then learn to listen to calm instructions given once rather than learning that they don’t need to listen because the instructions will be repeated.



# Making Transitions Easier



What next step  
will you take as a  
result of today's  
discussion?





What information  
or supports  
would be helpful  
to you moving  
forward?



# Upcoming Opportunities

## Wednesday, March 31

*Model Site Summit*

Register [here](#); view more info [here](#)

## Wednesday, April 21

*Teacher Leader Capstone  
Celebration*

Register [here](#); view more info [here](#)

## Wednesday, April 7

## & Thursday, April 8

*Paraprofessional Webinar:  
Data Collection*

Register [here](#); view more info [here](#)

## Friday, April 30

*Registration deadline for  
Teacher Leader Cohort #2*

Register [here](#); view more info [here](#)



# Project SUCCESS



Today's Evaluation

**Ashley**

[aquick@pcgus.com](mailto:aquick@pcgus.com)



**@ProjectSUCCESS4**



[fb.me/ProjectSuccessIN](https://fb.me/ProjectSuccessIN)