PBIS Question

**Why reteach behaviors in January?**

In classrooms where behaviors vary day to day or minute to minute, teachers struggle to teach and students struggle to learn. Instructional minutes are often stolen by disruptive behaviors and this problem is further compounded when struggling learners miss class time because of discipline referrals or suspensions. When schools and teacher take the time to “re-set” consistent school/classroom behavioral expectations, students are reminded what’s expected of them throughout the school day. This allows them to immediately feel more confident, engaged and connected to the school community. This can be especially critical after a break when getting back into the swing of school routines and rules can be difficult for students who have enjoyed days of relaxed rules, later bedtimes, homework-free evenings and video games.

**What is Interactive Modeling and how can I use it to “re-set” behavior expectations in January?**

Interactive Modeling is a method of teaching that involves proactively showing students behavior expectations and believing that they can and will learn to do things the right way, given the tools and leadership.

It is a straightforward, quickly paced, seven-step process that's effective for teaching children any academic or social skill, routine or procedure that you want them to do in a specific way. With Interactive Modeling, students:

* Learn exactly why the skill, routine or procedure is important to their learning and the respectful, smooth functioning of the classroom.
* Are asked what they noticed about the teacher's modeling (rather than told by their teacher what to notice).
* See a few classmates additionally model the routine or procedure after the teacher's initial modeling.
* Practice the routine or procedure right away.
* Receive immediate feedback and coaching from their teacher while they practice.

– Responsive Classroom ([www.responsiveclassroom.org](https://www.responsiveclassroom.org/))

## **What are the steps to Interactive Modeling?**

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it (the right way, not the wrong way, and without describing what you’re doing unless you need to “show” a thinking process).
3. Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

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### **What does Interactive Modeling look and sound like in action?**

In a fifth-grade classroom, Mrs. K wants the students to understand how to work productively during independent work time. She teaches this Interactive Modeling lesson:

1. **Say what you will model and why.**
Mrs. K: “Our goal is for everyone to do high-quality work during independent work time. Watch how Carlos and I work hard on our assignment and let others do the same.”
2. **Model the behavior.**
Mrs. K and Carlos (coached in advance) demonstrate how to work on a research assignment at the same table. They work quietly, but to show that it’s okay to talk, they each exchange one fact from their research, briefly and in low voices. Then they get right back to work.
3. **Ask students what they noticed.**
Mrs. K: “What did you notice?” Her students note the key elements of the demonstration, such as how Carlos and Mrs. K stayed in their seats, worked quietly, and talked in low voices for only a short time. Mrs. K prompts students to name any key behaviors they missed. For example: “What did we do with our papers and other materials?”
4. **Invite one or more students to model.**
Mrs. K chooses four more students, who demonstrate how to work independently at the same table just as she and Carlos did.
5. **Again, ask students what they noticed.**
Mrs. K: “What did you notice this time?” Her students point out the key elements, just as they did in Step 3, helping to reinforce these behaviors for themselves. Again, she prompts them if they miss any key behaviors.
6. **Have all students practice.**
Mrs. K gives all her students a short survey to work on so she can observe and coach them.
7. **Provide feedback.**
Mrs. K: “I see everyone focused on the survey, working quietly. That kind of focus will help you and your classmates complete your assignments and learn a lot this year.”

This example as well as the majority of information provided is taken directly from <https://www.responsiveclassroom.org/what-interactive-modeling/>.

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