

Unit 5 Assessment

1. Explain 3 specific Love & Logic strategies you will use to redirect Tier I misbehaviors. (include a link to the resource)

1. Begin with nonverbals.

- Use a signal – shake of the head, arm movement, etc.
- Walk toward the student while continuing to teach.
- Stand close to the student.

2. Use lots of empathy.

- Nonverbal – look sad or concerned.
- Verbal – try to lead with how you think the other person might be feeling as in, “That must be really upsetting?”

3. Use “I” instead of “You” statements.

- “I’ll start when...”
- “I will be happy to...”

-Using Love and Logic in the classroom helps create a positive, respectful environment by promoting responsibility and offering students choices with consequences, which encourages better decision-making. This approach fosters strong teacher-student relationships and reduces the likelihood of misbehavior by addressing issues with empathy and clear expectations.

SOURCE: [How to Deal with Disruptive Behavior in Your Classroom](#)

2. Explain the three-tiers of RTI as they relate to behavior.

- Tier 1 (Universal Prevention): This tier involves implementing proactive strategies and clear expectations for all students to promote positive behavior. It includes school-wide practices like positive reinforcement, clear rules, and teaching social-emotional skills to prevent issues before they arise.
- Tier 2 (Targeted Intervention): For students who need additional support beyond Tier 1, this tier provides targeted interventions for small groups of students showing early signs of behavioral challenges. Interventions may include social skills groups, behavioral contracts, or check-in/check-out systems, aiming to address specific issues before they escalate.

- **Tier 3 (Intensive Intervention):** This tier is for students with persistent behavioral problems who need individualized, intensive interventions. It involves one-on-one support, customized behavior plans, and possibly collaboration with external professionals to address the root causes of the behavior and provide intensive, ongoing support.
- **SOURCE:** [Source 2](#)

3. Explain the components of the Functional Behavior Assessment (FBA) and the process for using it to address student misbehavior.

- **Step 1: Conduct the FBA** by gathering information through observations and interviews with teachers, students, and others who interact with the student.
- **Step 2: Analyze the collected data** to identify patterns in the behavior and understand its function.
- **Step 3: Develop a behavior intervention plan (BIP)** based on the FBA's findings, which includes specific interventions aimed at addressing the root causes of the behavior.
- **Step 4: Implement the intervention plan**, ensuring that all staff members are consistent in their approach.
- **Step 5: Continuously monitor and adjust the intervention plan** based on the student's progress, making changes as necessary to support long-term success.

This process helps ensure that interventions are tailored to each student's unique needs, making them more effective in reducing misbehavior.

- **SOURCE:** [Source 3](#)

- **PORTFOLIO:** <https://sites.google.com/view/patrickportfolio4?usp=sharing>