

Statement of Purpose: Positive Behavioral Structures and Intervention Strategies K-12

Educators must possess skills and knowledge to effectively design positive behavioral structures and intervention strategies to support students' psychological, personal and academic needs in order to provide an environment which thrives on positive teacher-student relations, to induce overall student achievement. Educators must be given explicit training, tools, methods and strategies to encompass a positive, safe, supportive and engaging classroom environment for the success of all students. Educators need to incorporate successful and effective management techniques and demonstrate the ability to implement such strategies successfully, as a formal part of the curriculum. Research indicates student achievement is affected twice as much by teachers' actions in their classrooms, than school policies regarding curriculum, assessment, and staff collegiality (Marzano, 2003a).

The Association for Supervision and Curriculum Development (ASCD) indicates research proves that students learn best when their academic, emotional, physical and social needs are met. The ASCD Whole Child Initiative understands students' basic physiological and psychological needs must be satisfied before they can fully engage in learning. Educators need to support individuals' cognitive and emotional development through creating positive relations with each student.

Educators must demonstrate knowledge and applicability of current research and evidence for behavioral structures and intervention strategies. Brain-based or brain-compatible classrooms effectively use research-based strategies to create an optimal teaching and learning environment. Research has shown significant and positive impacts on student achievement when schools have at least one counselor for every two hundred and fifty students, as recommended by the American School Counselor Association (ASCD, 2009). Response to Intervention (RTI) provides evidence-based interventions to schools while "Effective Schools" research indicates all students have learning capabilities and the ability to be highly successful in school, beyond socio-economic indicators.

Educators must be aware of school-wide, classroom and individual expectations based on Positive Behavioral Interventions and Supports (PBIS). The system was established to address the behavioral and discipline systems needed for successful learning and social development of students and the design of successful schools (PBIS, 2009). To provide effective structures, educators must acknowledge individuals' appropriate behavior and provide appropriate positive actions to convey supportive adult actions. Research also sheds light on the dynamics of classroom management, as Stage and Quiroz's meta-analysis (1997) confirms the need for a balance between teacher's clear consequences for unacceptable behavior and their actions which recognize and reward acceptable behavior. Marzano (2003b) found the quality of teacher-student relationships to be the keystone to all other aspects of classroom management, with fewer discipline problems.

Basic principles of psychology like positive reinforcement, shaping and modeling should be effectively applied in classroom procedures. The five basic goals of psychology are to (1) describe, (2) explain, (3) predict, (4) control and (5) improve behavior. Applying behavioral principles in a positive manner are meant to improve one's life. Educators must know how to effectively apply psychological principles to predict, control then improve individual and classroom behaviors.

Educators must employ the latest research-based strategies in managing positive appropriate learning techniques and create structures for maximizing student achievements. Maximizing student achievement and outcomes is directly related to the teacher's interactions of applying social behavior management and effective instructional strategies (Sugai & Simonsen, 2008). Educators must successfully develop and maintain the capabilities to instruct students within the context of positive behavioral structures and strategies to achieve utmost results.