Universal Behavior Supports for a Diverse Classroom

With
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Objectives

Pacing
Lesson Planning, Investigation of Needs, Diagnostic Lessons

3 C’s
Character Consistency Clarity

Polsky’s Diamond
Making ‘Reads’, Shifting Classroom Culture, Supporting EBD
Lesson Planning
Prioritizing Skills, Providing Choice
Scaffolding & Chunking

Investigating Needs
Investigate Students Understanding
Specific Learning Disabilities
Diagnostic Lesson

Concrete Objectives
Building upto Prolonged Independent Work
Individual Success: Buy-In

Concept: Abstract Art
Technique: Deconstructing
   Abstract Art, Kandinsky Index
Concept: Building Composition
Technique: Rebalancing Compositions/
   Drafting Composition
Concept: Medium meets Concept
Technique: Watercolor Demo
Studio Days (2-3 Days)
3 C’s:
Teacher Presence

Character
Solid Object Model
Q-Tip it!

Consistency
Self-Care & Appearance
“Leave it at the Door”

Clarity
Actionable & Modeled Behaviors
Classroom Systems Reflect SOM

Firm, Consistent & Fair
Centered & Balanced
Calm
Direct Eye-Contact
Verbally Reassuring
Logical
Non-Threatening

HandlewithCare.com
Polsky’s Diamond

Dr. Polsky’s Theory: *Cottage Six* (1962)

Big Crowd vs. Small Crowd

Making ‘Reads’

Social Motivations

Diagram:
- Leader
- Lieutenant
- Isolate
- Con Artist
- Dyad
- Gopher
- Scapegoat
Balancing the Diamond
Shifts to Monitor
Supporting Scapegoat
Collaborative Projects

Tier 1, 2 & 3
Tier 1 & 2
Tier 1
Tier 1 & 2
Tier 1, 2 & 3

LEADER
LIEUTENANT
CON ARTIST
DYAD
SCAPEGOAT
ISOLATE
LONER
GOPHER*
<table>
<thead>
<tr>
<th>Incentives</th>
<th>Accountabilities</th>
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</thead>
<tbody>
<tr>
<td>Remember SOM</td>
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<tr>
<td>Nonverbal vs Verbal</td>
<td>Nonverbal vs. Verbal</td>
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<tr>
<td>Affirmations</td>
<td>Redirections</td>
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<tr>
<td>Capitalize on</td>
<td>Avoid Collective Punishment</td>
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<tr>
<td>Social Motivations</td>
<td>Reset Conversations</td>
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<tr>
<td>Use Ownerships</td>
<td>Replacement Behaviors</td>
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<tr>
<td>Norms vs. Rules</td>
<td>Is it a Norms Crisis?</td>
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**HERE & NOW**
The Act of Art-Making is never an Incentive or an Accountability, it is our discipline, Not a privilege or punishment.
## Universal Behavior Supports for Diverse Classrooms

Created by Samantha Davis

### PAINT THE PICTURE: What do we know, want, and need?

<table>
<thead>
<tr>
<th>What do I know about my students? Likes, Dislikes, Motivators, Off-Campus Supports, Sub-groups, Interests, etc.</th>
<th>Skills my students have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I do already? What do classroom teachers do already?</td>
<td>What behaviors do I want to emphasize? Which do I want to discourage?</td>
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</table>
Here & Now Strategies: Prioritize Top Negative Behaviors to Modify

<table>
<thead>
<tr>
<th>Negative Behavior</th>
<th>Skills my Students Need:</th>
<th>Strategies</th>
<th>Resources for Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX: Speaking inappropriately out of turn during lecture</td>
<td>EX: Patience &amp; Following appropriate social uses</td>
<td>EX: Non-verbal Redirection/Proximity/Praise for appropriate behavior/Task as an accountability</td>
<td>EX: Post-it, Materials for tasking</td>
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