



**Create meaningful and
lasting behaviour change
for your students**

Introducing the MultiLit Positive Teaching & Learning Initiative

At MultiLit, we place a strong focus on ensuring students are ready to receive instruction. We know that without planning for effective classroom management, student engagement, participation and learning will be negatively impacted.

That's why the Positive Teaching method underpins all of MultiLit's programs. We are now building on this framework to provide teachers and schools with more support and training on how to facilitate a positive learning environment, and to work effectively with students with behaviours of concern.

The MultiLit Positive Teaching & Learning Initiative comprises:

- ▶ A sequence of Professional Development workshops, delivered live and via eLearning, which start with an introduction to the general principles of Positive Teaching and become progressively more specialised, delving deep into behaviour assessment, monitoring and management
- ▶ Downloadable and consumable resources to support your behaviour management initiatives
- ▶ Individualised consulting support packages with our behaviour specialists, Micaela Rafferty and Jill Hellemans

The workshop sequence aligns with the Response to Intervention framework, and guides teachers through universal, whole-class positive prevention strategies (Tier 1) through to assessment and intervention strategies required for implementation at the Tier 2 and 3 levels.

Workshops are available by eLearning, to access any time, anywhere.

Each workshop will provide:

- ▶ Evidence-based practices to make the science of behaviour and learning accessible to you
- ▶ Video demonstrations of these strategies in action
- ▶ Practical tools that you can take away and implement immediately
- ▶ Opportunities to actively respond and receive feedback

Who are the workshops suitable for?

- ▶ School leaders and teachers
- ▶ Special educators
- ▶ Learning and support staff
- ▶ School counsellors
- ▶ Allied health clinicians
- ▶ Students who are pursuing a career in a related field



Course sequence

The workshops in the **Positive Teaching & Learning Series** are designed to be sequential, and each module must be successfully completed before participants can move to the next module in the series.

Learning Series 1: **Positive Teaching**

6
HOURS

1.1 **Positive Teaching for Effective Classroom Behaviour Management**



1.2 **Positive Teaching for Australian Primary Classrooms**
(book)

Learning Series 2: **Foundations, Assessment and Measurement of Behaviour**

9
HOURS

2.1 **Foundations of Behaviour and Function-based Thinking**



2.2 **Functional Behaviour Assessment**



2.3 **Measurement of Behaviour**

Learning Series 3: **Motivation and Teaching Strategies**

6
HOURS

3.1 **Replacement Behaviour and Motivation Strategies**



3.2 **Reinforcement Systems and Teaching Strategies**

"I would recommend the Positive Teaching workshop by eLearning Modules for new and experienced teachers. The modules outline a comprehensive management approach to discipline, including step-by-step instruction, quizzes, and tutorial videos that outline practical strategies for immediate use in the classroom. This course explores a complete range of techniques based on empirical research enhancing learning outcomes for all students and assisting educators in understanding better the factors that influence challenging behaviours."

Maria Kipriotis | Infants' Coordinator, St Spyridon College, NSW

Workshops

Workshop 1.1: Positive Teaching for Effective Classroom Behaviour Management

Duration: 6 hours

Positive Teaching for Effective Classroom Behaviour Management has been developed to train teachers in the skills and methods necessary for creating a positive learning environment and implementing Tier 1 classroom management strategies.

Most teachers are well aware of the importance of using positive reinforcement strategies in their classrooms to manage student behaviour. Our [research](#) indicates, however, that most teacher praise is largely focused on academic performance. Positive Teaching emphasises the importance of contingent praise related to classroom social behaviour which increases the time spent on-task.

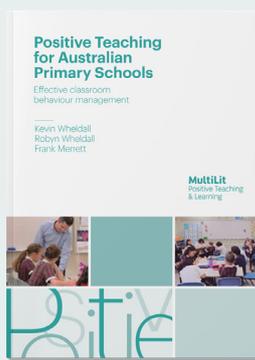
The workshop covers:

- ▶ Identifying troublesome classroom behaviours
- ▶ Focusing on appropriate classroom behaviours
- ▶ Setting the classroom context to encourage more appropriate behaviour and increase academic engagement
- ▶ Understanding the importance of contingent praise and appropriate reprimands in improving classroom behaviour

Bonus: Complimentary book for all Workshop 1.1 participants

All registered training participants will receive a complimentary copy of the book *Positive Teaching for Australian Primary Schools: Effective classroom behaviour management*, by Emeritus Professor Kevin Wheldall AM, Dr Robyn Wheldall and Dr Frank Merrett.

The book, available in print and ebook formats, can also be purchased separately.



Workshop 2.1 Foundations of Behaviour and Function-based Thinking

Duration: 3 hours

This module covers the science and systems supporting a function-based approach to positive behaviour change. It provides an introduction to the ABC model and the functions of behaviour, and discusses how the functional thinking model can be adopted to improve how we support individuals engaging in challenging behaviour. Participants will look closely at a student's behavioural profile using the iceberg analogy of behaviour and exploring behavioural excesses, deficits and a specially created adaptive behaviour checklist.

Bonus: Included in the registration is access to MultiLit's Learning and Behaviour Profile.

The workshop covers:

- ▶ Approaches to behaviour management
- ▶ Ethical considerations and barriers to implementation
- ▶ ABC model
- ▶ Defining behaviour
- ▶ Functions of behaviour
- ▶ Student behaviour profile
- ▶ Function-based thinking

Workshop 2.2: Functional Behaviour Assessment

Duration: 3 hours

This module builds on the concepts and principles covered in the foundations module and prepares teachers to conduct the initial stages of a school-based functional behaviour assessment. Assessing antecedents, looking closely at both immediate triggers and setting events, assists teachers to understand the relationship between a student's behaviour and their environment and the impact that both antecedents and consequences have on behaviour. Participants will observe video footage to practise critical assessment components including a functional behaviour assessment interview, ABC and scatterplot data collection methods.

Bonus: Included in the registration is access to our ABC Incident Report form, MultiLit's Functional Behaviour Assessment Interview, scatterplot forms, a variety of ABC forms and ABC graphing tools.

The workshop covers:

- ▶ Functions of behaviour review
- ▶ Functions of behaviour – multiple control
- ▶ Antecedents and setting events
- ▶ Components of a functional behaviour assessment
- ▶ Conducting a functional behaviour interview
- ▶ Measuring behaviour using ABC templates and scatterplots

Workshop 2.3: Measurement of Behaviour

Duration: 3 hours

This module delves further into the assessment of behaviour by taking an in-depth look at the measurable dimensions of behaviour and the data collection techniques associated with these. Participants will learn how to collect data using specially designed video footage and data sheets to measure a student's behaviour at baseline, as well as throughout an intervention, to gain an understanding of progress. Graphing and visual inspection techniques will teach participants how to collate and analyse the data they collect in order to make data-driven decisions.

Bonus: Included in the registration is access to frequency recording forms, duration recording forms, latency recording forms, momentary time sampling and graphing tools.

The workshop covers:

- ▶ Planning for direct assessment
- ▶ Dimensions of behaviour
- ▶ Measurement systems and data sheets
- ▶ Graphing and analysing data

Workshop 3.1: Replacement Behaviour and Motivation Strategies

Duration: 3 hours

This module helps participants identify appropriate and functionally-related replacement behaviour to teach their students engaging in challenging behaviour. Participants will learn how to identify and select appropriate skills based on the student's behavioural profile such as assessing skill and performance deficits. The effective use of reinforcement to increase skills and strategies to harness a student's motivation to learn and use new skills and behaviour is addressed.

Bonus: Included in the registration is access to MultiLit Learning and Behaviour Profile, MultiLit Reinforcer List and additional resources to enhance motivation in students.



The workshop covers:

- ▶ Identifying replacement behaviour
- ▶ Functionally equivalent behaviour
- ▶ Skill and performance deficits
- ▶ The effective use of reinforcement
- ▶ Motivation and its effects on behaviour
- ▶ Factors that impact motivation
- ▶ Strategies to improve motivation

Workshop 3.2: Reinforcement Systems and Teaching Strategies

Duration: 3 hours

This module develops the participants' ability to identify a student's preferences and design and implement individualised reinforcement systems to support positive behaviour change. Participants will learn about the correct implementation of classroom-based reinforcement systems such as token economies, group contingencies and self-management plans. Effective and evidence-based teaching strategies including Behaviour Skills Training (BST) and Functional Communication Training (FCT) are taught using case-based video scenarios and practical activities to allow participants to engage in intervention planning to support positive behaviour change.

Bonus: Included in the registration is access to a token system, preference assessment, behaviour skills training planning document, and visual supports.

This workshop covers:

- ▶ Identifying student preferences
- ▶ Designing and implementing a reinforcement system
- ▶ Behaviour skills training
- ▶ Functional communication training
- ▶ Case studies



Leading the Positive Teaching & Learning Initiative

Micaela Rafferty and **Jill Hellemans** are both Board Certified Behavior Analysts and Special Educators. Together they have extensive experience in the assessment and treatment of behaviours of concern, development and monitoring of behaviour intervention plans, curriculum modification, literacy assessment and intervention, functional communication training and social skill instruction. They have both spent many years working in partnership with schools and teachers to implement school-wide behaviour management practices as well as individualised support plans.

Find out more about the **MultiLit Positive Teaching & Learning Initiative** and how we can support your school by contacting **Emily Garlan** on **02 9886 6679** or at **emily.garlan@multilit.com**.

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