

AUTISM NEWSLETTER

This Evidence-Based Approach Helps Prevent Behavior Challenges in the Classroom

Take the Challenge - Can you do a 5 to 1 Ratio??

See the entire article at: <https://educationandbehavior.com/how-to-help-students-with-behavior-problems/>

Research indicates that when teachers use the 5 to 1 ratio approach in their classrooms, student behavior and engagement improve. The strategy is also proactive for preventing problems.

What is the 5 to 1 Ratio?

During the school day, students and teachers share a number of interactions. For example, they discuss academic concepts and content and teachers provide feedback to students.

Research supports the idea that having five positive interactions to every one negative interaction best supports and sustains constructive student-teacher relationships. This is known as the 5-to-1 ratio. Positive interactions may include friendly conversations, specific praise or positive feedback, nonverbal acknowledgment, etc. Negative interactions may include criticism, reprimands, etc.

How does the 5 to 1 Ratio work?

The 5 to 1 ratio includes two aspects.

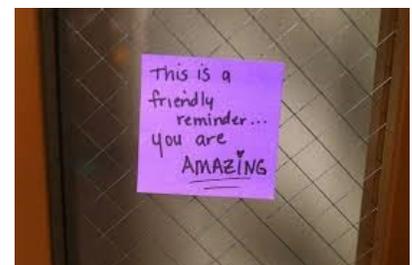
The first aspect is that teachers intentionally increase positive interactions and minimize negative interactions to try to accomplish the 5 to 1 ratio.

Second, teachers track their interactions with students to ensure they are achieving the ratio. Tracking interactions with all students is overwhelming and too time-consuming. Some suggestions to make tracking positive interactions easily manageable include:

- limiting tracking to a few students a day
- having another staff member observe for a brief period of time to keep count for you

Research studies indicate that it is worth it to use the 5 to 1 Ratio because:

- helps students feel appreciated and important in the classroom
- reduces disruptive behavior
- increases academic engagement
- leads to more positive and caring students and a positive classroom climate



**TEACHER AND STUDENT RELATIONSHIPS:
THE POWER OF TRUST
TAKEN FROM TRAMA AND LEARNING POLICY
INITIATIVE**



According to the American Psychological Association, “Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students’ developmental, emotional and academic needs.” In addition, a student who feels a strong personal connection to their teacher, talks with their teacher frequently, and receives more constructive guidance and praise rather than just criticism from their teacher “is likely to trust their teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically.” An analysis by the Review of Educational Research of 46 studies found that when teacher-student relationships are strong, improvements are seen in key areas, such as student academic engagement, attendance, grades, disciplinary actions, and school dropout rates.

Developing and nurturing trusting relationships between students and teachers is central to building a trauma-sensitive learning environment. Trauma-sensitive schools recognize that educators need support and planning time to prioritize developing positive, caring, collaborative relationships with each other, so that they can in turn prioritize building relationships with students and help students feel welcomed and safe.

With consistent student attendance now being jeopardized by remote or hybrid-learning in many districts, it has become increasingly imperative that school systems not let up on staying connected to students. They must remain focused on creating and maintaining learning environments, whether in-person or remote, that support and strengthen relationships, trust, and respect between teachers and students.

STAR WEBINARS

Virtual - 3PM - 4PM
December 1, 2021; March 1, 2022; May 3, 2021

These webinars are open to all MN educators who are using or planning to use the STAR curriculum. In these quarterly webinars, we will provide guidance on the steps of implementing STAR as well as share resources and answer individual questions.

<https://metroecsu.myquickreg.com/register/user/register.cfm?eventid=16436>

Upcoming Trainings

Dec. 9 - 10, 2021 - Collaborative & Proactive Solutions - Moving From Power and Control to Collaboration & Problem Solving - Ross Greene Ph.D.

<https://aepconnections.com/>

ASD/DCD Cohort

For the 2021-2022 school year, the ASD/DCD Cohort will be virtual and in a new format. We will meet from 8:00 - 8:30 or from 3:00 - 3:30. Substitutes are hard to find ~ so just pick one of those times and join us as we support each other through networking, sharing stories and asking questions. **Please reply to this email if you would like to receive a Zoom link for the cohort meetings.** I will create a distribution list and send out the link as well as a reminder email a few days before before the meeting. The dates are: Tuesday, December 7th, Tuesday, March 1st, and Tuesday, May 3rd. Thank you for all of your hard work ~ I appreciate each of you! Lynne Petersen