

Table 5.1: Chapter 5 Next Steps

What You Can Do Tomorrow	What You Can Do With More Effort	What You Can Do With More Resources
<ul style="list-style-type: none"> ▪ Many of the strategies discussed in this chapter (behavior-specific praise, opportunities to respond, / statements, think-pair-share, and rambles) are ready to implement tomorrow. Use our references and descriptions to supplement your teaching by trying these techniques. ▪ Diversify your lesson plan by adding a component from Gardner's (1983) notion of multiple intelligences. ▪ Ask a colleague or film yourself trying one of these techniques. ▪ Find time to read about your students' interests to locate links to your content. 	<ul style="list-style-type: none"> ▪ Review your existing lesson plans and highlight the places where you are addressing different types of task value (intrinsic, attainment, and utility). If none are present, be sure to add at least one into your instruction. If only one is present, challenge yourself to add another. If two are present, can you find a way to address all three? ▪ Pick one student and take notes as you try to use behavior-specific praise with them. See the changes take place! ▪ Build a support team to discuss how to implement relationship-based experiential instruction. 	<ul style="list-style-type: none"> ▪ Request that your district invest in professional development related to emotion regulation training for staff. Zones of Regulation Training is an excellent option (https://zonesofregulation.com). ▪ Seek out professional development in cooperative learning strategies, UDL, and multiple intelligences. ▪ Form a committee that discusses what works and the challenges and solutions with relationship-based experiential learning.