**APL Overview**

**IF YOU WANT IT, TEACH IT!**

Teachers and parents should not assume that their students know how to complete often routine tasks, because they often do not. For example, students might not know how to come to class prepared, how to study, or even how to walk in the hallways. This is even true at home. How many times have parents complained about their student not knowing how to do dishes, make their bed, or even clean up their room. Often parents and teachers get exasperated when the task is not complete, but students can not do the task if they don't know how.

Those practices and procedures must be taught to students in a way that is easily understood and consistent, as these are often the same skills that will help students be successful out of school. This is where APL comes in. Titusville Middle School teachers and faculty members have been trained to use this new approach.

**RETRAINING IS PRACTICE!**

Brainstorm the behaviors and teach the expectation – Teachers need to know what they want the students to do. A list of behaviors needs to be created. From the list, you can begin to teach the expected behavior to the students.

Model the behavior – Teachers need to show them what to do. Model for the students what is expected and then make sure they understand. Don't give up; keep showing the behavior until it is clear.

Practice the behavior – Keep them practicing until it is second nature. It is important that students can hear, see, and feel what behaviors are expected. It is important that feedback is given, insuring that students understand.

Reinforce the behavior – Tell them when they are right. Students need to know when things are going right. Make certain that students are giving recognition for good work, as this will likely increase the desired behavior.

Re-teach the behavior – If students aren’t getting it, practice until they do! Often students do not demonstrate the desired behavior. These students are then required to participate in a practice session. During this time, students will be asked to correctly complete the desired behavior. Students will participate in practice sessions until they can demonstrate the desired behavior.

“PRACTICE” Replaces After School Detention

PRACTICE: The implementation of APL will also affect daily detention. Prior years, students were assigned detention for school policy violations. Detention was held from 3:15-5:15pm, three days a week, and during that time, students were asked to sit and complete school work.
Now, we are using retraining or practice sessions to change behavior. Practice sessions will be held from 3:15-4:15pm and will consist of various practice sessions. During this time, behaviors that students have not yet mastered will be practiced. Students can be assigned retraining over and over until they have mastered the desired behavior. Perfect practice makes perfect.

**APL: Terms**

**BELL RINGERS:** A bell ringer is an instructional strategy that asks students to recall information that was taught previously. This instructional technique provides both an opportunity to focus the students and increase retention of material. This activity generally lasts only five minutes, but allows the teacher to fill in the gaps from the last class.

**ON THE CLOCK:** A time management strategy being used this year in each classroom is called “on the clock.” Teachers identify a task for students to complete and then give specific time in which to complete the task. Teachers are using this strategy to help students accomplish tasks within the allotted classroom time. It works to keep everyone focused on the content and curriculum of the course.

**VALUE-ADDED HOMEWORK:** Some teachers are choosing to use a “value-added” approach towards homework. Homework is truly a time for students to practice a skill they learned in class. Therefore, using this approach allows for students to make mistakes on homework, but be rewarded for completion and effort. In practice, points are added to student test grades based on their level of homework completion.

**AGENDA:** Daily, teachers are posting exactly what objectives will be accomplished through that day’s class. This helps to keep the students organized and provides structure to the class. Students are encouraged to write the objectives in their notebook to help them find essential information quickly and easily. Additionally, all students should be writing down their daily homework assignments.

**ACTIVE PARTICIPATION:** A goal of each teacher is to have all students participate in class. Within APL, there are several strategies teachers are choosing to implement this issue.

**WAIT TIME** - allows for students to have time to process the question and then their response. Therefore, teachers are putting in a longer pause before asking for a student response.

**PASS OPTION** - allows students, if they are not clear on an answer, to respond by saying “pass.” This allows the teacher to call on all students without a student feeling pressured to know the response. When the teacher hears the correct answer, the student who passed will be asked to repeat the correct response. This increases information retention.

**GOLD CARD:** When a student is “caught” doing something good, they might receive a Gold Card from a teacher or administrator. Cards can be accumulated for rewards. What type of student behaviors would be appropriate for use of the Gold Card? Any type of behavior that a faculty member may feel is above and beyond normal classroom expectations. This can include showing responsibility in correcting another student’s behavior or exhibiting a positive reaction to discipline.