



Positive Learning Climate

OVERVIEW

Positive Learning Climate is the second domain of the APERS. This domain focuses on supporting the social, emotional, and academic development of our students by promoting a safe and welcoming environment. When students feel comfortable and included they are more likely to engage in positively with staff and other students.



DOMAINS OF POSITIVE LEARNING CLIMATE

There are 3 subdomains of Positive Learning Climate:

1. Staff-Student Interactions
 - a. How staff interact with students in the learning environment
2. Staff Behaviors
 - a. How staff keep track of and acknowledge students efforts
3. Promoting Diversity
 - a. Ensuring those from diverse cultural or linguistic backgrounds are represented



WHAT DOES IT LOOK LIKE?

- Greeting and acknowledging students as they enter the building or classroom
- Building rapport with students at the beginning of the year
- Respecting the cultural or linguistic diversity of your students
- Engaging with students in a warm, respectful manner
- Acknowledging your students when they engage in positive or desired behaviors
- Responding in a timely manner to students who are off-task and redirecting to the current task



FEATURED APP/RESOURCE

To promote a more positive environment, make an effort to discuss your students' interests and ideas with them. Check-in with your students when they arrive in the morning. Create unique greetings or handshakes with your students.

FEATURED APP/RESOURCE

If you want to assess the climate of the whole school, try using surveys with your staff and students. The National Center on Safe Supportive Learning Environments provides free access to the Department of Education's School Climate Surveys (EDSCLS). Visit the link below for more information.

REMINDERS

- Schedules should be individualized and developmentally appropriate based on student's support needs.
- Schedules should be age appropriate. For secondary, choose pictures that represent secondary students and activities.

ADDITIONAL RESOURCES



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