C4 - Advanced Topics in Classroom Strategies: Intensifying Supports

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Exemplar: Lisa Friesen

Key Words: Classroom, Behavior

Maximizing Your Session Participation
When Working In Your Team

Consider 4 questions:
– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?

Where are you in the implementation process?

<table>
<thead>
<tr>
<th>Exploration &amp; Adoption</th>
<th>Installation</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>We think we know what we need so we are planning to move forward (evidence-based)</td>
<td>Let's make sure we're ready to implement (capacity infrastructure)</td>
<td>Let's give it a try &amp; evaluate (demonstration)</td>
<td>That worked, let's do it for real and implement all tiers across all schools (investment) Let's make it our way of doing business &amp; sustain implementation (institutionalized use)</td>
</tr>
</tbody>
</table>

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities
Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements
Leadership Team Action Planning Worksheet

Objectives
– Describe how to optimize instructional time and prevent and respond to challenging classroom behavior.
– Identify strategies for integrating social emotional learning within your classroom practices
– Discuss how to intensify strategies based on data

Teacher Practices
– Classroom management vs. social emotional learning
Classroom Management

- Set up
- Routines
- Procedures
- Instructional pacing
- Opportunities to respond
- Error correction

Social Emotional Learning

- Teaching practices that improve academic and social, emotional, and behavioral outcomes by responding to student needs with supportive, positive strategies and interventions

Video

https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning

SEL continued

- SEL curricula vs. SEL teaching practices
SEL across grade levels

- Social/emotional needs in
  - Early elementary (early childhood)
  - Late elementary (preadolescence)
  - Middle (adolescence)
  - High (young adult)

SEL and Culture

- SEL should be culturally responsive and consider:
  - Gender
  - LGBTQ/disability status
  - Race/ethnicity/culture
  - Socioeconomic status
  - Family/community variable

3 Differentiated SEL Strategies

1. Teacher/student relationships
2. Self-regulation
3. Recognition

Teacher/Student Relationships

- The foundation for:
  - Classroom management
  - Instruction
  - Classroom and school climate

Outcomes

- Strong teacher/student relationships result in:
  - Improved academic outcomes
  - Improved social and behavioral outcomes
  - School engagement (vs. disengagement)

Partner Discussion

- Discuss with your neighbor:
  - One example of an easy teacher/student relationship
  - One example of a difficult teacher/student relationship
Whole Group Discussion

• What student characteristics make relationships with teachers easy? Difficult?
• What teacher characteristics make relationships with students easy? Difficult?

How do we know when students need SEL in this area?

• Attendance
  – Tardy
  – Unexcused absence
• Engagement in instruction
  – Actively engaged
  – Passively engaged
  – Off task
• Discipline

Teacher/student Relationship Requirements

• Communication
• Rapport
• Trust
• Community

Communication strategies

Connect for 2 minutes per day for 10 days in a row
  – “I noticed you weren’t here yesterday”
  – “How are you feeling today?”
  – “I care and I’m concerned”

Continued..

• 1:1, Use student’s name, make eye contact, demonstrate active, authentic listening, seek to understand during conflict-free times
  – Sports, video games, music, family, neighborhood, friends

Rapport

Communication followed by consistent action
  – “How did your football game go”
  – “Tell me about what you did after school yesterday”
  – “How can I help you at school”
Building Classroom Community

- Restorative circles
- Class meetings
- Homeroom/family development
- Problem solving
- Peer mediation
- Student learning conferences

Video


60-second-strategy:

Student Learning Conference

Self-Regulation Strategies

- Positive Environment
- Clear Expectations
- Instruction on study skills
- Scaffold instruction
- Model and Practice
- Discuss and Reflect

Zones of Regulation

https://zonesofregulation.com/teaching-tools.html
https://prezi.com/4ppl4zidmgep/zones-of-regulation

Calming Spaces

https://www.edutopia.org/video/creating-dedicated-space-reflection
Lee Kern, Tim Lewis and others…

https://ed.lehigh.edu/center-for-promoting-research-to-practice

Example from CARS…. Teaching Problem Solving

WILBUR

What is my problem?
I want a solution that will...
List options
Best solution
Use the solution
Rate the effectiveness

www.pbis.org  Supporting and Responding to Behavior

Acknowledging & Rewarding

VIDEO of CW-FIT

www.cwfit.ku.edu  free resources
### INTENSIFYING STRATEGIES BASED ON DATA

**Class-Wide Data**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Save the dates, February 20 – 23, 2019 for the...

**11th International Conference on Positive Behavior Support**

**The Expanding World of PBS: Science, Values, and Vision**

Washington, DC
Grand Hyatt, Washington

- Pre-Conference Workshops
  - FEBRUARY 20
- Skill-Building Workshops
  - FEBRUARY 23
- Breakout Sessions
  - FEBRUARY 21 - 22
- Networking | Posters | Exhibits

For more information, visit conference.apbs.org
## Student Learning Conference Form

### Student: I feel I am having difficulty with this class for the following reasons:

<table>
<thead>
<tr>
<th>T</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am absent too much</td>
<td>I receive low test/quiz scores</td>
</tr>
<tr>
<td>I struggle to pay attention</td>
<td>We cover the material too fast for me</td>
</tr>
<tr>
<td>I don’t use my time wisely</td>
<td>I don’t understand what is being taught</td>
</tr>
<tr>
<td>I am not trying my hardest</td>
<td>I don't feel a part of the classroom community</td>
</tr>
<tr>
<td>I don't turn in assignments</td>
<td>I disrupt the classroom learning environment</td>
</tr>
<tr>
<td>I don't study</td>
<td>I think this class is too hard for me</td>
</tr>
<tr>
<td>I don't use available help</td>
<td>I use technology when I’m not supposed to</td>
</tr>
<tr>
<td>I don't take notes</td>
<td>I have trouble staying organized</td>
</tr>
<tr>
<td>I sleep in class</td>
<td>Other:</td>
</tr>
<tr>
<td>I let others’ “drama” impact me</td>
<td></td>
</tr>
<tr>
<td>I am having problems outside of school</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher: I feel this student is having difficulty because:

<table>
<thead>
<tr>
<th>T</th>
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<tbody>
<tr>
<td>I received extra help at school</td>
<td>I paid attention in class</td>
</tr>
<tr>
<td>I did my homework and turned it in</td>
<td>I studied more for tests/quizzes</td>
</tr>
<tr>
<td>I asked more questions / class participation</td>
<td>Other:</td>
</tr>
<tr>
<td>I was more organized</td>
<td></td>
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</table>

### Student: Explain your responses above.

### Student: I feel I could do better in this class if:

<table>
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### Student: Check the response that best describes your commitment to pass this class.

- [ ] I **will** pass this class and know what I need to do to make that happen.
- [ ] I want to pass this class, but I’m concerned about: ____________________________
- [ ] I could pass this class, but I'm not willing to put in the work.
- [ ] Passing this class is not important to me.

### Teacher: As your teacher, I am willing to:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Student Learning Conference Form

Parent / Guardian Call After Learning Conference:

Name of Parent/Guardian Contacted: 

Date & Time: 

Circle one: Spoke with Parent / Left Message

Interventionist Suggestions:

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Time span of implementation (What dates will the intervention start and end?)</th>
</tr>
</thead>
</table>
| 1.            | To Begin:  
|               | To End:    |
| 2.            | To Begin:  
|               | To End:    |

Interventionist make copy and give to classroom teacher.

Results of Implemented Interventions: (Check one)

☐ Student Improvement/Continuing Interventions
☐ Outside Help Needed/Tier 2 Recommendation

Additional Comments?

Additional Comments?

Parent/ Guardian Follow-up Phone Call by Teacher (regarding above results)

Name of Parent/Guardian Contacted: 

Date & Time: 

Circle one: Spoke with Parent / Left Message

Resubmit to Teacher

Interventionist Notes to teacher:

Winnetonka High School – North Kansas City (adapted from Dr. Larry Smith and Park Hill South High School)