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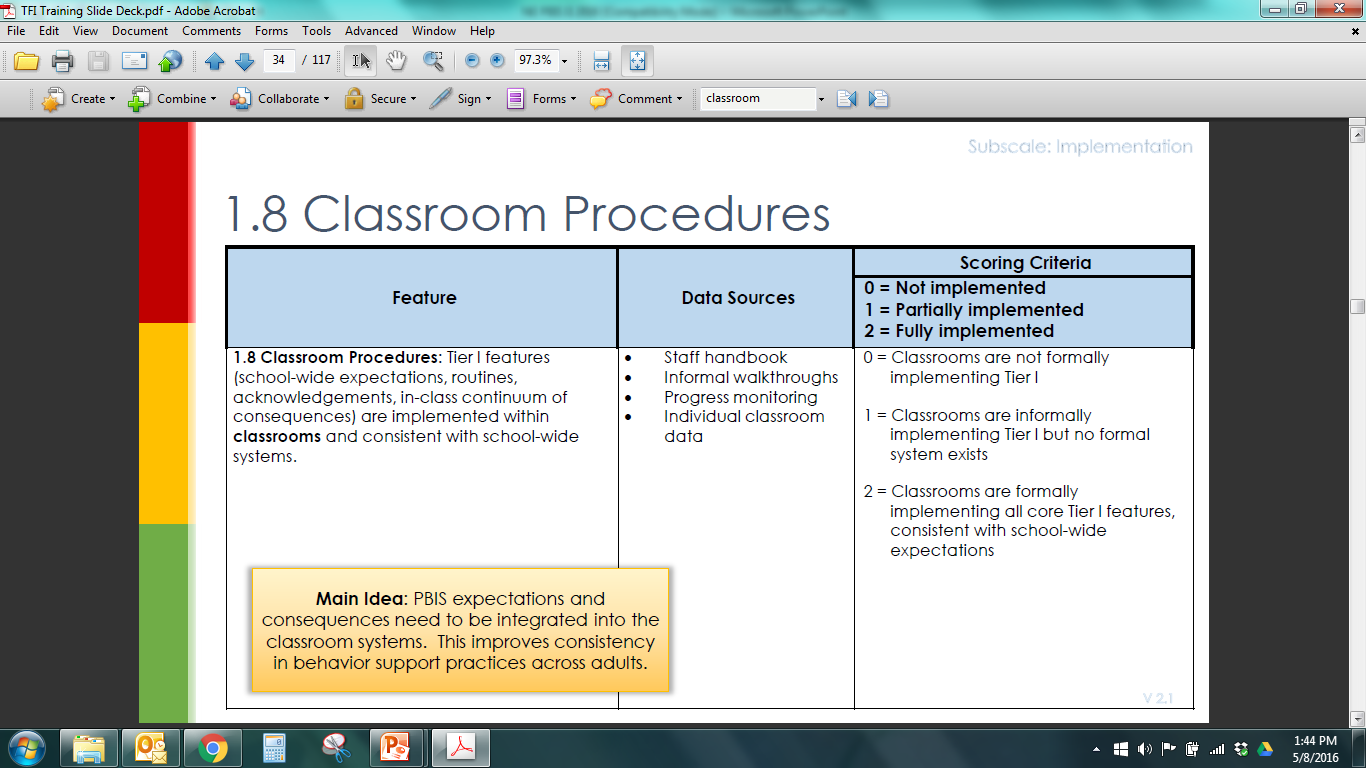
Classroom Level

Prevention & Intervention

NPBIS Tier 1 Classroom

Training Workbook

**Using the Tiered Fidelity Inventory for Progress Monitoring and Fidelity**



**DISCUSSION:** Reflect on what data you have, or could have, to indicate that classrooms are implementing Tier 1 features consistent with school-wide expectations. How, right now, would your school know this indicator, one of the strongest elements of sustainability, is **in place**?

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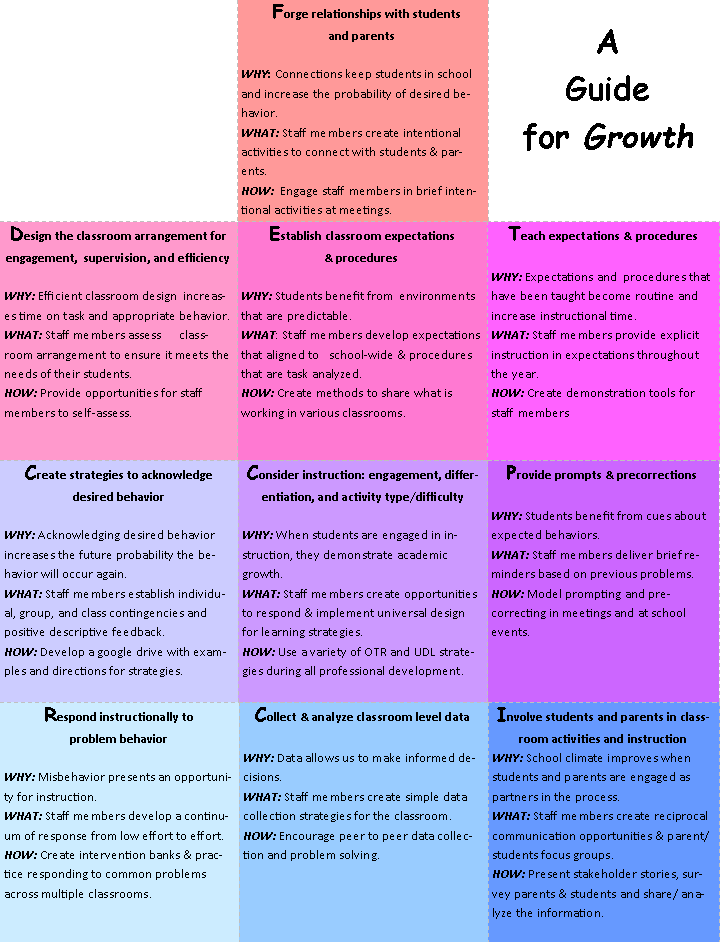
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The **BIG TEN** of Classroom Management

**Using evidence-based practices to enhance our classrooms…**

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| **Forge relationships with students**  **and parents**  ***WHY*:** Connections keep students in school and increase the probability of desired behavior.  ***WHAT:*** Staff members create intentional activities to connect with students & parents.  ***HOW:*** Engage staff members in brief intentional activities at meetings. |

***WHY:*** is the component important?

* Positive relationships with adults are perhaps the single most important ingredient promoting positive youth development (Pianta & Allen, 2008).
* School connectedness is associated with **lower rates of substance use, delinquency, violent behavior, & gang membership** (Catalano, Oesterle, Fleming, & Hawkins, 2004).
* Students described their most effective teachers as the ones who took the time and made the effort to build relationships with them (Gelbach, Brinkworth, & Harris, 2011).
* School connectedness is associated with **increased academic achievement**, including students' overall grades and scores on standardized tests (Klem & Connell, 2004; Wang & Holcombe, 2010).

***WHAT:*** does the component entail?

* Staff members learn how to pronounce students’ preferred names, ASAP.
* Staff members engage in intentional activities to forge trusting relationships with students at the beginning of the school year.
* Staff members preserve those relationships throughout the school year.
* Staff members provide students with non-contingent attention throughout the year.
* Teachers take a tour of the neighborhoods their school’s serve, to better understand the local community

***HOW:*** can we provide growth opportunities for the component?

Work the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **The 3 X 3-** Have staff members fold an 8 ½ X 11 paper into ninths. Each teacher fills in 3 of the boxes with the name and description of an intentional activity they have done to connect with students. Teachers then stand up, circulate, and fill in their other 6 boxes, sharing activities with each other. When done, they have 9 activities. Example:

|  |  |  |
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| **M & M’s**   1. Pass around a bag of M & M’s 2. Students take a 1-2 each 3. Students have to share something specific to the color of the M & M, e.g.:   -Favorite movie  -What makes me laugh  -If I could do something for a whole day, it would be…  Can split students into groups or do whole class, dependent |  |  |
| **All About Me Poster**   1. Give students magazines 2. Have them create posters of their favorite things using pictures and words from the magazines |  |  |
| **Scavenger Hunt**   1. Create a scavenger hunt worksheet. Ex. Items   -Is the youngest child  -Has a dog  -Favorite color is purple   1. Have students circulate and find someone who has the attribute and write their name in the box 2. Share out and debrief |  |  |

1. **Teacher Talk (conduct short intentional connection activities with teachers that they can then do with students). Examples:**
   1. Would you Rather- print out would you rather questions (e.g., would you rather under the ocean or in outer space, would you rather the first aliens that make contact be organic or robotic, would you rather go back in time or forward, etc.). Can be done as a whole group, in lines, as partners.
   2. 10 Things in Common**-** have teachers pair up with another teacher they don’t spend much time with, give them a pencil and sticky note, tell them that have to come up with 10 things they have in common in 5 minutes. Set the timer. When done, ask some to share out what they learned.
   3. Brush with Fame- Teachers relate their closest encounter with someone famous, even if it has to be a story about something that happened to a friend or relative.

**On-Line Resource Folder: Relationships-** [**http://bit.ly/2EjDtJD**](http://bit.ly/2EjDtJD)

**Video Resources:**

* Six secondary back to school connection tips:

<https://www.youtube.com/watch?v=dX-QMGXkEGs> 7:16 min

* Teachers talk about connecting with students: <https://www.youtube.com/watch?v=POCcRqzerGw> 2:12 min
* Relationships begin as early as kindergarten: <https://www.youtube.com/watch?v=2mjpMrYEI5s> 3:35 min
* Building rapport with secondary students: <https://www.youtube.com/watch?v=Nk1ZbiO0zXE> 9:03 min
* Building community in secondary school- Laura Randazzo:

<https://www.youtube.com/watch?v=Xj-EvXAFIh4> 11:05 min

* I hate name games (secondary)- Laura Randazzo:

<https://www.youtube.com/watch?v=uUG-Tx4Rqng> 7:01 min

* I Wish my Teacher Knew

<https://www.youtube.com/watch?v=6k1-KExA9p8> 4:35 min

**Relationships Self-Assessment:**

* Students report that they are connected to at least one adult at school
* Students report that teachers treat them with respect
* Parents report that the school is welcoming

**DISCUSSION:** What intentional connection activities can you do with staff members at the beginning of the school year? How do you keep it going all year? What resources can you give your teachers to support them building connections with students at the beginning and throughout the year? Jot your notes here:

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| **Design the classroom arrangement for engagement, supervision, and efficiency**    ***WHY:*** Efficient classroom design increases time on task and appropriate behavior.  ***WHAT:*** Staff members assess classroom arrangement to ensure it meets the needs of their students.  ***HOW:*** Provide opportunities for staff members to self-assess. |



***WHY:*** is the component important?

* Room arrangement affects the learning process, student behavior, and student engagement (Florman, 2003; Lackney & Jacobs, 2002; Proshansky & Wolfe, 1974; Reinke, Herman, Sprick, 2011; Richards, 2006; Scheuermann & Hall, 2008; Sprick, Reinke, & McKale, 2010; Strong-Wilson & Ellis, 2007; Susi, 1989; Weinstein, 1977).
* Use of active supervision:
  + resulted in a classroom-wide decrease in minor behavioral incidents (De Pry & Sugai, 2002).
  + accounted for the most variance in problem behavior in non-classroom transition settings (Colvin, Sugai, Good & Lee, 1997).

***WHAT:*** does the component entail?

* Staff members consider student need when designing their classrooms.
* Staff members design classroom space for maximum efficiency.
* Staff members ensure they can adequately supervise their space.

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Staff Members:

1. **Design the Classroom-** create groups of 8. Have each group of 8 pair up, so there are 4 pairs in the group. Pass out scenarios #1-4 to pairs. Each pair designs a classroom based on the needs of the teacher described in the scenario (workbook pp.9-10). When finished, have the 4 pairs share out to the rest of the group how they designed the classroom to meet the needs of the scenario.
2. **Parade of Classrooms-** mix teachers up in small groups of 4-5, as appropriate for age/ grade levels they serve (preferably close in grade, but classrooms they might not have the chance to visit much during the year), then have them tour each other’s classroom. As they tour the classrooms, teachers explain their personal classroom design to the rest of the group.
3. **Better Homes & Classrooms:** mix teachers up into groups of 4-5. Have teachers google images for classrooms their age/ grade and pick their favorite image. Teachers then share their image with the rest of the group & explain why they selected the image.

**On-Line Resource Folder: Classroom Design-** [**http://bit.ly/2HqbvxD**](http://bit.ly/2HqbvxD)

**Video Resources:**

* Desk Arrangement for Best Behavior- Elementary

<https://www.youtube.com/watch?v=RoMpRmBQV-U> 4:02 min

* Seating Charts that Work in Secondary- Laura Randazzo

<https://www.youtube.com/watch?v=apEP5RFPOck> 6:50 min

* High School Classroom Set Up- Real Rap with Reynolds:

<https://www.youtube.com/watch?v=3BvWu2VW4g4> 15:17 min

* Middle School Classroom Set up

<https://www.youtube.com/watch?v=WQeqGOk1bjw> 10:40 min

* Classroom Set-Up Elementary:

<https://www.youtube.com/watch?v=GtF8EeJMtPU> 10:48 min.

* Classroom Set Up- Pocketful of Primary:

<https://www.youtube.com/watch?v=zZm-HixQaw0> 15:38 min.

* Classroom Design & Organization- Tom McIntyre:

<https://www.youtube.com/watch?v=wTlXuBXhpN8> 14:40 min.

**Settings Self-Assessment:**

* The classroom is welcoming and inviting
* The room/ furniture arrangement allows for easy monitoring of all areas
* The space is maximized for *student* use
* Student materials are organized and easily accessible
* Traffic patterns allow for easy movement
* Students have adequate line of site for the white board, smart/ promethean board
* Instructional areas are established, as appropriate (independent, small group, whole group)
* The teacher’s desk is unobtrusive
* Student work is displayed
* Staff members use random, unpredictable patterns of movement in the classroom.
* Staff members regularly scan all areas of the classroom
* Staff members connect and interact with students while moving
* Staff members pay close attention to problem areas or activities while moving & scanning
* Staff members provide positive and instructive academic and behavioral feedback to students while moving

**DISCUSSION:** When was the last time you assessed *staff members’* places and spaces? Does your “lounge” or other teacher area reflect the caring image we hope for in the classroom? What other activities can you do with your staff members to address the physical setting of the classroom? Jot your notes here:

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SETTINGS ACTIVITY

SCENARIO #1

* Teacher uses frequent whole class instruction.
* Teacher has occasional cooperative groups, and is comfortable training students to quickly move their desks.
* Teacher wants to be able to move between desks during independent activities.
* Teacher prefers student attention directed toward the front of the room.
* Teacher’s class would benefit from a medium to high amount of structure.

SCENARIO #2

* Teacher uses frequent whole class instruction.
* Teacher has occasional cooperative groups, and is comfortable training students to quickly move their desks.
* Teacher wants students to be able pass things front to back or side to side
* Teacher would like students to be able to easily interact with one or two others around them, without having to move their desks
* Teacher prefers student attention directed toward the front of the room.
* Teacher likes to maximize space and have 2-3 centers in the room.
* Teacher’s class would benefit from a low to medium amount of structure.
* Teacher has a student in a wheelchair in the classroom.

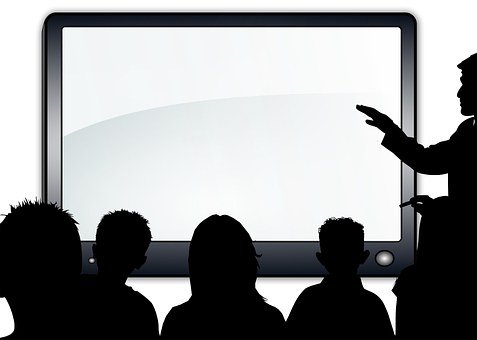
SCENARIO #3

* Teacher uses frequent cooperative learning tasks.
* Teacher would like students to be able to easily interact with a few others around them, without having to move their desks.
* Teacher prefers to have easy access from any one part of the room to another.
* Teacher prefers student attention directed toward the front of the room.
* Teacher likes to maximize space and have 2-3 centers in the room.
* Teacher’s class would benefit from a low to medium amount of structure.
* Teacher has a student with a 1:1 aide in the classroom.

SCENARIO #4

* Teacher engages students in whole class discussions and teacher-directed instructions.
* Teacher likes to circulate regularly.
* Teacher would like students to be able to easily interact with one or two others around them, without having to move their desks.
* Teacher generally has a small class size (15-18)
* Teacher occasionally takes a small group for instruction.
* Teacher’s class would benefit from a low to medium amount of structure.

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| **Establish classroom expectations**  **& procedures**    ***WHY:*** Students benefit from environments that are predictable.  ***WHAT***: Staff members develop expectations that aligned to school-wide & procedures that are task analyzed.  ***HOW:*** Create methods to share what is working in various classrooms. | **Teach expectations & procedures**    ***WHY:*** Expectations and procedures that have been taught become routine and increase instructional time.  ***WHAT:*** Staff members provide explicit instruction in expectations throughout the year.  ***HOW:*** Create demonstration tools for staff members |



**Expectations**

**Procedures**

***WHY:*** is the component important?

* Across all studies, *“the* ***average number of disruptions*** *in classes where rules and procedures were effectively implemented was* ***28 percentile points lower*** *than the average number of disruptions in classes where that was not the case”* (Marzano, 2003).

***WHAT:*** does the component entail?

* Staff members map classroom expectations to school-wide expectations.
* Staff members determine the activities for which they will need to develop procedures.
* Staff members task analyze and create procedures 3-5 steps in length.
* Staff members teach expectations and procedures at the beginning of the year and re-teach as needed throughout the year.

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities:

1. **Procedure Palooza-** give teachers sticky notes. Put a list of common activities for which teachers might have procedures on the screen (see p. 12 for ideas). Ask teachers to select one of their favorite procedures that have become routine in their classrooms. Teachers label and list the steps to the procedure on the sticky note. Have teachers stand up and regroup (by clothing colors, numbers, shoes, etc.) and share their favorite procedures with the rest of the group.
2. **Problem Solve Procedures-** create a google form asking teachers what procedures they struggle with the most in their classrooms. Once data is collected, hang poster paper up with the procedures that teacher’s needed help with and have teachers generate ideas/ steps on the posters to assist others.

**On-line Resources Folder: Expectations and Procedures-** [**http://bit.ly/30u6rQe**](http://bit.ly/30u6rQe)

**Video Resources:**

* Teaching Elementary Procedures, Routines, and Rules:
* <https://www.youtube.com/watch?v=C41kxrn2oUE&t=904s> 10:23 min
* Behavior expectations for middle school- Too Cool for Middle School:

<https://www.youtube.com/watch?v=C41kxrn2oUE&t=904s> 19:47 min

* Teaching restroom breaks for middle & high school

<https://www.youtube.com/watch?v=2dqM6Vdf-oQ> 3:57 min

* Whole brain teaching- Attention signal
* <https://www.youtube.com/watch?v=YRyMI8jRCaI> 8:06 min
* Four rules for the secondary classroom- Laura Randazzo:<https://www.youtube.com/watch?v=9Vvo_IFWEms> 2:57 min

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| **Activity** | **Procedure** |
| Entering class | * Quietly say, “good morning.” * Walk and move directly to seat * Take out materials (pencil, paper) * Begin bell-work |
| Accessing materials |  |
| Asking for help |  |
| Technology |  |
| Transition between activities |  |
| Transition to other places |  |
| Turning in assignments |  |
| End of day |  |
| Other |  |

**Expectations & Procedures Self-Assessment:**

* Classroom expectations are mapped to school-wide expectations
* Expectations are posted and visible
* Expectations are few in number
* Expectations are stated positively
* Expectations are taught directly to students (rationale, model, practice, feedback)
* Expectations are referred to regularly (e.g., “Remember, to be respectful you need to use a quiet voice when engaged in table talk.”)
* Expectations are re-taught throughout the year
* Predictable procedures are established and have become routine
* Procedures are taught directly to students (rationale, model, practice, feedback)
* Visual prompts are available for procedures, as needed
* Students can state and demonstrate classroom procedures
* Procedures are re-taught throughout the year

**DISCUSSION:** What strategy will you use to ensure that classroom expectations are mapped to school-wide expectations? How can you get staff members to share their successful classroom routines? Jot your notes here:

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| **Create strategies to acknowledge**  **desired behavior**    ***WHY:*** Acknowledging desired behavior increases the future probability the behavior will occur again.  ***WHAT:*** Staff members establish individual, group, and class contingencies and positive descriptive feedback.  ***HOW:*** Develop a google drive with examples and directions for strategies. |

***4:1***

***WHY:*** is the component important?

* Delivering praise increased:
  + On-task behavior (Ferguson, & Houghton,1992).
  + Student attention (Broden, Bruce, Mitchell, Carter, & Hall, 1970).
  + Compliance (Wilcox, Newman, & Pitchford, 1988).
  + Student motivation, accuracy of responding & task persistence (Keller, Brady, & Taylor, 2005).
  + On-task behavior, which was significantly greater when praise for specific behavior was given, versus general praise (Chalk & Bizo, 2004).
* Class-wide Group Contingencies:
  + Resulted in increased positive and decreased negative verbal interactions (Hansen, & Lignugaris, 2005).
  + Decreased transition time (Yarborough, Skinner, Lee, & Lemmons, 2004).

***WHAT:*** does the component entail?

* Staff members deliver high rates of recognition and acknowledgement to students.
* Staff members give positive descriptive feedback for behavior and academics to students.
* Staff members establish individual, small group, and whole group contingencies (as needed).

***HOW:*** can we provide growth opportunities for the component?

*Working the Wisdom Within*, 10-20 Minute Activities for Teachers:

1. **Art Contest-** have teachers draw their favorite classroom reinforcement systems (e.g., marble jar, 100 squares, move the basketball, etc.), then have them share out.
2. **4:1 Beads-** have staff members create a 4:1 reminder. Give them yarn, and plastic beads. Have them create a 4:1 pattern with the beads. They can make a bracelet, or just a line of beads that they can hang in their room as a visual cue.
3. **Positive Descriptive Feedback-** give teachers “Thank You” cards. Ask them to practice giving positive descriptive feedback to a support member at the school whom they appreciate. Deliver the cards.

**On-line Resources Folder: Classroom Acknowledgement Systems-** [**http://bit.ly/2VLHSjc**](http://bit.ly/2VLHSjc)

**Video Resources:**

* A Snapshot of 4:1 in a High School Classroom:

<https://www.youtube.com/watch?v=Q3wpviS5gaQ> 8:33 min.

* Cheap, Simple, and Easy VIP Kid Reinforcement Ideas (3 examples):

<https://www.youtube.com/watch?v=EXl6V-V-314> 7:23 min.

* Elementary Classroom Reinforcement Systems:

<https://www.youtube.com/watch?v=UM-w4ZGz_yg> 6:46 min.

* Teacher Toolkit- Tickets in High School:

<https://www.youtube.com/watch?v=geADqwoGMCY> 1:53 min.

* How to Manage Behavior in the Classroom/ Praise- Jim Wright

<https://www.youtube.com/watch?v=ud4y-V9QBzU> 5:14 min.

* Teacher Toolkit- Mystery Motivators in Middle School:

<https://www.youtube.com/watch?v=bWbKqOsR5Uo> 1:23 min.

**Acknowledgement Self-Assessment:**

* Students have at least 4:1 positive to negative interactions with staff members
* Praise is attached to the school-wide and classroom expectations
* Students receive *performance descriptive feedback*
* Praise is delivered individually and to groups
* Praise is delivered privately or publicly, dependent upon the student
* Praise is genuine
* Praise is for effort, not ability
* Delivery of praise is varied (e.g., verbal, high five, thumbs up, cheer, etc.)
* Reinforcement is intermittent and unexpected
* Staff members utilize the school-wide reinforcement system
* Reinforcement is mostly social, privilege, or school/ class pride in nature
* Staff members do not take away reinforcement that has already been delivered

**DISCUSSION:** Do staff members utilize the school-wide reinforcement system in their classrooms? Do staff members have their own strategies for recognizing/ reinforcing students in their classrooms? Do students receive a minimum of 4:1 positive to negative statements from staff members? How can you encourage staff members to monitor praise statements? Jot your notes here.

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| **Consider instruction: engagement, differentiation, and activity type/difficulty**    ***WHY:*** When students are engaged in instruction, they demonstrate academic growth.  ***WHAT:*** Staff members create opportunities to respond & implement universal design for learning strategies.  ***HOW:*** Use a variety of OTR and UDL strategies during all professional development. |



***WHY:*** is the component important?

* Students who are engaged in the learning process are less likely to exhibit inappropriate behaviors and more likely to achieve academic success (Conroy, Sutherland, Snyder, & Marsh, 2008; Simonsen et al., 2008; Sutherland & Wehby, 2001).
* Increasing the rates of OTR has been shown to be effective in increasing student engagement (Carnine, 1976; Christle & Schuster, 2003; Davis & O’Neil, 2004; Haydon, Conroy, Scott, Sindelar, Barber, & Orlando, 2010; Haydon, Mancil, & Van Loan, 2009; Sutherland, Alder, & Gunter, 2003).
* Increasing the rate of OTR can result in decreasing disruptive behavior (Armendariz & Umbreit, 1999; Haydon et al., 2010; Haydon et al., 2009; Lambert, Cartledge, Heward, & Lo, 2006; Sutherland et al., 2003; West & Sloan, 1986).

***WHAT:*** does the component entail?

* Staff members create their lesson plans, then develop activities that will allow students to engage with one another and the content.
* Staff members intersperse whole group, small group, and independent activities throughout their lessons/ day.

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **Engage!-** whenever conducting professional development with teachers, intentionally introduce a new engagement strategy by using it during the PD. Following the PD, label the engagement activity and steps then distribute to teachers so they can build their own strategy bank.
2. **The Creativity Test-** pass out a variety of simple lesson plans (grade level, content appropriate for the group). Mix teachers in small groups. Ask teachers to beef up the lesson by developing a new, fresh engagement activity for it. Share out.

**On-line Resources Folder: Opportunities to Respond-** [**http://bit.ly/2JRnNku**](http://bit.ly/2JRnNku)

**Video Resources:**

* Strategies for Engagement Secondary:

<https://www.youtube.com/watch?v=Y5hUggOKfyE> 6:28 min

* The Jigsaw Method- Cult of Pedagogy:

<https://www.youtube.com/watch?v=euhtXUgBEts> 6:22 min

* Crumple and Shoot- All Grades:

<https://www.youtube.com/watch?v=SkNLN_mc134> 3:07

* Whole Brain Teaching- 6th Grade Math:

<https://www.youtube.com/watch?v=XroJtR9gQc8&t=8s> 6:12 min

**Opportunities to Respond Self-Assessment:**

* Students are provided with multiple OTR during instruction
* OTR for new material a minimum of 3 per minute with 80% accuracy
* OTR for previously learned material is a minimum of 7 per minute with 90% accuracy
* OTR are varied in nature (e.g., agree/ disagree; think, pair, share; thumbs up, thumbs down; write you answer on the white board; respond chorally; guided notes, Kahoot-It)
* Students are provided adequate wait time (5 seconds)
* Teacher talk is no more than 40-50% of instructional time

**DISCUSSION:** Have your staff members been trained in OTR, Kagan, and/or Marzano engagement strategies? How does your school model OTR or engagement in staff development? How can staff members be encouraged to monitor OTR? Jot your notes here:

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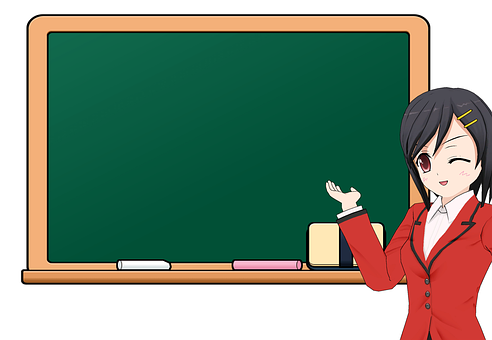
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| **Provide prompts & precorrections**    ***WHY:*** Students benefit from cues about expected behaviors.  ***WHAT:*** Staff members deliver brief reminders based on previous problems.  ***HOW:*** Model prompting and pre-correcting in meetings and at school events. |



Remember…

***WHY:*** is the component important?

* Using pre-correction improved transition behaviors in an elementary school (Colvin, Sugai, Good, & Lee, 1997).
* Using precorrection decreased problem behavior on an elementary school playground (Lewis, Colvin, & Sugai, 2000).
* On task behavior improved and aggression decreased when precorrection was used (Covinton-Smith, Lewis, & Stormont, 2011).
* Using precorrection enhanced reading performance of students with learning and behavior problems (Yu, Darch, & Rabren, 2002).

***WHAT:*** does the component entail?

* Staff members identify a behavior concern and determine the context.
* Staff members cue students regarding the expected behavior before the opportunity to engage in the problem behavior arises. Example
  + “Boys and girls, as soon as you walk into the classroom, I want you to do the following:”
    1. Walk to your desk
    2. Take out your math book
    3. Wait for my instruction
  + Have students repeat/ practice the expectations
  + Next opportunity, prompt the behavior with a nonverbal cue
  + Praise those that comply and provide a reteach/correction as needed

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **Data-Informed Precorrects-** analyze your SWIS data to determine a possible school-wide concern for which staff members could provide precorrects. Introduce the data to staff members and have them determine when they should precorrect and what they would say. Ask staff members to implement the precorrection for the next week/ month and then revisit the data to see if the school-wide precorrects had an impact.
2. **Share and Share Alike-** in small groups, ask teachers share the last time they precorrected their students for something other than hallway transitions (the most common time we use precorrection). Share and debrief with the whole group. Encourage teachers to use the strategy beyond transition time.

**On-line Resources Folder: Prompts and Precorrects-** [**http://bit.ly/2LSzgTn**](http://bit.ly/2LSzgTn)

**Video Resources:**

* Precorrection Described
* <https://www.youtube.com/watch?v=T_kBhqh__cw> 1:12 min
* Precorrection Kindergarten Class
* <https://www.youtube.com/watch?v=1xdHZw5_sMw&t=85s> 3:04 min
* Precorrection Secondary
* <https://www.youtube.com/watch?v=zUJSr5DNKlk&t=20s> 2:51 min
* Transitions and Precorrections Elementary
* <https://www.youtube.com/watch?v=vWnVslS2KRY> 2:48 min

**Prompts & Precorrections Self-Assessment:**

* Staff members proactively provide prompts and precorrects as prevention for problem behavior based on school-wide and classroom data.
* Staff members provide acknowledgement for students who follow the prompts and precorrects.
* Staff members deliver in instructional responses when students do not follow the prompts and precorrects (i.e. behavioral practice/ rehearsal).

**DISCUSSION:** How will you share the information about prompts and precorrects? Jot your notes here:

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| **Respond instructionally to**  **problem behavior**  ***WHY:*** Misbehavior presents an opportunity for instruction.  ***WHAT:*** Staff members develop a continuum of response from low effort to effort.  ***HOW:*** Create intervention banks & practice responding to common problems across multiple classrooms. |



***WHY:*** is the component important?

* Error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases). Abramowitz, O’Leary, & Futtersak, 1988).
* Corrections that were delivered consistently were superior to those delivered inconsistently (Acker & O’Leary, 1988).
* Feedback that is vague, sarcastic, or over wordy decreases compliance and increases disrespect and power struggles (Newcomer, 2008).
* School discipline should not be about control but about the development of *self-discipline* (Bear, 2005).
* Punishing a student does not teach them the ***skills*** they need to be successful (Greene, 2008),

***WHAT:*** does the component entail?

* Staff members focus on preventing and defusing problem behavior
* Staff members develop a continuum of consequences for minor problem behavior

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **Tri-Fold Intervention Bank-** give teachers a sheet of 8 ½ x 11 paper, ask them to fold the paper into thirds (landscape orientation), label the 3 columns (1) no to low effort, (2) a little more effort, (3) effort. Ask staff members to brainstorm the first column, 10 things they do that are almost no effort that often make problem behavior simply disappear (e.g., proximity, eye contact, attention signal). Share out and add to each. Now have them brainstorm the next 2 columns, with at least 5 in each (examples for “a little more effort” include brief private conversation & change of seating and for “effort” include parent contact, reteach & practice expectations). Share out and add to the list.
2. **Preventing Defiance Activity-** provide teachers with the Preventing defiance handout (pp. 24-25). Do the first 2-3 together, have small groups complete the rest of the handout, share out.
3. **IRB Plan-** Ask teachers develop an IRB (pp. 26-33) plan for a student in their classroom, focused on the calm, trigger, and agitation phases. Teachers implement plans, then briefly share outcomes in staff meetings/ PLCs.

**On-line Resources Folder: Classroom Response Systems-** [**http://bit.ly/2WWi800**](http://bit.ly/2WWi800)

**Video Resources:**

* De-escalation Spaces: Helping High School Students Manage Emotions

<https://www.youtube.com/watch?v=YxC_Q8zE0SU> 3:39 min

* The 5 Second Solution for a Talkative Class- Cult of Pedagogy

<https://www.youtube.com/watch?v=N_HPLMQStug> 3:24

* Taking Charge of an Out of Control Classroom

<https://www.youtube.com/watch?v=dniKuccYPoM> 8:51

* Classroom Power Struggles- Too Cool for Middle School

<https://www.youtube.com/watch?v=ae9IKWogHpM> 22:13 min

* How to Deal with Name Calling in High School- Real Rap with Reynolds

<https://www.youtube.com/watch?v=Lq27jnjTZSk&t=308s> 8:01

* Conquer the Classroom Trouble Maker in High School- Laura Randazzo

<https://www.youtube.com/watch?v=EvelW6f42ws> 7:36 min

* Challenging Students and Keeping Your Composure- Elementary

<https://www.youtube.com/watch?v=dxgQU57IIZM> 10:31

* How to use Active Response Beads to Promote Behavior Self Control (Elem)- Jim Wright

<https://www.youtube.com/watch?v=98wLc-Vgjug> 3:30 min

* Handling Disruption Elementary

<https://www.youtube.com/watch?v=x4FgoM34RIs> 7:07 min

* De-escalation and Reengagement Elementary

<https://www.youtube.com/watch?v=s0oDEqHz9yY> 4:20 min

**Preventing & Addressing Defiant, Oppositional, Resistant Behavior**

Adapted from Dr. Mac’s Amazing Behavior Management Site: [www.behavioradvisor.com](http://www.behavioradvisor.com)

**Matching Activity Directions**: **Familiarize yourself with the interventions described below.  Then read the situations that follow.  Match the strategies (prefaced with numbers) with the situations (prefaced with letters).**

1. **Proactive cooperation**- obtain cooperation before asking the student to do the task that might result in non-compliance.

2. **Provide limited choices**- give students power in situations by allowing them to select from responses acceptable to you.

3. **Ripple effect**- promote imitation of positive behavior by reinforcing compliant and on-task students.  If the student still is not engaging in the desired activity, prompt him/her with a question (e.g., “Peter, are you cleaning up too?”  “Hey Rhonda.  What should you be doing right now?”)

4. **Humorous warning**- use a good natured “cute” remark to remind students to display appropriate behavior.

5. **Appeal to desire to be “grown-up”**- motivate the student by mentioning how s/he will display the proper behavior when s/he matures.

6. **Reminiscing/Appeal to good side**- talk with the student about when effort or the desired behavior was previously demonstrated. Encourage re-enactment. .

7. **Surprise**- act in an unexpected manner to interrupt the student’s control over a situation.

8. **Agreement**- utter a statement corresponding to the student’s commentary.

9. **Distraction from head-butting**- draw the student’s focus of attention from the argument.

10.  **Direct & Redirect**- if the student is begrudgingly compliant, engage him/her in a preferred activity before returning to the present task.

11. **Do it dammit! (With apology)**- sternly order compliance, then apologize for your actions and discuss the situation.

a) Students are on line for lunch.  Ms. Sajdak compliments the line leader on how straight and quiet he is standing.  The rest of the line also straightens up.

b) “You may not bring an I-pod on the field trip, but its OK to bring your hats and sunglasses.”

c) “Walk!” (Students stop) “Sorry for yelling guys, but I saw that wet floor sign ahead of you.  By the way, what’s the rule on traveling in the hallway?”

d) Chad says to Miss Fitzsimmons “Your hair looks messy.”  Miss F. retorts “Yeah, I just combed it with a cake mixer.”

e) Tanya is having difficulty motivating herself to begin a task.   The teacher shows her previous assignments from her work folder and reminds her how much effort she has exerted in the past.  He then encourages her to show that effort again.

f) Latisha refuses to put on her coat to go home.  Ms. Tsai asks her to help with the end-of-day cleanup. They talk and then both don their coats to head home.

g) “Nope, the marker’s ink will ooze through the paper. However, you can use pencils, pens or crayons.”

h) Mr. Condino turns and growls at off-task students.  They smile and get back to work.

i) Two boys are arguing. Mr. Park says “Gentlemen, is your math assignment complete?”   Both indicate that it is done.  Mr. Park then directs them to work on their homework.

j) Knowing that the students will not want to end their present activities, Mr. Silvercloud starts a game of “Simon says” (no one is eliminated for “goofing up”) in which the students enthusiastically join in. The last command is “Simon says clean up.”

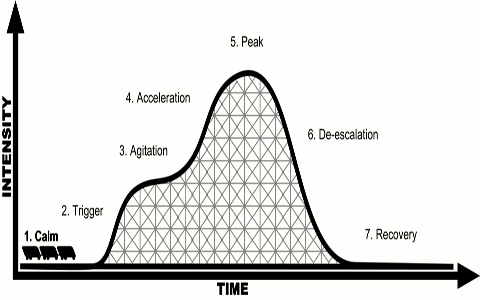
k) “Maritza, you’ve earned all your points for the last three days.  I know you can do it again today.”

l) (to a loud group of freshman in the cafeteria). “Have you noticed how the seniors that eat quietly and finish their lunch early are allowed to go to the commons area?”

m) At times, the nature of group activities in Ms. Rashad’s class results in noisy behavior.  She frequently brings the students’ attention back to her by blowing whistles, waving a wand, ringing an old school bell, making animal noises, dancing about the room, etc.

n) A teacher tells her students to take out their math workbooks.   Juan looks very tense and potentially explosive.  The teacher asks him to do her a favor by delivering a note to another teacher.

o) (to mid school students) “Thanks for sharing your highlighters; it really seems to be helping your teammates”. Others that have highlighters begin sharing.



**Interim Behavior Response Plan**

**Stage 1: Calm**

**Baseline Behavior: (What the student’s behavior looks like on a typical day)**

*Overall behavior is cooperative and acceptable at this stage. Staff responses should be supportive and designed to promote calm behavior.*

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| ***Student Behavior***  *(What does the student look like/behave like when calm?)* | ***Staff Responses***  *(Suggested strategies to promote calm behavior)* |
| *Include information about the student’s physical state and actual behaviors exhibited during this stage.*   * Engages in lesson * Maintains on-task behavior * Follows directions * Responds to positive and corrective feedback, without engaging in problem behaviors | * Provide a positive classroom environment with a high level of routine and consistency * Clearly communicate and teach behavior expectations. Use modeling, role-play and rehearsal to explicitly teach the desired behavior. * Positively reinforce the expected behavior * Provide a ratio of 4 positive to 1 corrective adult-student interactions * Provide active supervision * Teach social skills * Teach problem solving and coping skills * Teach replacement behaviors * Assess for environmental factors that may trigger inappropriate behavior * Integrate academic and behavior instruction for success for all students * Plan and structure transitions * Provide opportunities for choice * Use precorrection * Give clear, calm, and brief redirections for minor, infrequent behavior errors * Implement the student’s behavior support plan. Share it with those who work with the student. |

**Stage 2: Trigger**

*Overall behavior involves a series of unresolved problems at this stage. Events in the environment (e.g. interactions with others, physical discomfort) can trigger the escalation of the cycle of acting out behavior. It is important to know what types of events in the environment have a history of triggering a student’s acting out behavior. The student’s physical state should also be considered at this stage.*

**Identify triggers (if known):**

*Identify school-based and/or on-school-based environmental triggers that may cause the student to escalate. These may or may not include:*

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| * Change in routine * Unfamiliar people * Enclosed spaces * Presentation of tasks | * Health problems * Inadequate sleep * Transiency * Community factors | |
| ***Student Behavior*** | ***Staff Responses*** |
| *(What does the student look like/behave like when triggered?)*   * Grimaces * Stares into space * Verbally refuses to follow directions * Appears to be unfocused or off task after directions are given | *Identify staff responses to be utilized when the student is in the Trigger stage. In what way will the staff respond to assist the student to return to calm..*   * Speak calmly, firmly, and respectfully * Avoid power struggles, arguing, or becoming defensive. Don’t embarrass or humiliate the student. * Respect the student’s personal space and keep a reasonable distance. Avoid touching or grabbing the student. * Avoid body language that communicates anger or frustration. Move slowly and deliberately toward the problem situation. Establish eye-level position. * Acknowledge cooperation * Listen actively * Be brief and minimize adult talk, KISS (Keep It Short and Simple) * State directions positively. (Tell the student what to do, avoid telling the student “Don’t \_\_\_\_\_.”) Give only one direction at time, be specific and direct; use “start: vs :stop” language * Redirect to a choice activity; use behavioral momentum * Allow student to use a “safe” place (identify) |

**Stage 3: Agitation**

*Overall behavior is unfocused and distracted at this stage. The Agitation stage is usually reached when a student is unable to control or manage the triggers identified in phase two. The agitation phase can be described as a slight increase or decrease in the student’s behavior. Students in the agitation stage are often unfocused and distracted.*

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| ***Student Behavior*** | ***Staff Responses*** |
| *Include information about the student’s physical state and actual behaviors exhibited during this stage*. *Behaviors in this stage may or may not include:*   * Stares into space * Paces * Fidgets * Rocks * Vocalizes repetitively (e.g., repeating words, sentences, sounds) * Withdraws from group | *Suggested strategies to return to calm:*   * Offer assistance with the task * Minimize the work load * Break up the task into smaller chunks * Guide the student with simple visual and verbal prompts * Provide opportunities for successful responses/Minimize errors * Guide student to start/continue task * Provide movement activities * Determine appropriate proximity * Provide preferred activities * Provide additional time and/or space * Give reassurance * Guide or assist student back to tasks * Be brief and minimize adult talk, KISS (Keep It Short and Simple) |

**Stage 4: Acceleration**

*Overall behavior is staff-provoking, leading to further negative interactions at this stage. The acceleration stage often appears very similar to the agitation stage. The clear difference is a shift to behavior that is engaging to others. Student exhibits behaviors that are highly likely to obtain a response from another individual.*

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| ***Student Behavior*** | ***Staff Responses*** |
| *Include information about the student’s physical state and actual behaviors exhibited during this stage*. *Behaviors in this stage may or may not include:*   * Questions and argues * Violates rules * Uses profanity * Whines and cries * Threats and intimidates * Destroys property | *Suggested strategies to return to calm:*   * Offer choices (e.g., use choice cards, allow choice of preferred activities) * Provide a break/“cool down” time and location (based on a pre-planned protocol). Student can be provided with independent activities, movement activities, or low stress/calming activities. * Acknowledge/Reinforce any approximations of desired behavior * Redirect the student’s attention to a high-interest activity * Speak calmly, and respectfully * Avoid power struggles * Use nonthreatening body language * Be brief, minimize adult talk, KISS (Keep It Short and Simple) |

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**Stage 5: Peak**

*Overall behavior is irrational and unresponsive at this stage. During the peak stage, behaviors have reached the most serious or intense part of the acting out cycle. Peak behaviors are serious, disruptive, and can often threaten the safety of the acting out person or others. During the peak stage, the acting out behavior can become very dangerous.*

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| ***Student Behavior*** | ***Staff Responses*** |
| *Include information about the student’s physical state and actual behaviors exhibited during this stage*. *Behaviors in this stage may or may not include:*   * Aggresses physically towards others * Threatens the safety of students, staff, and/or self * Destroys property (to an increased extent, as compared to Stage 4) * Tantrums severely * Elopes (runs away) | *Suggested strategies to ensure safety:*  *Strategies should be a match to individual situation and school setting.*   * Follow the district’s emergency procedures * Assess situation for safety concerns * Alert school administration * Continue to use verbal de-escalation strategies * Remove other students as needed, to a pre-designated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis * Be brief and minimize adult talk, KISS (Keep It Short and Simple) |

**Stage 6: De-Escalation**

*Overall behavior shows confusion and lack of focus at this stage. The de-escalation stage is the beginning of the student’s reduction of the intensity of behavior. Students in the de-escalation stage are often confused or disoriented. It is important to avoid staff responses that may re-escalate the student.*

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| ***Student Behavior*** | ***Staff Responses*** |
| *Include information about the student’s physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include (Be specific to student) :*   * Exhibits confusion (e.g., unresponsive to adults when spoken to, expresses unfamiliarity with environment or event) * Exhibits withdrawal (e.g., puts head down, isolates self from peers or adults) * Denies responsibility * Blames others | *Suggested strategies to return to calm:*   * Allow time and space * Allow access to a preferred activity * Provide a relaxation activity * Be brief and minimize adult talk, KISS (Keep It Short and Simple) |

**Stage 7: Recovery**

*Overall behavior reflects an eagerness to refocus attention away from problem behavior at this stage. A desire to work independently and a reluctance to interact may be apparent. During recovery, the student is returning to a non-agitated state. The student’s behavior may even drop below the baseline (calm) state. The student may regain focus and engage in classroom activities or other previously mastered tasks, to a limited extent.*

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| ***Student Behavior*** | ***Staff Responses*** |
| *Behavior may or may not include (Be specific to student):*   * Cries * Sleeps * Normalizes breathing and other physical functions * Accepts independent work/activity * Participates at a minimal level * Regains composure | *Suggested strategies to return to calm:*   * Be non-judgmental * Give time and space * Be brief and minimize adult talk, KISS (Keep It Short and Simple) * Provide independent work if student is receptive * Allow for decreased levels of participation |

*Adapted by LA Unified School district from: Managing the Cycle of Acting Out Behavior, Geoff Colvin, 2004.*

**INTERIM STUDENT BEHAVIOR RESPONSE PLAN**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      Date of Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***Calm*** | *Student Behavior* | | *Staff Responses* |
|  | |  |
| ***Trigger*** | *Identify known triggers* | *Student Behavior* | *Staff Responses* |
|  |  |  |
| ***Agitation*** | *Student Behavior* | | *Staff Responses* |
|  | |  |
| ***Acceleration*** | *Student Behavior* | | *Staff Responses* |
|  | |  |
| ***Peak*** | *Student Behavior* | | *Staff Responses* |
|  | |  |
| ***De-Escalation*** | *Student Behavior* | | *Staff Responses* |
|  | |  |
| ***Recovery*** | *Student Behavior* | | *Staff Responses* |
|  | |  |

**Instructional Responses to Problem Behavior Self-Assessment:**

* Staff members restate and reteach behavioral skills when students make minor behavioral errors
* Staff members follow the school-wide office referral flowchart for minor/ major behaviors
* Staff members consider possible motivation for problem behavior and try to address the student/s needs
* Staff members have a continuum of strategies to respond to minor behavioral errors in the classroom
* Staff members employ preventive and instructional responses to defuse problem behavior
* Staff members minimize attention given to minor problem behavior
* Staff members have a toolbox of classroom behavior intervention strategies
* Staff members issue the least punitive responses first
* Staff members acknowledge students when they correct behavioral errors
* Staff members have a formal process for requesting assistance with behavior from grade level teams or others
* Staff members intervene early on in the behavior cycle (see IRB Plan)

**DISCUSSION:** Do staff members have a toolbox/ continuum of strategies for dealing with minor problem behavior? Do staff members utilize the Office Referral Flowchart in the classrooms? Are staff members aware of the Acting Out Cycle of Behavior and the adult responses that help defuse behavior? What professional development would your school staff members benefit from? Jot your notes here:

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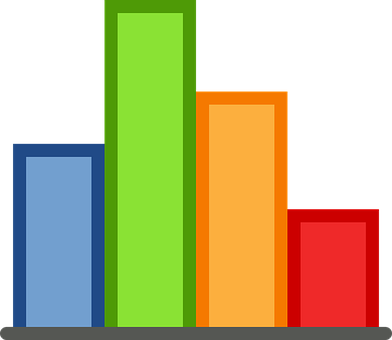
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| **Collect & analyze classroom level data**    ***WHY:*** Data allows us to make informed decisions.  ***WHAT:*** Staff members create simple data collection strategies for the classroom.  ***HOW:*** Encourage peer to peer data collection and problem solving. |



***WHY:*** is the component important?

* Providing systematic *performance feedback* regarding target social behaviors resulted in:
  + An increase in appropriate behavior of all students, as compared to a control classroom (Winett & Vachon, 1974).
  + A decrease the frequency of target behaviors (Brantley & Webster, 1993).
  + Decrease classroom transition times (Yarbrough, Skinner, Lee, & Lemmons, 2004).
  + An increase of pro-social and academic behaviors such as on-task behavior, self-esteem, reading, spelling, (Kastelen, Nickel, & McLaughlin, 1984).

***WHAT:*** does the component entail?

* Staff members operationally define behaviors of concern in their classroom.
* Staff members have simple methods to collect classroom level behavior data.
* Staff members problem solve with behavior data.

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **Data Demo-** Introduce on simple data collection tool and the types of behavior for which the tool would be appropriate during a PLC (preferably based on school-wide SWIS data). Ask staff members to try to collect data on a behavior using the tool for the next two weeks, then be ready to report back the next meeting (pros/ cons to using the tool, what they learned, etc.)
2. **TIPS in the Classroom-** share the Team Initiated Problem-Solving Process with teachers and demonstrate how the process can be used to tackle classroom level problems.

**On-line Resources Folder: Classroom Data Systems-** [**http://bit.ly/2VPE7ZS**](http://bit.ly/2VPE7ZS)

**Video Resources:**

* PBIS in the Classroom- Data Collection
* <https://www.youtube.com/watch?v=_tLY-X6jTgs> 15:58 min
* Tracking Classroom Behavior Using Google Forms
* <https://www.youtube.com/watch?v=Va2V7ca9YJM> 9:12 min
* How to Collect Data in the Classroom with Checklists- Jim Wright
* <https://www.youtube.com/watch?v=RdhEbh6h1SI> 4:13 min

**PRECISION PROBLEM STATEMENT (WHO, WHAT, WHEN, WHERE, WHY?):**

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**SOLUTION ACTION PLAN**

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|  | **Actions** |
| **Prevent** |  |
| **Teach** |  |
| **Reinforce** |  |
| **Respond** |  |
| **Review Data** |  |

**Classroom Data Systems Self-Assessment**

* Staff members report that they collect classroom level data.
* Staff members share outcomes based on classroom level data collection, analyses, and problem solving in PLCs/ meetings.

**DISCUSSION:** Do staff members have simple strategies for collecting classroom or individual student data? Have staff members been given the opportunity to analyze SWIS data and use it for problem-solving? Jot your notes here:

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| **Involve students and parents in classroom activities and instruction**  ***WHY:*** School climate improves when students and parents are engaged as partners in the process.  ***WHAT:*** Staff members create reciprocal communication opportunities & parent/ students focus groups.  ***HOW:*** Present stakeholder stories, survey parents & students and share/ analyze the information. |



***WHY:*** is the component important?

* Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson &. Mapp, 2002).
* Parent-family-community involvement is a key to addressing the school dropout crisis (Belfield & Levin, 2007).
* Strong school-family-community partnerships foster higher educational aspirations and more motivated students (Barton, 2003).
* Engagement at home (talking about school and knowing how students were doing) was a statistically significant predictor of grades and days missed at school. Students with more engaged parents had higher academic achievement and missed fewer days of school (Hayes, 2012).

***WHAT:*** does the component entail?

* Staff members connect with parents through technology and newsletters home.
* Staff members welcome parents to their classrooms.
* Staff members intentionally create activities that parents can do with their children.

***HOW:*** can we provide growth opportunities for the component?

Working the Wisdom Within, 10-20 Minute Activities for Teachers:

1. **Epstein’s Model-** share Epstein’s model of parental involvement. Place posters on the wall with the 6 types (parenting, communicating, volunteering, learning at home, decision-making, collaborating with families), have staff members brainstorm ideas for each specifically related to the classroom. Share out.
2. **Roadblocks & Detours!-** put the most common roadblocks to parental involvement on posters on the wall (time, child care, language barriers/ special needs, cliques- feeling unwelcome, transportation) and have staff members craft possible detours. Share out.
3. **What Parent/ Teachers Wish-** split staff members into equal groups. Give each group an index card labeled either “what parents wish teachers knew” or “what teachers wish parents knew” and have them brainstorm. Share out and create a top 10 for each list.

**On-line Resources Folder: Involving Parents-** [**http://bit.ly/30yvDVI**](http://bit.ly/30yvDVI)

**Video Resources:**

* Building Relationships Between Parents & Teachers- TedX

<https://www.youtube.com/watch?v=kin2OdchKMQ&list=PLEkpVjFZpDVa_Ulhi2oRayK0kQHD72ku8> 11:01 min

* Why Parent’s Matter in Education- Students’ Perspectives

<https://www.youtube.com/watch?v=wK-yIIOg5wo> 2:23 min

* Teacher & Parent Relationships, A Crucial Ingredient- TedX

<https://www.youtube.com/watch?v=FxJIsZsYKQQ> 9:20 min

* A Secret Strategy Teachers can use to Boost Parental Involvement:

<https://www.youtube.com/watch?v=YUQyi-R0qIg> 5:01 min

* Parent Involvement Matters! Tips for Getting Involved

<https://www.youtube.com/watch?v=nOhZ6U5yaXA> 1:59 min

**Parental Involvement Self-Assessment**

* Parents report that they have positive two-way communication with their child’s teachers
* Parents report that they know what is being taught in their child’s classroom
* Parents report that they are involved in the classroom beyond volunteering

**CLASSROOM OBSERVATION TOOL**

**Conduct a 15 Minute Observation**

**Section I:** Observe for 10 minutes during instruction. Listen and tally in the 3 boxes.

**Opportunities to Respond:** teacher provides an opportunity to respond to the whole class, small groups, or individual students that is related to the curriculum (e.g., who can tell me, point to…, say the word, thumbs up, write…, etc.)

**Feedback:**

* **Positive-** teacher response lets the student(s) know the answer/ behavior is correct (e.g., that’s right, you were respectful when, great job., etc.)
* **Negative-** teacher response lets the student know the answer/behavior is incorrect (e.g., no, that’s wrong, stop)
* **Corrective-** teacher response let’s the student know the answer/ behavior is incorrect, but also provides how to correct it (e.g., that’s incorrect, let’s see how we get the right answer; do not throw the paper, please pick that paper up and throw it in the trash)

**Section II:** Observe for 5 minutes during instruction

Randomly select a student.Watch the student for 5 seconds. If the student is on task during the ***WHOLE*** 5 second period, then put a plus sign (+) in the box. If the student is off task ***AT ANY POINT*** during that 5 second period, place a minus (-) sign in the box. Continue on to the next student round robin, circling back to the first student once all students have been observed one, and continue until all the boxes are filled. Each box below represents a 5 second period, for a total of 5 minutes.

* **On task behavior** is defined as: times when the student is working on the academic task at hand and paying attention to the lesson being delivered. Examples of on-task behavior included writing, reading, aloud, raising a hand and waiting patiently, talking to the teacher or other student about assigned material, listening to lecture and looking up information that is relevant to the assignment.

**Classroom Observation Form**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| **Opportunities to Respond** |
|  |

|  |  |  |
| --- | --- | --- |
| **Feedback** | | |
| Positive | Negative | Corrective |
|  |  |  |

|  |
| --- |
| **Disruptions** |
|  |

**Time on Task**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
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| **8** |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |

**TASK:** Calendar PD (make a commitment!)

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| **AUGUST** | **SEPTEMBER** | **OCTOBER** |
| **NOVEMBER** | **DECEMBER** | **JANUARY** |
| **FEBRUARY** | **MARCH** | **APRIL** |
| **MAY** | **JUNE** | **JULY** |