

Developing the 'WHY' and Linking it to the Implementation of Tier 1

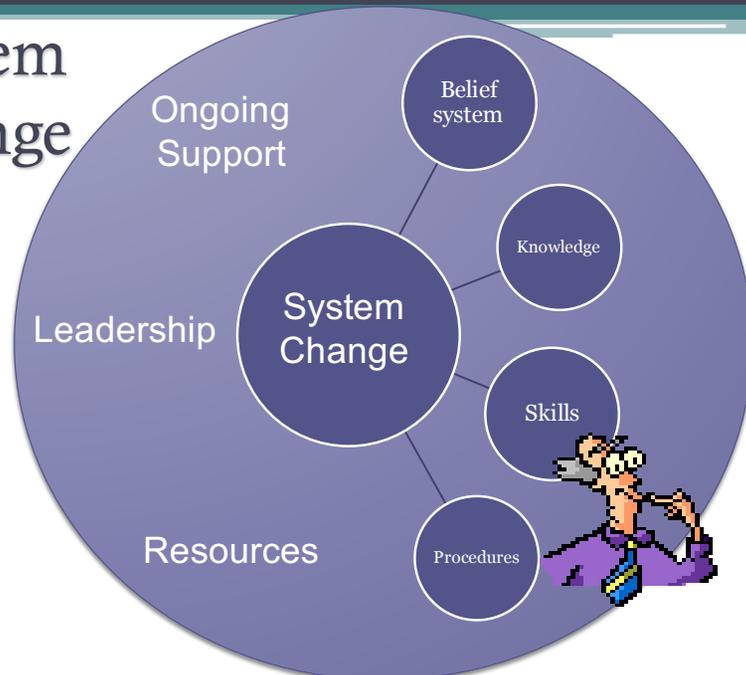
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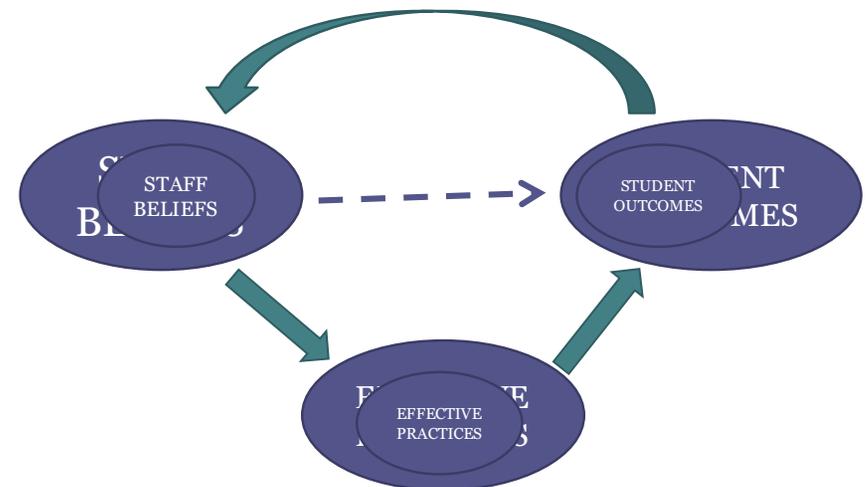
Today's Agenda Ekahi One Day, Not Two

- Review Tier I
 - Praise Video
 - GBG Video
- School share outs regarding current status of RTI efforts
- Belief Survey Results and Planning
- Discipline Findings
- 1 Tier 2, Check in, Check Out
- Universal Screener Intro

System Change



Triadic Model of Student Outcomes

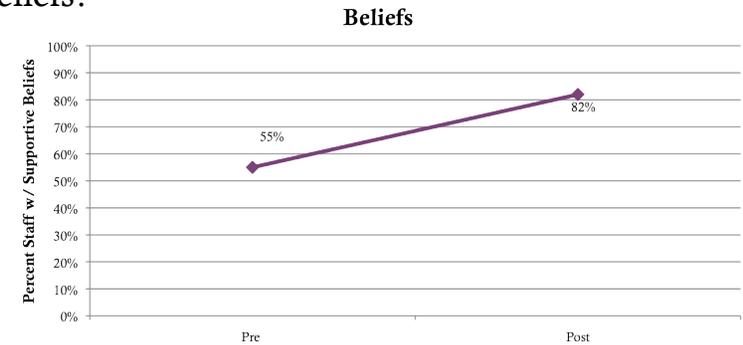


Beliefs: Study 1

- To what extent do educators' beliefs predict school-wide student outcomes above and beyond the socioeconomic status and student diversity of the school?
- Results:
 - Beliefs predicted:
 - Academic achievement
 - Punitive discipline
 - Student perceptions of school climate
 - Educator beliefs appear to buffer students from the effects of poverty.

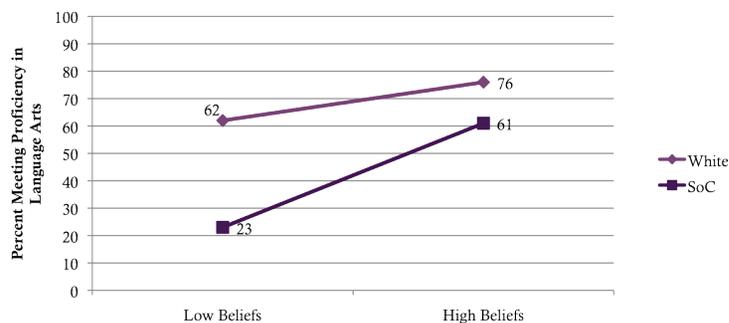
Beliefs: Study 2

- To what extent do educators' beliefs shift as the result of strategic activities that focus on altering beliefs?



Beliefs: Study 3

- To what extent are educators' beliefs associated with the achievement gap between students of color and white students?



"Simon says..."

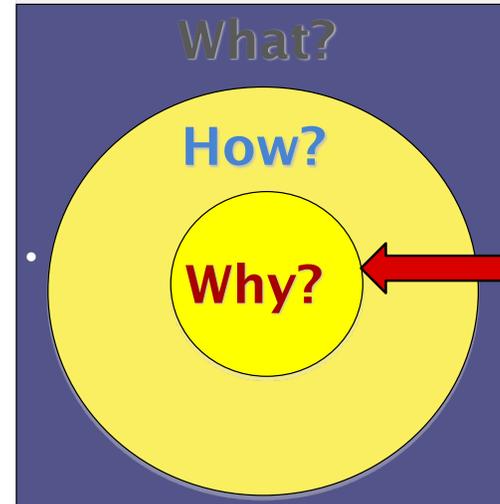
- *As leaders, we need to inspire others to believe in the WHY of what we do as educators.*
- *You as leaders need to know the WHY and communicate it.*
- *The WHY needs to be linked to certain practices, because it is the practices that allow us to bring to life the WHY*

"Simon also says..."

- There are leaders and there are those who lead.
 - Those who lead inspire others.
 - Those who inspire start with the **WHY**.
- People follow those who they believe, because they want to for themselves and not because they have to.

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What is Your Golden Circle ?

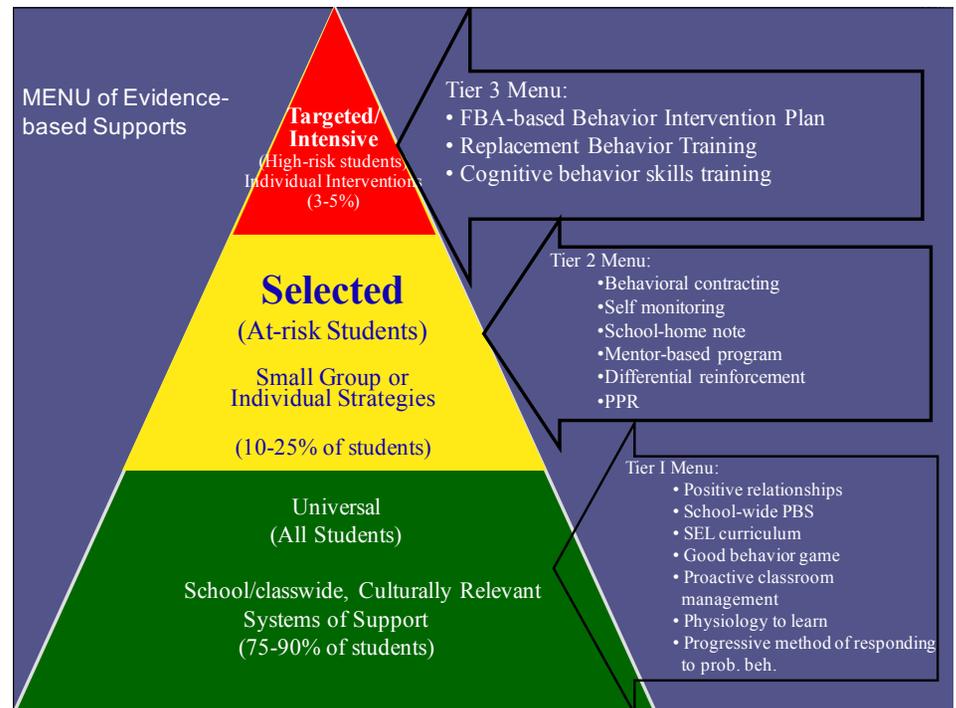
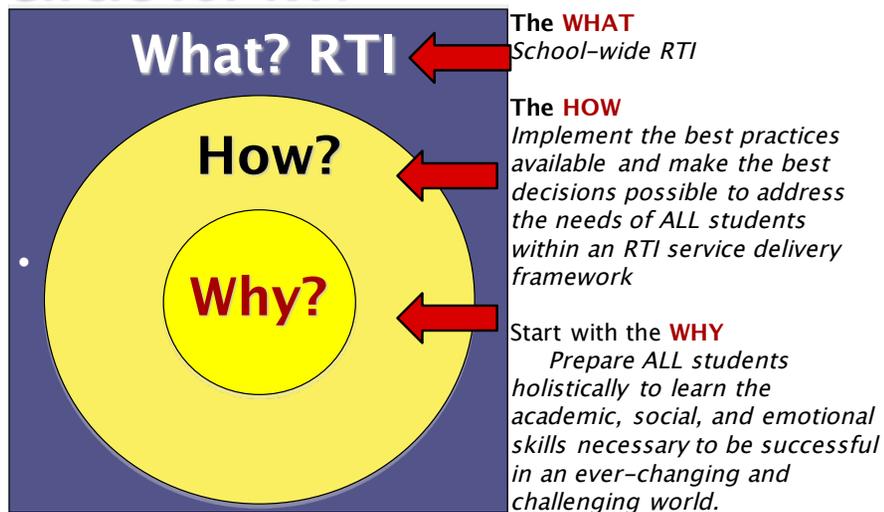


Consider RTI at your site.

Discuss with your team the following questions:

1. Start with the **WHY** your school exists (i.e., purpose).
2. **HOW** are you achieving the why of RTI?
3. **WHAT** exactly are you implementing?

Example of One School's Golden Circle for RTI



Establishing Healthy Physiology to Learn:

Ensuring that students' feel good physically so they can perform best academically, socially, and emotionally

Physiology to Learn

Ingredients to feel good and be ready to learn:

- Nutrition
- Exercise regularly
- Good sleep
- Stress management



Intentionally building, sustaining and restoring positive relationships with ALL students:

Ensuring that all students feel welcomed by, connected to, and a sense of trust with the adults in the classroom

Strategically and intentionally building positive relationships with ALL students

- Basics of building a relationship:
 - Spending time with the person
 - Keep track of special occasions for individual students and personalize it
 - Letting the other person know you understand them (validation)
 - Separate the deed from the doer
 - Holding a conversation with the student
 - Ask questions and listen
 - Become an expert about what the kid iculture (what it means to be a kid these days)



Maintaining the Relationship: Not Taking Students for Granted

- The 5 to 1 ratio of positive to negative interactions with students (the “Magic Ratio”)
- Paying attention to behavior to positively recognize and reinforce students (not taking for good behavior for granted)
 - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior



Restoring the Relationship After Negative Interaction

- **R³** Reconnect, Repair, & Restore:
- Students often experience disciplinary consequences as negative, which can hurt or weaken the relationship with the student
- Schedule time to **reconnect** with the student
- Communicate effectively to **repair** any hard feelings and be open to a ‘do-over’ &/or admitting one’s own mistake
- Work to **restore** the relationship with student

School-Wide PBS: Universal Behavioral Expectations and Establishing a School Climate of Positivity

School-Wide PBS: Teach, model, cue, and reinforce behavioral expectations

- **Establish** 3 to 5 behavioral expectations (e.g., safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don’ ts)
 - Memorable



School-Wide PBS: Teach, model, cue, and reinforce behavioral expectations

- **Teaching** expectations on a regular basis in all settings (small group, recess, lunch, etc.)
 - Activate students' frontal lobes by reminding them of the expected behaviors before they begin the activity or go to the next setting



School-Wide PBS: Teach, model, cue, and reinforce behavioral expectations

- **Model (i.e., show)** examples and non-examples of behavioral expectations
 - Showing students what to do and what not to do
- **Practice and feedback (i.e., role play)**
 - Create situations and allow students to practice the behavioral expectations



School-Wide PBS: Teach, model, cue, and reinforce behavioral expectations

- **Cue** expectations by providing visual signals or nonverbal prompts
 - Everyone can benefit from a prompt or a cue now and then to remind them of the expected behavior
 - Helps bring the expectations to the forefront of the students mind during a particular activity



School-Wide PBS: Teach, model, cue, and reinforce behavioral expectations

- **Reinforce** students when they exhibit behavioral expectations (catch students behaving good)
 - Praise & positive recognition
 - Earn rewards (stickers, pencils, toys)
 - Privileges (first in line, extra free time, class helper, preferred seat, etc.)



Progressive Method of Responding to Problem Behavior:

Method of systematically responding to problem behavior and preserving the relationship with the student

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Social Emotional Learning Curriculum

Adopting a curriculum that teaches students a range of social-emotional skills that facilitate academic success

The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
- Communicating effectively
- Cultural Competence



Social Emotional Learning

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Collaborative for
Academic,
Social, and
Emotional
Learning
(CASEL).

- Curriculum devoted to teach children and adolescents how to be engaged life-long learners who are self-aware, emotionally in control, caring and connected to others, and responsible in their decision-making
- SEL skills taught include:
 - Recognize and manage emotions
 - Care about and respect others
 - Develop positive relationships
 - Make good decisions
 - Behave responsibly and ethically

SEL Resources

- Collaborative for Social-Emotional and Academic Learning
 - <http://casel.org/>
- Center on the Social-Emotional Foundations of Early Learning
 - <http://csefel.vanderbilt.edu/>
- National School Climate Center
 - <http://www.schoolclimate.org/index.php>

Proactive Classroom Management:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and promote academic engagement

The 2 Most Important Variables for Learning

- Time devoted to instruction (TDI)
 - How much actual time throughout the day is devoted to learning activities?
 - Direct instruction, small group activities, independent seatwork
- Academic engaged time (AET)
 - The extent to which students are engaged or paying attention to the instruction
 - Learning does not occur if the student is not paying attention (NO DUH!)

16 Proactive Classroom Management Strategies

1. Organizing a productive classroom
2. Establishing positive relationships with all students in the class
3. Positive greetings at the door to precorrect and establish a positive climate
4. Classroom rules/expectations and procedures are visible and known by every student
5. Transitions are managed well
6. Independent seatwork is managed and used when needed
7. Communicating competently w/ students
8. Teach, model, and reinforce prosocial skills
9. Teacher proximity
10. Motivation system to reward desirable behavior
11. Goal setting and performance feedback
12. Visual schedule of classroom activities
13. Effective cuing systems to release and regain attention
14. 5 to 1 ratio of positive:negative interactions
15. Smiling and being nice
16. Providing numerous opportunities to respond

#1 Proactive Classroom Management Tactics

1. Organizing a productive classroom
 - All students can see instruction without having to strain or engage in effort
 - Students do not face traffic areas (distractibility)
 - Problem students are not seated next to one another
 - Easy to walk without disruption
 - Seating rows with paired desks instead of tables
 - Reduces disruptive behavior (Whedall et al., 1981)
 - Increases academic productivity (Bennett & Blundell, 1983)

#2 Proactive Classroom Management Tactics

- Establish a positive relationships with all students in the class
 - Use interviews to get to know student likes, dislikes, affinities, talents, relationships to relatives, friends, animals, etc.
 - Reference your knowledge

#3 Proactive Classroom Management Tactics

- Positive greetings at the door to precorrect and establish a positive climate
 - Reminds student they are in a relationship with staff
 - Use gestures, smile!, touch on shoulder, hand shake, etc. as appropriate
 - Communicates this is a place you WANT to be

#4 Proactive Classroom Management Tactics

- Classroom rules and procedures
 - Establish clear rules/expectations
 - Rules/expectations stated in the positive
 - No more than 3 to 5 rules/expectations
 - Review rules/expectations on a weekly basis
 - Reinforce rule abiding behaviors
 - Response cost rule violating behaviors

#5 Proactive Classroom Management Tactics

- Transitions are well managed
 - Structure the transition between activities, locations, materials
 - Teach and reinforce time efficient transitions
 - Do not let transitions take more than 1-3 minutes whenever possible

#6 Proactive Classroom Management Tactics

- Managing independent seatwork
 - Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
 - Clear expectations
 - Have backup assignment/activity for those who finish early
 - Peer-assisted assignment correcting

#7 Proactive Classroom Management Tactics

- Communicating competently w/ students
 - Praise, encouraging feedback, empathy statements and smiling
 - Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Delivering effective reprimands or corrective statements
 - Brevity
 - Non-emotional
 - Non-threatening, soft voice
 - Proximity

#8 Proactive Classroom Management Tactics

- Teach and model behavioral expectations and prosocial skills (SW-PBS)
 - Set aside time to teach prosocial skills for success in the classroom
 - Sharing, listening, waiting turns, question asking
 - Provide examples/non-examples
 - Catch' em being good
 - aka – behavior specific praise

#9 Proactive Classroom Management Tactics

- **Teacher proximity**
 - Teacher movement throughout the classroom increases academic engagement
 - Proximity reduces challenging behaviors in students
 - “Teach like the floor is on fire”
 - Can’t stand in the same spot for long before your feet get burned

#10 Proactive Classroom Management Tactics

- **Motivation System**
 - System of delivering rewards or contingent access to desired activities or privileges based on performance
 - Allows students to receive payoff for maintaining on-task behavior
 - Helps students who are not inherently good at or motivated to do academic tasks

#11 Proactive Classroom Management Tactics

- **Goal setting and performance feedback**
 - Establish a reasonably ambitious behavioral goal for each student
 - Deliver periodic feedback to the students based on their progress toward goal attainment
 - Reward the individual students and/or entire class for meeting preset goal

#12 Proactive Classroom Management Tactics

- **Visual schedule posted of daily activities**
 - Students know what to expect
 - Students know when to expect which activities
 - Students know how much time will be devoted to each activity
 - Students can better self-manage their behavior and time

#13 Proactive Classroom Management Tactics

- Effective cueing systems to release and regain control
 - Develop signals that release and regain attention
 - Avoid shouting or using the light switch
 - Utilize students themselves as a way to prompt and regain attention from other students
 - “If you can hear me raise your hand.”
 - Clap three times...snap three times

#14 Proactive Classroom Management Tactics

- 5 to 1 ratio of positive to negative interactions
 - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
 - Helps students learn expected behaviors and teachers build stronger relationships with students
 - Reprimands or corrective statements work better in the context of a positive, reinforcing environment

#15 Proactive Classroom Management Tactics

Smiling and being (Mirror Neurons!)

- Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other



- IMPLICATIONS:
 - Students learn via modeling from educators and peers
 - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

Mirror Neurons – the power of smiling

- Randomized trial looking at performance under smiling versus no smiling conditions:
 - Those in the smile group perceived the world in a better light: To them,
 - boring material was more interesting,
 - neutral images looked more positive,
 - even bland drinks seemed tastier
- **PLUS, people who smile more live an average of 7 years longer than those who smile less**



#16 Proactive Classroom Management Tactics

Providing numerous opportunities to respond

- Classrooms in which teachers provide students with numerous opportunities to respond, are associated with higher student engagement which is incompatible with problem behavior
- Must pass the dead man's test
 - If a dead man can be as successful in a classroom as a live student, then there aren't enough opportunities for students to respond and interact with the learning content

17 Non-contingent Intermittent Postive Recognition

Good Behavior Game: Managing Group Behavior

Good Behavior Game

- Group-based behavior management technique to be used at times when students are likely to engage in off-task behavior or act unruly
 - **Interdependent group contingency**
- 28 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse, antisocial behavior, and school dropout
- Capitalizes on human nature
 - **Social influence and competition**



Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate or appropriate behaviors that earn teams points
 - Golf, football, or combined
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game