

DAY 2 -- AGENDA

FRIDAY, JUNE 17, 2016

8:00 – 8:45 a.m.

Registration/Continental Breakfast

Receive Name tags, Packets, Etc.

8:45 – 9:00 a.m.

Welcome

Sharon Coppedge Long, Executive Director
Oklahoma Parents Center, Inc.

9:00 – 10:15 a.m.

An overview of Evidence Based Components in the Multiple Tiers of Strategies and Interventions Framework (MTSS/RTI): Building effective behavior supports for all students across 3 tiers of intervention

Diana Browning Wright, MS, LEP

This training will review the 7 Big Ideas in constructing either Behavioral/Social and Emotional Framework or the Academic Framework and then focuses in depth on the Behavioral Framework. Learn how to provide a solid Tier one k-12, which evidence based tier 2 interventions to select based on student characteristics and how to select a tier 3 intervention if tier 2 is not effective.

10:15 – 10:35 a.m.

Break

10:35 – 11:50 a.m.

Presentation Continued

Diana Browning Wright, MS, LEP

11:50 – 12:50 p.m.

Boxed Lunch will be provided

Option #1: Classic Chef Salad with Chicken Tenders
Option #2: Ham with American Cheese on a Croissant
Option #3: Southwest Chicken Wrap

12:50 – 2:10 p.m.

Presentation Continued

Diana Browning Wright, MS, LEP

2:10 – 2:30 p.m.

Break

2:30 – 3:30 p.m.

Presentation Continued

Diana Browning Wright, MS, LEP

3:30 – 3:45 p.m.

Closing/ Door Prizes/Evaluations

MTSS Training

Table of Contents

Section 1: Convention Presentation

- 1.a.1. MTSS OK one-day Convention Style

Section 2: Social Emotional Learning

- 2.a.1. Social Emotional Learning

Section 3: Proactive Classroom Management Strategies

- 3.a.1. Proactive

3b. Implementation Documents

- 3.b.1. The 5 Phase – I do, We do, You Do Instructions
- 3.b.2. Active Student Engagement Brief
- 3.b.3. Classroom Management Style
- 3.b.4. Class-wide Systems
- 3.b.5. Good Behavior Game (*Wright/Mannino*)
- 3.b.6. PBIS Classroom Management Plan – Blank

Section 4: Physiology to Learn

- 4.a.1. MIND-UP Presentation
- 4.a.2. Sleep

4b. Implementation Documents

- 4.b.1. Sleep Diary
- 4.b.2. Sleep Log R1
- 4.b.3. Sleep Log R2
- 4.b.4. Sleep Log R3
- 4.b.5. Sleep Log R4
- 4.b.6. Sleep Log Teen

Section 5: Universal Screening

- 5.a.1. BEISY Intro Brief Externalizing and Internalizing Screener for Youth
- 5.a.2. Universal Screening

5b. Screener

- 5.b.1. Universal Screening Team Confirmation Process
- 5.b.2. BEISY Behavior Categories Handout – KHPES Master
- 5.b.3. Brief Externalizing and Internalizing Screener for Youth
- 5.b.4. Universal Screening Scale – BEISY (*revised 2015*)

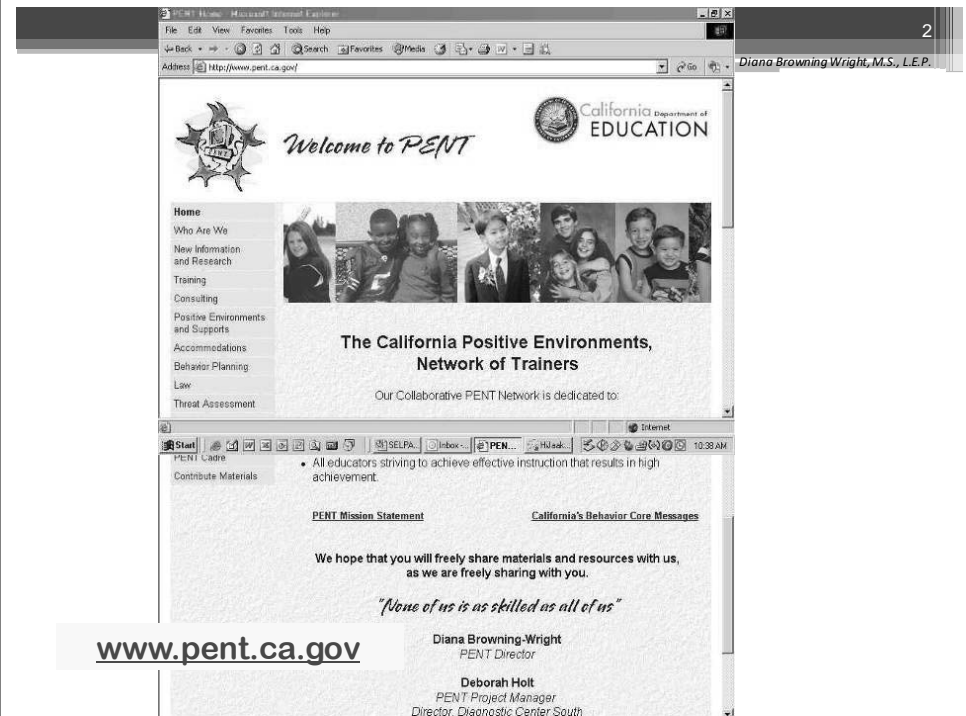
Section 6: Tier 2

- 6.1. MTSS with Emotional Behavior Links
- 6.2. Student Interventions Matching Form
- 6.3. Tier 2 Interventions + AIM2

MTSS/RTI – Behavior Interventions: Removing Barriers to Academic Success

Diana Browning Wright, M.S., L.E.P.

- **Resources:** www.pent.ca.gov
- **Contact:** www.dianabrowningwright.com



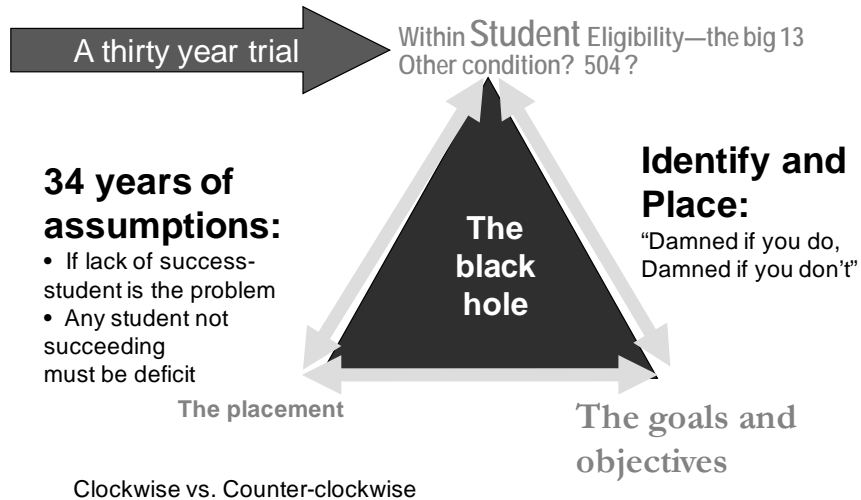
And Who Are You?



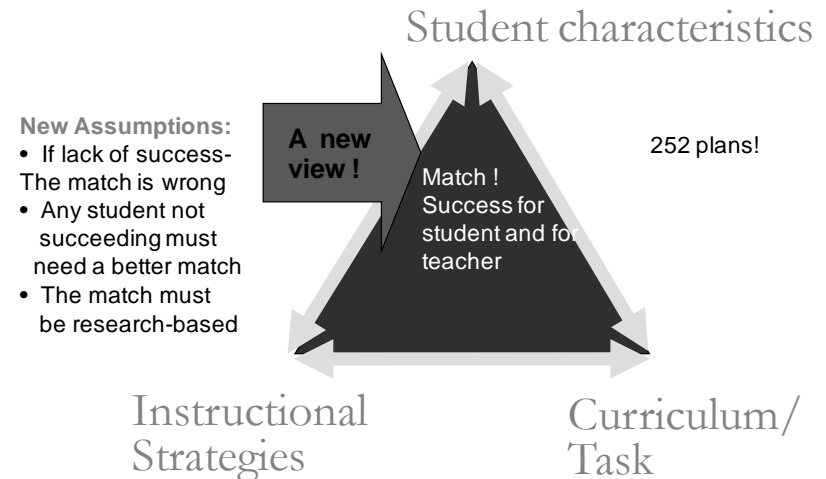
Where Are We???

- The MTSS/RTI Context
 - Before we begin
 - A few reflections

Evaluate: Describe-that-Student! Intervene: Placement > Services > Goals



Evaluate: Influences on Learning Intervene: Alter Instruction to Empower & Accelerate

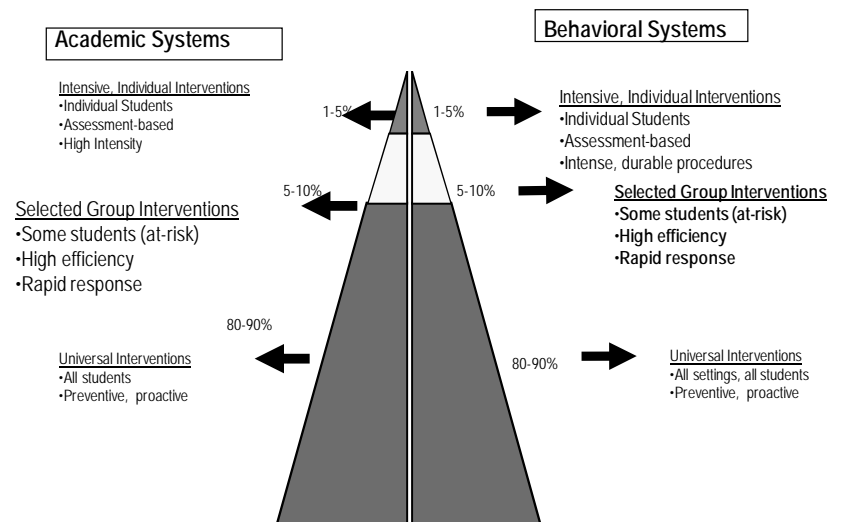


Ponder This: What Are The implications?

- Student Study Team
- Student Success Team
- Teacher Assistance Team
- Problem Solving Team
- Instructional Support Team

This is not new wine in old bottles!

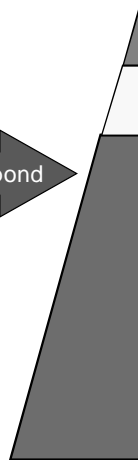
Designing School-Wide Systems for Student Success



All students—80-90% likely to be “enough”

- Continuous progress monitoring, with data based decision making using evidence based materials
- Principal supervises fidelity and data collection
- Teachers implement with fidelity and report ongoing data
- District office supports adoption, training, data aggregation

80-90 % likely to respond

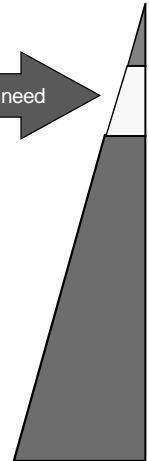


Some Students- 5-???%

- Continuous progress monitoring, with data based decision making
- using evidence based materials

5-10 % or ?? Likely to need

- Principal supervises fidelity and data review
- Site Team on-going problem solving---(expanded as needed); Can be IEP/504 team
- Selected implementers provide intervention with fidelity
- District office supports adoption, training, data aggregation and disaggregation



Intensive 1-5% or ??

- Continuous progress monitoring, with data based decision making
- using evidence based materials

1-5 % or ??? Likely to need

- Principal supervises fidelity and data review
- Site Team on-going problem solving---(expanded as needed); Can be IEP/504 team
- Selected implementers provide intervention with fidelity
- District office supports adoption, training, data aggregation and disaggregation



MENU of Evidence-based Supports

**Targeted/
Intensive**
(High-risk students
Individual Interventions
(3-5%))

Tier 3 Menu:

- FBA-based Behavior Intervention Plan
- Replacement Behavior Training
- CBT DBT
- Family/Agency services

Selected
(At-risk Students)
Classroom & Small
Group Strategies
(10-25% of students)

Tier 2 Menu:

- Behavioral contracting
- Self monitoring
- School-home note
- Mentor-based program
- Positive Peer Reporting
- Small group for Can't Do

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)
FOUNDATION IS EMR

Tier I Menu:

- School-wide PBS
- SEL curriculum
- Good behavior game
- Proactive classroom management
- Physiology for Learning

MTSS/RTI: Provision of high-quality interventions matched to student need, frequent progress monitoring to guide decisions about changes in interventions, and using student data to guide important educational decisions.*

* National Association of State Directors of Special Education (2005)

RTI Model For Behavior

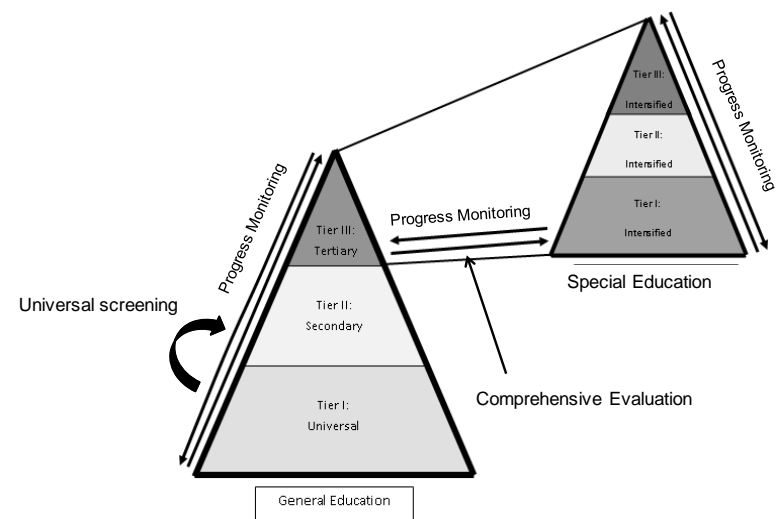
- RTI involves documenting a change in behavior as a result of intervention and making ongoing, data-driven decisions

RTI/MTSS Model For Behavior

“A student who displays challenging behaviors is repeatedly assessed, and, based on the results, the school staff uses evidence-based practices to support the student in reducing those challenging behaviors and improving his/her attitude toward engagement in academic and social life”

Jeffery Sprague (2007)

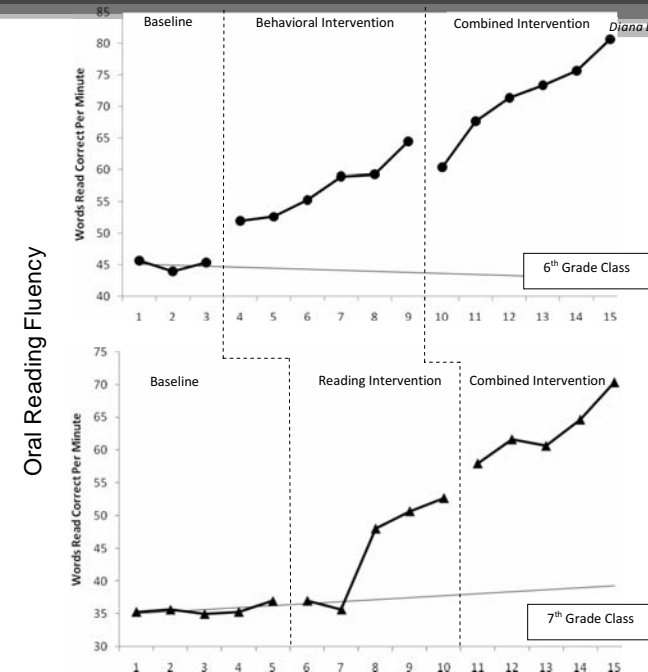
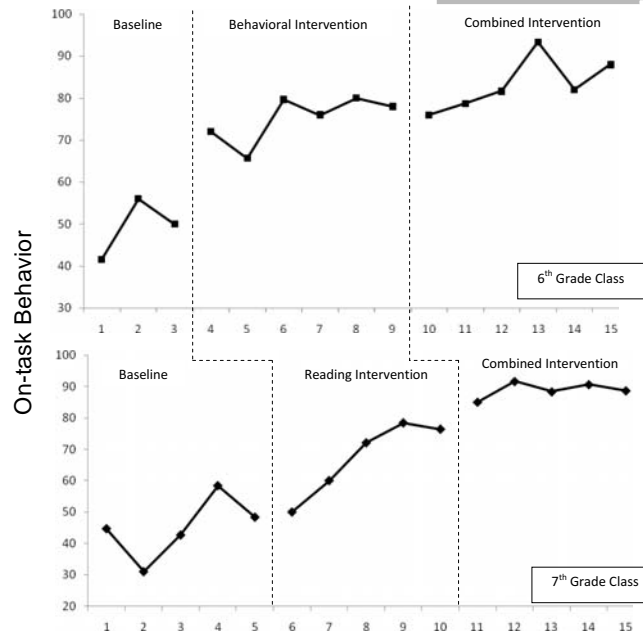
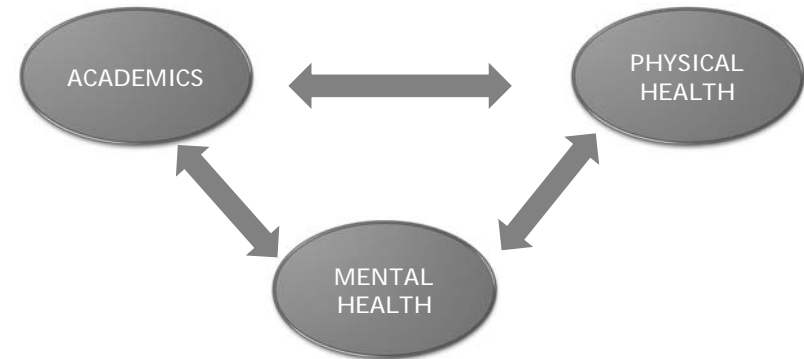
What Is MTSS Across Gen Ed/Sp Ed



The Facts About Failing To Intervene...

- Students who are poor readers early on are **highly likely to continue** to be poor readers into the secondary grades and beyond
(Juel, 1988; Lyons, 2001)
- Students who engage in behavior problems early on are **highly likely to continue** to engage in behavior problems into the secondary grades and beyond
(Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)

Addressing the “Whole-Child”



The Facts About Failing To Intervene...

- Students who struggle academically and/or behaviorally are at-risk for:
 - School dropout
 - Substance abuse
 - Incarceration
 - Having a child during teenage years
 - Adult mental health problems
 - Unemployment
 - Health problems
 - Shorter life-span

“Wait To Fail”

- Withholding services until problems are pronounced and severe enough to unequivocally warrant services
 - Special education being those services
- Politics of early identification and treatment
 - Autism vs. SLD/ED

Historically: How Did Students Get Extra Support?

- Special education
 - Refer – test – place
- Only those who pass through first gate, referral, are considered for services
- Administer battery of psychometric tests to confirm presence of disability
- How good are those services once identified?

Historically: Search for Within-Child Pathology

- Problem resides within the child
- Administer a battery of psychometric tests to develop an *organic* explanation for “why” a particular student is unable to benefit from instruction
- Allegedly, once you identify the within-child pathology (i.e., learning disability), you know the treatment
 - Not so much

Sobering Statistics

- Students with behavior problems:
 - 1 percent to 5 percent account for over 50 percent of office discipline referrals in a given school
 - Have an avg. GPA of 1.4
 - Absent an avg. of 18 days of school per year
 - 50 percent arrested within 1 year of school ending

Special Education Elementary Longitudinal Study (SEELS, 2003) and National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)

Sobering Statistics

- Students with EBD:
 - 58 percent drop out of school
 - Of those that drop out, 73 percent are arrested within 2 years
 - 68 percent are unemployed up to 5 years after school
 - ED girls: 8 times more likely to get pregnant during teenage years than typically developing girls

Special Education Elementary Longitudinal Study (SEELS, 2003) and National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)



The Response To Problem Behavior

- Reactive – address it once it happens
- “Get tough” and “Zero tolerance” policies
- Layer on staff to monitor and supervise
- More attention paid to problem behaviors than positive behaviors
 - 15/20:1 ratio of reprimands to positive statements
- Discipline = Office referral, suspension or expulsion
- Lopsided focus on academics
 - “students should come ready to learn”

What is fair?

Fair is not everyone
getting the same thing.
Fair is everyone
getting what they
need.

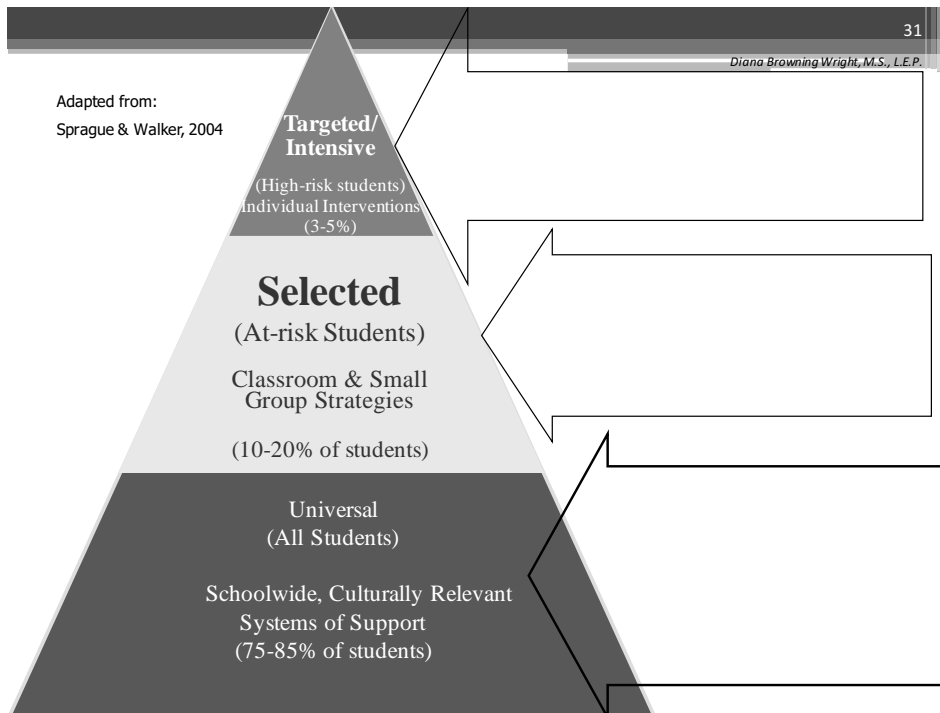
The “7 Big Ideas”

Schools Fail without these

1. Multiple tiers of behavior support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

Adapted from:
Sprague & Walker, 2004



The “7 Big Ideas”

1. Multiple tiers of behavior support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

2. Evidence-based/scientifically validated interventions

- Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

What is evidence based?

**Quality of evidence established
a “strong” evidence
of effectiveness:**

**Randomized controlled trials
that are well-designed and implemented.**

www.ed.gov/rschstat/research/pubs/rigoroussevid/guide_pg6.html#strong%20evidence

Evidence-Based Practice In Medicine

- Surgeons adopt a procedure having a 30% mortality rate over one having a 5% mortality rate because:
 - It is easier to do (less response effort)
 - The surgeon was trained in it
 - The surgeon just likes it better
- Example from Education: Direct Instruction
 - Repeatedly over the past 35 years has been shown to be the most effective instructional approaches ever developed
 - It's takes work (large response effort)
 - It's often perceived as philosophically undesirable
 - Teachers aren't trained in it

Not Evidence-based Intervention

- Corporal punishment in schools remains legal in 19 U.S. states and is used frequently in 13
- Overall, 223,190 students received corporal punishment in 2006-07, according to Department of Education statistics. That number is down from 342,038 students in 2000-01 as more and more districts abolished corporal punishment
- www.cnn.com/us, August 2008

Not Evidence-based Intervention

“Every public school needs effective methods of discipline, but beating kids teaches violence, and it doesn't stop bad behavior,” wrote Alice Farmer, the author of a joint report from Human Rights Watch and the American Civil Liberties Union. “Corporal punishment discourages learning, fails to deter future misbehavior and at times even provokes it.”

Not Evidence-based



Who Uses It?

While 31 states have now banned corporal punishment, these states still allow it: **Alabama, Arizona, Arkansas, Colorado, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Wyoming.**

How Many Kids Get Hit?

According to an analysis of federal data from 2009-2010, the Children's Defense Fund reported in 2014 that 838 children were hit on average each day in public school, based on a 180-day school year, which would be 150,840 instances of corporal punishment a year — less than just a few years earlier but still a rather stunning number. African-American students and students with disabilities are disproportionately subject to corporal punishment in school, data shows.

The practice persists because some educators and parents believe it helps modify disruptive behavior **despite no conclusive evidence that it actually does.** Some students are hit for severe infractions of school rules, and others for minor ones, like being tardy.

Oklahoma?

- **Corporal punishment** or paddling in public schools used to be common. Today, despite no statewide ban on the practice, it's rare for **corporal punishment** to be used in **Oklahoma** schools. Many school districts abolished the practice. Only about 10% of school districts permit **corporal punishment** at all.

Tempting, But Evidence-based?



Effect Size: What It Means

- Magnitude of the effect of a particular intervention
- Positive values = GOOD results
- Negative values = BAD results
- Effect sizes > 0.50 considered large
 - Changes in behavior and performance are noticeable by laypersons

Popular Treatments That Don't Work

<u>Treatment/Intervention</u>	<u>Effect Size</u>
Meeting with student	.00
Punitive discipline	-.13 to + .06
Alternative placement	-.10 to + .04
Special education	- .03

POOR OUTCOMES FOR STUDENTS

Not So Popular Treatments That Do Work

Treatment	Effect Size
<input type="checkbox"/> Positive Behavioral Supports	+ .90
<input type="checkbox"/> Social Skills Training	+ .68
<input type="checkbox"/> Group-based contingency	+ .81
<input type="checkbox"/> Token economy	+ .60
<input type="checkbox"/> Social emotional learning	+ 1.00
<input type="checkbox"/> Formative Evaluation + Graphing + Reinforcement	+ 1.20
<input type="checkbox"/> Mentor-based program	+ 1.00

Kavale (2005); Marquis et al. (2000); Cook et al. (in press);
Blueprints for Promising Treatments (1999); Reschly (2004)

Activity Current Site Emotional And Behavioral Supports

Our School Name		
Support:	Evidence based? Yes, Don't know yet, or No	How well implemented? (fidelity)
Support:	Evidence based? Yes, don't know yet, or No	How well implemented? (fidelity)

Addressing Behavior Problems

OLD WAY

- Reprimands and harsh statements
- Office referral, suspension, expulsion
- Wait-to-fail
- Refer and test
- Place in special education as intervention

NEW WAY

- Preventive supports with universal system of behavior supports
- Proactive screening to catch students early
- Intervene with high quality supports
- Use student response data to determine need for less or more intensive services
 - May include special education

Evidence Based Studies: Efficacy vs. Effectiveness

- Efficacy
 - Highly controlled with high involvement by researchers
- Effectiveness
 - Real world application implemented with real world staff

The “7 Big Ideas”

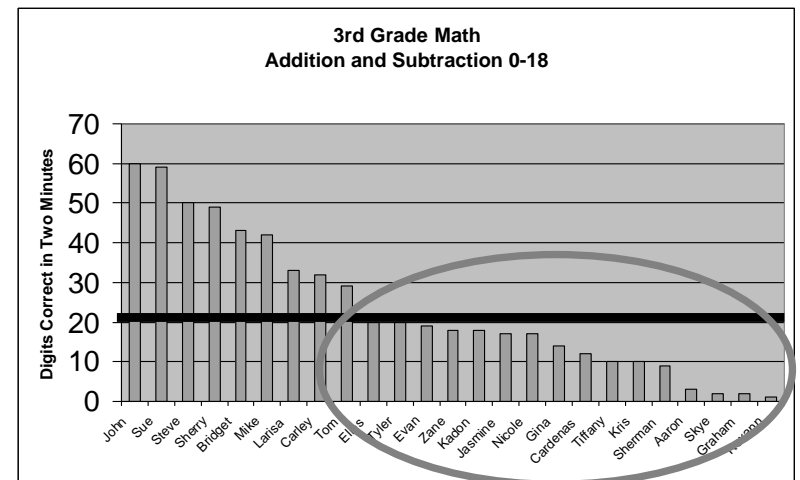
1. Multiple tiers of behavior support
 - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.
2. Evidence-based/scientifically validated interventions
 - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.
3. **Universal, proactive screening**
 - Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.

Screening

- **Goal:**
 - Early detection procedure to identify students with the emerging signs of problems
- **Medical examples**
 - Pap smear, colonoscopy, mammogram, etc.

A screener must.....

- Be fast, efficient and accurate
- Include all children and youth of interest
 - If we make a screening error, the error should identify students that are not at-risk (false positive)
 - Errors should not overlook students that are at-risk (false negative)



Universal Screening For Behavior Tiers

Universal Screening of Behavior

- Process of proactively finding the ***right customers*** for additional support
- Evaluate quality of Tier 1 (universal) support system
- IDEA 2004
 - Screening does not constitute an assessment for special education eligibility; therefore, no need for parental consent

Screening Procedures

- Universal screening typically occurs three times a year (fall/winter/spring)
- Compare children to established benchmarks
 - Local (school or district) or national
- Triage (rank order) students according to score obtained
 - Above cutoff = non-responder in need of extra supports
 - Below cutoff = responder doing well in Tier I

Type 1: Multiple Gating Screening

- Series of progressively more complex assessment procedures to identify students in need of more intensive services
 - Teacher nominations
 - Brief behavior rating scales
 - Team confirmation

Systematic Screening of Behavioral Disorders (Walker & Severson, 1990)

Examples of externalizing types of behavior

- Displaying aggression towards objects or persons.
- Arguing, defying the teacher.
- Forcing the submission of others.
- Out of seat behavior.
- Non-compliance with teacher instructions or requests.
- Tantrums.
- Hyperactive behavior.
- Disturbing others.
- Stealing
- Not following teacher-or-school rules.

Non-Examples of externalizing types of behavior

- Cooperating.
- Sharing.
- Working on assigned tasks.
- Asking for help.
- Listening to the teacher.
- Interacting in an appropriate manner with peers.
- Following directions.
- Attending to task demands.
- Complying with teacher requests

Examples of internalizing types of behavior

- Low or restricted activity levels.
- Avoidance of speaking with others.
- Shy, timid and/or unassertive behaviors.
- Avoidance or withdrawal from social situations.
- A preference to play or spend time alone.
- Acting in a fearful manner.
- Avoiding participation in games and activities.
- Unresponsiveness to social initiations by others.
- Failure to stand up for one's self.

Non-Examples of internalizing types of behavior

- Initiation of social interactions with peers.
- Engagement in conversations.
- Normal rates or levels of social contact with peers.
- Displaying positive social behaviors towards others.
- Participating in games and activities.
- Resolving peer conflicts in an appropriate manner.
- Joining in with others.

Student Nominations

	Last Name	First Name
1.		
2.		
3.		
4.		
5.		

Student Risk Screening Scale (SRSS; Drummond, 1993)

Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors	SUM
BILLY	0	0	0	0	0	0	0	0
SALLY	1	2	3	2	3	2	2	15
JOHNNY	0	3	3	1	3	3	3	16
BEN	0	1	2	0	1	1	1	6
MELISSA	0	0	0	0	0	0	0	0
DIANA	0	0	0	0	0	0	0	0
FRANK	0	0	2	1	3	1	0	7
			10+ = AT-RISK					
			5-9 = ON THE RADAR					
			< 5 = Not AT RISK					

Type 2: Teacher Reviews All Students

(e.g., electronic version (Review 360))

- “Anchored” or correlated with a larger assessment instrument
- Has establish correlation at high level of accuracy in identifying at risk customers. E.g. .85 or above
- Cost per school/district annually

School Internalizing Behavior Screener (SIBS; Cook, 2008)

Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

[illegible]

Type 3: Universal Screening: Office Discipline Referrals

- < 1 – remain in Tier 1, universal supports
- **1-3 ODRs** – on the radar
- **> 3 ODRs** – in need of Tier 2, secondary supports
- Does not pick up internalizers
- Subject to teacher tolerance and other factors

Type 4: The Free BEISY

- Opportunity to use a new universal screening instrument
- Psychometrically correlated to a major instrument
- Acceptable accuracy (.87)
- Easy to Use

Developed by Clayton R. Cook and Diana Browning Wright

Brief Externalizing and Internalizing
Screener for Youth (BEISY)

BEISY

- **Simple and quick-to-complete universal screener of externalizing and internalizing problems among students**

Instructions

- Each of the items represents a class or group of behaviors that represent a key feature of externalizing or internalizing behavior pattern.
- Must have a clear understanding of the class or group of behaviors being assessed by each item before completing screening.
- Use a Likert-like scale (0-4).
- Rate each student based on 'how problematic' the student's performance is pertaining to each of the categories.
- **Recommended to do all the "0" problematic-rated students first.**

“Problematic” Rating Based On A Combination Of How

- **Frequently** (number of times)
- **Long** (duration or amount of time)
- And/or how **intense** (severity or degree of impact).
- **Normed on your particular evaluation**

BEISY

It is important to be as objective as possible by basing your *problematic ratings* on the frequency (how often it occurs), duration (amount of time), or the intensity (severity) or a combination of these dimensions.

0 = Not problematic

1 = Mildly problematic

2 = Moderately problematic

3 = Quite problematic

4 = Extremely problematic

Student Name	Externalizing Categories			Internalizing Categories		
	Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawal behavior	Negative talk about self, school or future	Internalizing emotional problems
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						

Clusters Of Externalizing And Internalizing Behaviors

- To increase your comprehension of the clusters of externalizing and internalizing behaviors, the following slides contain tables with specific examples of behaviors in one column and non-examples (that is, behaviors that are conducive to learning) in the other column.
- A student does not have to exhibit all of the table examples to be considered, rather students may exhibit one, a few or multiple of them and still be rated, based on frequency, duration, and intensity.

Externalizing Category #1 *Disruptive Behavior Category*

- Refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

Externalizing Category #2

Aggressive Behavior Category

- Refers to verbal statements or physical actions that are intended to harm or hurt another person either emotionally, socially or physically.

Examples	Non-Examples
Punch, hit, kick, or shove others	Keeps hands and feet to self
Yells obscenities at others	Uses appropriate when talking with to others
Make verbal threats to physically harm someone	Appropriately asserts frustration in a calm manner
Calls peers hurtful names to instigate a conflict	Says nice things to someone else or nothing at all
Destroys or ruins school property	Respects and takes care of school property
Bullies others who are socially or physically weaker	Kind and respectful toward peers
Spreads rumors or gossips to hurt another's reputation	Takes the higher road and refuses to spread hurtful rumors

Externalizing Category #3

Defiant Or Oppositional Behaviors

- Refers to a pattern behavior that consists of defying or challenging adult authority (e.g., teachers, parents, administrator) or deliberately breaking established rules.

Examples	Non-Examples
Ignores adult instruction or request	Follows instruction or request
Argues with adults	Calmly and respectfully discusses difference of opinion
Continues to do what s/he wants after a teacher's request	Responds to teacher request in a reasonable amount of time
Gets upset when told 'no' or 'stop' by an adult	Accepts when told no by an adult
Leaves the room to protest against adult direction	Respectful of school property
Questions, challenges, or breaks the rules	Follows the rules even if s/he doesn't agree with them
Angry outburst or tantrum to avoid adult request	Able to manage anger and respond to adult request

Internalizing Behavior Categories

- Internalizing behaviors are inner directed behaviors that cause internal distress or discomfort and result in a range of behaviors that interfere with academic engagement and success.

Internalizing Category #1

Withdraws from participating in activities or interactions with others

- Refers to a variety of behaviors in which a person pulls away from, avoids, and attempts to escape from participating in school/class-wide activities (e.g., group conversations, after-school events, answering questions, etc.) or interactions with persons.

Examples	Non-Examples
Spends free time alone	Hangs out with others during free time
Does not participate in classroom activities	Participates fully in classroom activities
Isolated from peers	Included by peers
Refuses to participate in class	Eager to participate in class
Turns down social invitations	Accepts social invitations
Has few friends	Has lots of friends
Puts head on desk to sleep or avoid interacting	Alert in class and maintains academic engagement

Internalizing Category #2

Negative/pessimistic talk

- The extent to which a student engages in negative talk about self, school, or the future.

Examples	Non-Examples
"I'm stupid, everyone else is smarter than me"	"Hangs out with others during free time"
"I hate school"	"School is great"
"My life is rotten"	"My life is great and fun"
"Who cares about school"	Eager to participate in class
I'll never get a job	Accepts social invitations
"Nobody likes me or wants to be my friend"	Has lots of friends
It doesn't matter how hard I try, I can't be successful	Alert in class and maintains academic engagement

Internalizing Category #3

Emotional problems

- Refers to students who exhibit a variety of emotional problems that indicate internal distress or discomfort, such as sadness, anxiety, worry, dread, frustration or helplessness.

Examples	Non-Examples
Seems nervous or fearful about being judged by peers	Calm and relaxed in the presence of others
Expresses fear or anxiety about performing on tests	Feels confident in performance assessments
Complains about being sick and makes frequent requests to see the nurse	Seems healthy and makes minimal to no visits to the nurse
Worries about what other students think	Confident and self-assured
Sulks and seems down	Seems upbeat and positive attitude
Worries about family members or caregivers while at school	Secure about the safety of self and loved ones
Appears helpless and gives up easily or doesn't try	Intrinsically motivated
Gets irritated, upset or shuts down when asked to something	Complies with requests and maintains positive attitude

Excel

N6774																		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
4	Number of students (non duplicate)																	
5	AT RISK EXTERNALIZING # of students					AT RISK EXTERNALIZING percent								#####				
6	AT RISK INTERNALIZING # of students					AT RISK INTERNALIZING percent								#####				
7	AT RISK BOTH # of students					AT RISK BOTH percent								#####				
Rating scale:																		
0 = Not problematic 1 = Mildly problematic 2 = Moderately problematic 3= Quite problematic 4 = Extremely problematic																		
9					Externalizing Categories				Internalizing Categories									
10																		
11	ID	Student Last Name	Student First Name	Grade/ Course	Teacher	Disruptive	Aggressive	Defiance	Withdrawn	Negative	Emotional	Externalizing Total	Internalizing Total	At Risk Both				
12												0	0					
13												0	0					
14												0	0					
15												0	0					

The "7 Big Ideas"

4. Progress monitoring

- Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.

Progress Monitoring:

- Systematic process of repeatedly collecting data on student response to make instructional/intervention decisions
- Best done with “direct” assessment that is sensitive to small changes in student social behavior
- General outcome measure
 - Blood pressure, BMI, subcutaneous stomach fat

What Are We Looking For In A Progress Monitoring Tool?

- General outcome measure
 - Measure predicts overall emotional/behavioral functioning
- Feasible administration
 - Easy to implement in terms of time and cost
- Reliable and valid
 - Confidence in the scores obtained from the measure
- Repeated administration
 - Capable of being continually administered to track progress

Social Behavior Progress Monitoring Tools

- Direct observation of student behavior
 - On/off-task, disruptive behavior, negative social interactions, alone time,
- Direct Behavior Ratings
 - aka – Daily Behavior Report Cards
- Brief Behavior Rating Scales

Where Can I Get Free Progress Monitoring Tools?

www.pent.ca.gov

The “7 Big Ideas”

4. Progress monitoring

- Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.

5. Treatment integrity/FIDELITY

- Refers to the notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.

Importance of Treatment Integrity

- Poorly implemented interventions compromises effectiveness
- Failure to collect data on treatment integrity leads to invalid decision-making
 - Why did the student fail to respond
 - Poor intervention
 - Or a intervention implemented poorly
- Consistency vs. Accuracy

Treatment Acceptability And Treatment Integrity

• Acceptability

- Consumer satisfaction
 - How well is the intervention marketed or sold to the customer?
- Judgments from about whether intervention procedures are appropriate, fair and reasonable

The “7 Big Ideas”

6. Data-based decision-making

- Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.

Data-based Decision-making

- Maintain existing supports
- Modify existing supports
- Add something to existing supports
- Lower down a tier
- Bump up a tier

***Note: All decisions assume that supports were implemented as intended

The “7 Big Ideas”

6. Data-based decision-making
 - Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify, keep in place, or remove* particular interventions or supports.
7. **Problem-solving**
 - Refers to the dynamic and systematic process that guides the Behavior Support Team’s behavior in (a) identifying the problem, (b) analyzing the problem, (c) developing a plan of action, (d) implementing the plan, and (e) evaluating the outcomes of the plan.

MTSS/RTI and Disability

- RTI defines disability as:
 - A condition that persists despite the implementation of a series of evidence-based interventions implemented in the general education environment
 - WITH INTEGRITY!!!!

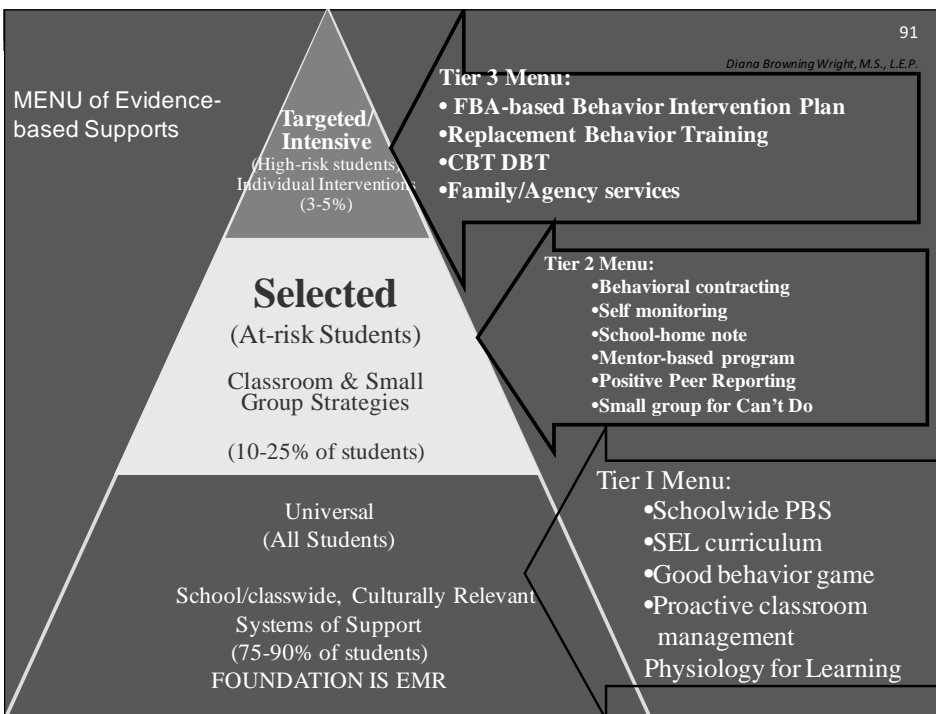
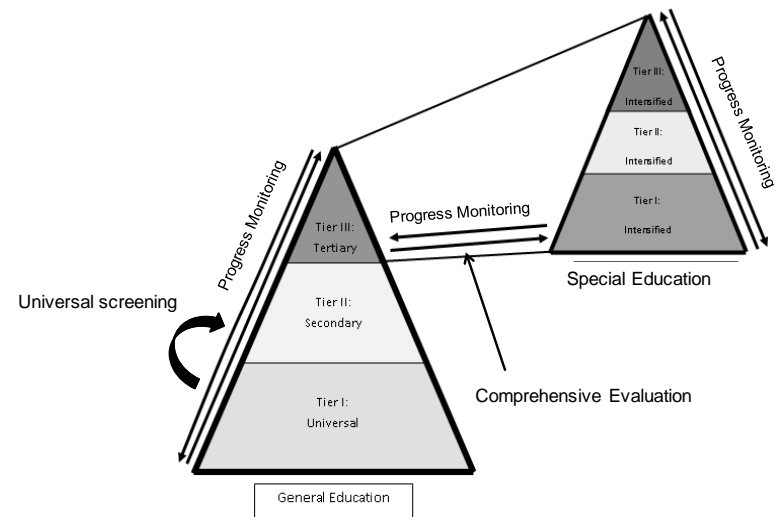
“Comprehensive” Evaluation

- Multi-method, Multi-informant
 - Student response data
 - Centerpiece of evaluation
 - Record review
 - Interviews with teachers and parents
 - Social-emotional assessment
 - Standardized behavior rating scales
 - e.g., SSRS, CBCL, BASC

“Two-Prong Test” Of Special Education Eligibility

- **Two-Prong Test**
 - **Identified Disability**
 - Prolonged non-response to evidence-based interventions
 - Clinically significant scores from social-emotional assessment
 - **Identified Need**
 - Does not benefit from the services that are capable of being delivered as part of the general education system

RTI Assessment Practices



Tier 1 for All: Universal Supports in all Settings

- 75 percent to 95 percent of all students respond to basic positive behavior supports and well managed classrooms
 - 95 percent when combined with a multilevel academic model
- **Primary prevention** as the goal
 - Prevent problems from developing in the first place
- Establishes initial level of supports to assess student response

In Every Classroom You Get Both! H A L O

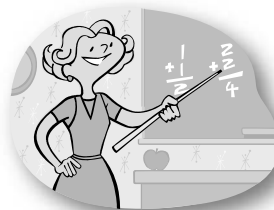


Foundation: Interactions Between Students And Teacher

- What did Carl and Fred know?
- What are the different teaching styles, and which approach results in highest achievement?
 - Laissez-faire
 - Democratic
 - Authoritarian
 - Authoritative

Teacher Styles:

- Authoritarian
- Totally Democratic
- Laissez-faire
- **AUTHORITATIVE**



Democratic – Will they still like me?



Laissez-faire — Who Cares, I'm overwhelmed!



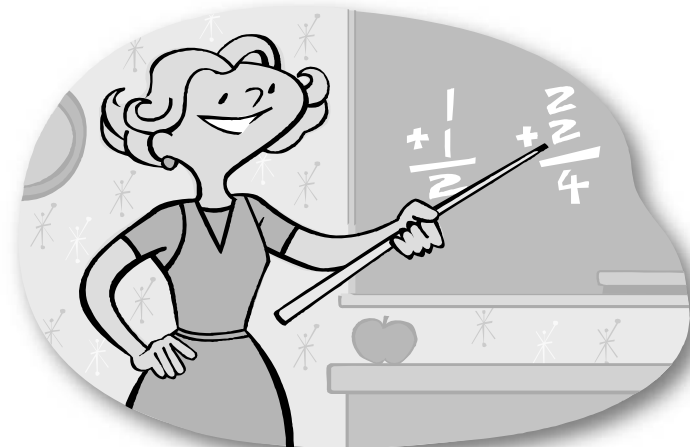
Authoritarian Or Authoritarian Personality Disorder



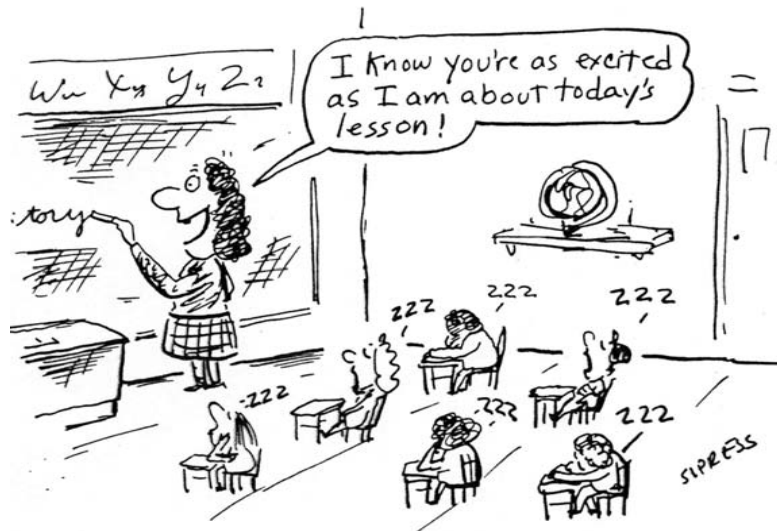
Authoritative – The True Teacher



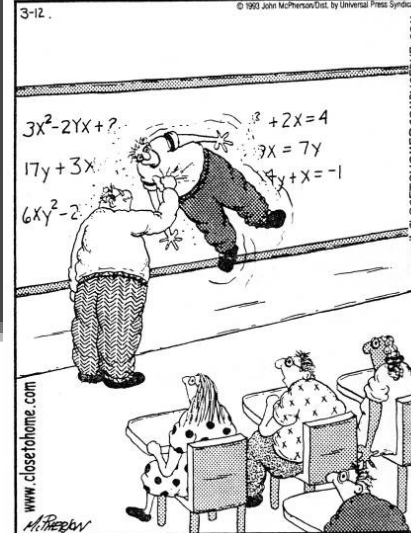
Authoritative vs. Authoritarian



How We Teach Makes A Difference!



CLOSE TO HOME JOHN MCPHERSON



What Every Teacher Needs to Know: the Foundation is Interactions Between Students and Teacher

FRAZZ By Jer Mallett



Grounding Principle



- NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



Foundation: Interactions Between Students and Teacher

- What did Carl and Fred know?
- What are the different teaching styles, and which approach results in highest achievement?
 - Laissez-faire
 - Democratic
 - Authoritarian
 - Authoritative

Teacher Words and Actions Can Convey

CAPS

- **C**oncern
 - for individual welfare
 - for group welfare
- **A**bility and willingness to cooperate with each student, a "zero reject" policy

Teacher Words and Actions Can Convey

CAPS

- **P**ositive attitudes and expectations about each student's learning potential
 - Every class has a HALO previous learning: high average low other
- **S**incerity and Integrity

Teacher With An Authoritative Style

- Speaks as an experienced, mature adult
- Retains ultimate decision-making power
- Unlike an authoritarian style
 - Solicits input
 - Seeks consensus
 - Sees that everyone is clear on rationales for decisions, as well as decisions themselves

Offer Carl and Fred Rogers



Unconditional Positive Regard

- **Looks**
 - gestures, smiles, ease
- **Language**
 - Affection, remembrances
- **Deeds**
 - reinforcers, choices, interactions



“Humiliation Protection” Affects Coping Skills

- The number one step in effective support of diverse learners, e.g., learning differences, cultural or subcultural differences, language learners and learning disorders
- The student must feel entirely safe from humiliation and its lethal effects
 - excessive negative comments
 - conspicuous negative comments
 - policies that openly expose or stigmatize

Humiliation Protection Strategy

- Why use “Humiliation Protection”?
 - Leads to development of Resilience and Carl and Fred relationships
- Why not just use fast, negative practices?
 - They result in serious complications
 - behavioral
 - motivational
 - affective

...AND THEY DON'T WORK!



REINFORCEMENT

INTRINSIC

Self-praise, Self "satisfaction"

PRAISE

from ADULTS - Parent Teachers Staff Peers

SOCIAL STATUS & RECOGNITION

Peers or Adults

PRIVILEGES

Choice-making, sense of "power"

CONTINGENT ACCESS

Premack Principle } If-then; 1st __, then __; Activities-Free time/Free choice

CLOSURE

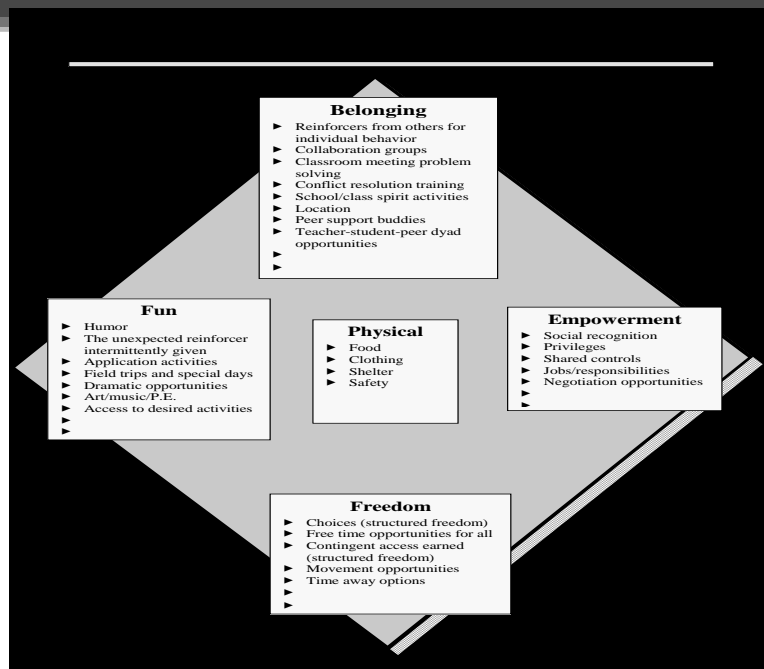
Completing a set, finishing a list has compulsive features

TANGIBLES

Money, stickers, camera, etc.

PRIMARY - EDIBLES, PHYSIOLOGICAL RESPONSES:

Natural/Synthetic Stimulants Repetitive Behaviors
Massage (Pacing, Rocking, Nail Biting)



Class-wide Systems To Shape Model And Cue

Class-wide Systems To Cue, Shape And Model Behavior: Strategies For Teachers

- **Rainbow Club**

- Establish operating rules in your class secondary or elementary
- Coaching the student with difficulties
- Effective use for students with difficulties as well as typically developing a Points & Level system (see handouts)

Class-wide Systems To Cue, Shape And Model Behavior: Strategies For Teachers

- **“Slot Machine” Game**

- Establish operating rules in your class, secondary or elementary
- Reinforce individual needs
- Establish desirable behavior
- Establish instructional control
- (See handouts)

Class-wide Systems To Cue, Shape And Model Behavior: Strategies For Teachers

- **Golden Nugget Club**

- Elementary classroom use
- Emphasize Rules
- See: www.pent.ca.gov

Correction Strategies

**Time Away
NOT
Time Out**

Time-Away Differentiated From Time-Out

- Time-away: **Student decides to leave**
vs.
Time-out: **Teacher forces students to leave**
- Time-away: **In the classroom**
vs.
Time-out: **Out of the classroom**

Time-Away Differentiated From Time-Out

- Time away: **Teacher thanks student when he/she returns**
vs.
Time-out: **Teacher frequently reprimands when he/she returns**
- Time-away: **Puts responsibility for behavior on student**
vs.
Time-out: **Puts responsibility for behavior on the teacher**

Time-Away Differentiated From Time-Out

- Time away: **Gives freedom, builds relationships**
vs.
Time-out: **Results in side effects of punishment: fight and flight**

See: Time Away at www.pent.ca.gov

Australia

- Go through customs
- Declare baggage you are bringing in
- Log arrival and departure times



Handling Major Behavior Problems

126

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5 Rules Of Responding

1. Don't direct peer pressure to a misbehavior publicly when the matter can be handled gently in private.
2. Do move toward the student creating an aura of personal contact.
3. Develop nonverbal cues.
4. Identify the misbehavior after the reprimand and direct the student toward the desired activity.
5. Direct the sanction to a specific person.

127

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Ten Variables That Affect Compliance

1. Stop Using a Question Format
2. Reduce Distance
3. Achieve Eye Contact
4. Limit to Two Requests
5. Reduce Loudness of Request
6. Give the Student Time
7. Cue alternative
8. Flat tone, words spaced
9. Describe minimal compliance to exit
10. Reinforce

128

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Recommended Tier 1 Program – Complementary Services

- School-wide PBS
 - Teach, model, and reinforce behavior expectations in all settings
- SEL curriculum
 - Teach self-regulatory behaviors and expose students to big picture concepts
- Good behavior game
 - Classroom-based management system
- Proactive classroom management
 - Seating, rules, instructional activities, transitions, reactive strategy

Tier 1 Process

Component	Content
Student Focus	All students in general education
Program	Schoolwide PBS combined with classroom management
Time	All day, everyday
Assessment	Screening 3-4 times per year
Interventionist	All staff
Setting	All school settings (primarily general ed. classroom)

School-Wide PBS: *Universal Behavioral Expectations and Positivity*

The Components Of School-wide PBS *(Positive Behavior Supports)*

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members;
2. Clear definitions of problem behaviors and their consequences are defined for students and staff members;
3. Regularly scheduled instruction and assistance in desired positive social behaviors is provided;

The Components Of School-wide PBS

4. Effective incentives and motivational systems are provided to encourage students to behave differently;
 - Keep ratio of positive to negative statements in mind
5. Staff receives training, feedback and coaching about effective implementation of the systems; and
6. Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

We are...

Safe

Respectful

Responsible

And we are taught how and reinforced for doing it!

Social Emotional Learning: *Universal Curriculum*

Social Emotional Learning (SEL)

- Curriculum devoted to children and adults to be engaged life-long learners who are self-aware, 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

How Does PBS Differ From SEL?

Schoolwide PBS

- All about rules
- Teaches specific behaviors
- Deals w/ observable behaviors
- Delivered in all settings

SEL

- All about curriculum
- Teaches broad concepts that provide big picture
- Deals w/ unseen emotions and cognitions
- Delivered in the classroom

Why Teach SEL?

- Provides the “big picture” for behavior
- Enhances self-regulation of emotions and behavior
- Facilitates social and moral development
- Teaches skills that lead to work habits and abilities to meaningfully contribute to society
- RESEARCH INDICATES IT WORKS!!!!!!!

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

- University of Illinois at Chicago
- www.casel.org/about/index.php

Good Behavior Game: Managing Group Behavior Evidence-based

www.samhsa.gov/NREPP

Good Behavior Game (GBG) – *Barrish, Saunders, & Wolf (initial 1969)*

- Classwide behavior management strategy
- 20 plus independent replications across different grade levels, types of students, and settings
- Prevents substance abuse and antisocial behavior
- Interdependent group contingency
- Capitalizes on human nature
 - Social influence and competition

GBG As A “Behavioral Vaccine”

- Provides an inoculation against the development of physical, mental or behavior disorders
 - e.g., antiseptic hand washing to reduce childbed fever
- High need for low-cost, widespread strategy as simple as antiseptic hand washing
- Little time and effort = high likelihood of use

(Embry, 2002)

Steps To Implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate behaviors
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

Issues With GBG Implementation

- Bullying or social isolation
 - Teach at the outset that bullying or isolating students for earning point fines will not be tolerated
- Dealing w/ the saboteur
 - Remove from game
 - Don't count behaviors against team
 - Put saboteurs on the same team
 - Recommend for Tier 2 supports

Procedural Variations Of GBG

- Allow teams to earn points for display of exceptional prosocial behavior
- Make the value of negative behaviors during most problematic class time worth more
- Identify a team MVP
 - Gets extra reward
- Focus on appropriate behavior rather than inappropriate
- Provide extra incentive for no points

Proactive Classroom Management

146

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Physiology For Learning

- Diet
- Sleep Hygiene
- Exercise
- Stress Management

147

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Evidence Based Stress Management

- MIND UP (prek-8)
- Learning to Breathe (9-12)

Tier 2 Social Behavior Supports for Some: Default, Best Guess Interventions

Tier 2 For Some: *Default Classroom-based Behavioral Supports*

- 10 percent to 20 percent of students who are identified by universal screening system
 - Unresponsive to Tier I, universal supports
- Rule out “teacher problem”
- Continue to receive universal supports
- Default behavioral supports
 - Little assessment (best guess)
 - Based on topography of behavior
 - No removal from class

Tier 2 Considerations

- **Goal**
 - To support individual students who continue to exhibit challenging behaviors without removing them from general education setting
- **Candidate Students**
 - Students who are detected by the universal screening process

Tier 2 Considerations

- **Behavior supports**
 - Default behavior interventions that do not require removal from classroom environment
 - Tier 1 supports are still implemented
- **Duration**
 - Minimum of 4-5 weeks of implementation with integrity
- **Implementer**
 - Behavior support team and general education teacher

Tier 2 Evidence-Based Interventions

- Behavioral contracting
- Self-monitoring
- Systematic school-home note system
- **Mentor-based support** (e.g., Check in/Check out)
- Positive peer reporting
- **First Step to Success**
- FOR CANT DO: Small group Social Emotional Learning Curriculum or Social skills training

Self-Monitoring

- Intervention designed to have the student systematically reflect on his/her behavior throughout the day
- Students should self-reflect during natural breaks
 - e.g., between periods, transitions between activities, lunch and recesses, etc.

Candidate Students For A Self-Monitoring Intervention

- Students with:
 - Behavior excesses (e.g., disruptive behavior, off-task behaviors, aggression, talking out)
 - Behavior deficits (e.g., significant alone time, lack of class participation)
- Students whose problem behaviors occur with a certain degree of regularity

School-Home Note System

- A method for establishing school-home-student collaboration to address targeted behaviors
- Involves two-way communication regarding student performance
 - Parent-school ongoing teaming
- Encourages parents to deliver specified consequences contingent upon student performance
- Provides opportunity for parent to share psychosocial stressors impacting student behavior

Check-in/Check-out: Mentor's Duties

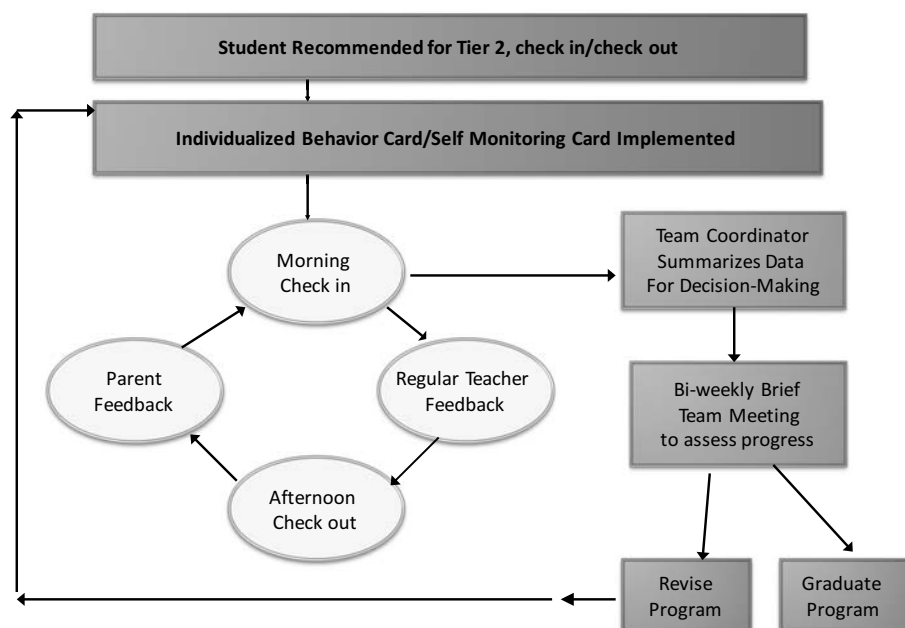
- Provide unconditional positive regard
- Meet with the student regularly
- Check on work, effort, attitude, grades
- Offer friendship and guidance
- Assist student in understanding the school's position
- Help school staff understand any of the student's extenuating circumstances

Check-in/Check-out: Mentor's Duties

- Provide respite/"safe haven"
- Serve as an alternative to study hall or independent study when appropriate
- Use praise/other reinforcers to recognize achievement, growth or effort
- Support success
- Care!

Check-In/Check-Out Features

- Students identified and receive support within a week
- Check in and check out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress



Why Does This Work?

- Improved structure
 - Prompts are provided throughout the day for correct behavior
 - System for linking student with at least one positive adult
- Student is "set up for success"
 - First contact each morning is positive
 - "Blow-out" days are preempted
 - First contact each class period (or activity period) is positive

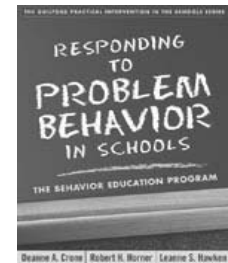
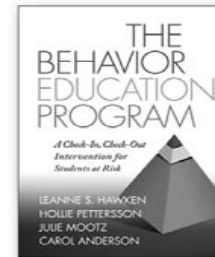
Why Does This Work?

- Increase in contingent feedback
 - Feedback occurs more often.
 - Feedback is tied to student behavior.
 - Inappropriate behavior is less likely to be ignored or rewarded.

Manuals

Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press

Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk*. New York, NY: Guilford Press.



First Step to Success: Intervention principles

- Teachers are powerful positive reinforcers
- Identify and reduce problem behavior
 - Hitting, kicking, yelling, taking toys
- Identify and increase positive behaviors
 - Cooperating, talking with “inside voice”, playing appropriately with toys

First Step To Success

- A program of interventions designed for children and youth at-risk for the development of antisocial behavior
- **Behavior Coach** serves as a bridge, working with the child, parents, and teachers.
- Dual intervention focus:
 - CLASS
 - homeBase

First Step To Success: Background

- Tier 2-level intervention
- Three components:
 - Universal screening
 - School intervention
 - Family-based intervention
- Over approximately 12 weeks, designed to teach children behaviors and approaches to learning that lead to school success
 - Follow directions the first time
 - Get your work done
 - Play and be nice to others
- Instructs parents (in 6 home visits) how to teach their children skills for school success
- Efficacy study implemented in Albuquerque Public Schools, New Mexico

Tier 3 For A Few: *FBA-Based Supports and RBT*

- 3 percent to 5 percent of all students who resisted prior tiers of supports
 - Examination of progress monitoring data
- Functional Behavior Analysis (FBA) – based support
 - Conduct FBA to identify variables maintaining problem behavior
 - Alter environmental contingencies surrounding problem behavior
- Weekly Replacement Behavior Training (RBT)

Tier 3 Interventions

- Highly individualized, detailed in a team-developed behavior plan
- Based on functional assessment
- May include multiple agencies and interventions with highly data-driven, frequent decision-making

Function Of Behavior



Reactive:

Escape/reject undesired stimulus

Proactive:

Get desired outcome

Tier 3 Process

- Goal
 - To support 3 percent to 5 percent of students who resisted prior tiers of behavioral supports
- Candidate Students
 - Tier 2 students whose progress monitoring data indicated nonresponse to Tier 1 and Tier 2 supports

Tier 3 Process

- Behavior supports
 - FBA-based behavior support plan combined with Replacement Behavior Training
 - ***Tier 1 supports are still implemented***
 - ***Tier 2 supports may also be implemented***
- Duration
 - Minimum 3-4 weeks of implementation
- Implementers: All school staff
- Developers: School behavior team, including specialists

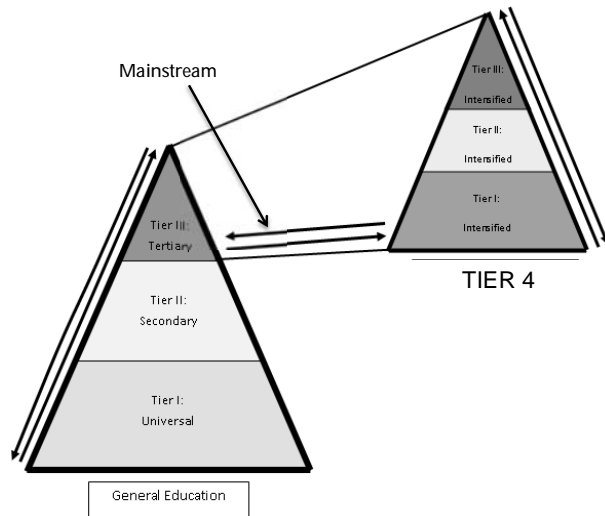
Why Evaluate your BSPs?

- Because a well written plan is far more legally defensible than a poorly written one!
- Because research demonstrates that well written plans improve outcomes better than poorly written plans
- Because research demonstrates that well written plans are implemented with greater fidelity than poorly written plans
- Because research demonstrates that learning to evaluate plans is the best training tool for learning to write a good plan

Off The Pyramid, Tier 3 And Beyond: Specialized Supports For Non-responders

- 1 percent to 2 percent of students who resist all prior tiers of support
- Special education evaluation
- Wrap-around services pursued
- Increase intensity of services

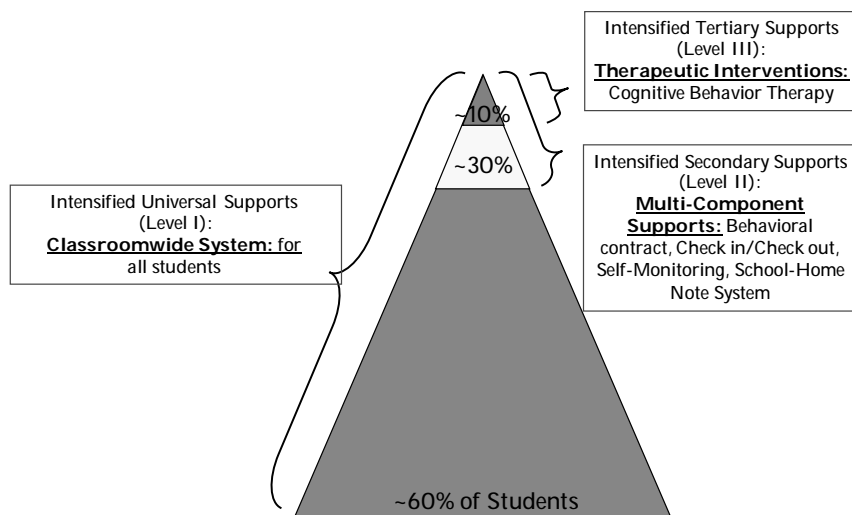
New Service Delivery Model



Creating A Three-Tiered Model Within A Restrictive Setting

- Apply RTI, three tiered-prevention logic to service delivery within Special Education or Restrictive Placements
 - Primary for all, secondary for some, & tertiary for a few
 - Services are more intensified
 - Data are collected and discussed more frequently
- Clear guidelines for entering and exiting students

Three-Tier Model Of PBS

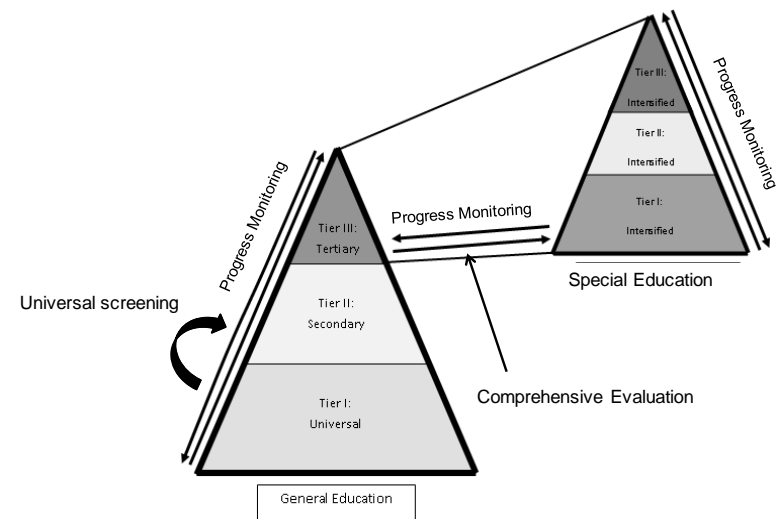


Take-home Messages

- Form and maintain a leadership team to oversee interventions
- Adopt evidence-based interventions, eliminate those that do not produce desired change
- Scientifically progress monitor change, make decisions based on data
- Assure fidelity occurs through consultation, school teaming and data requirements
- Train staff, and support tiers of intervention

Where Do We Go From Here?

RTI Model

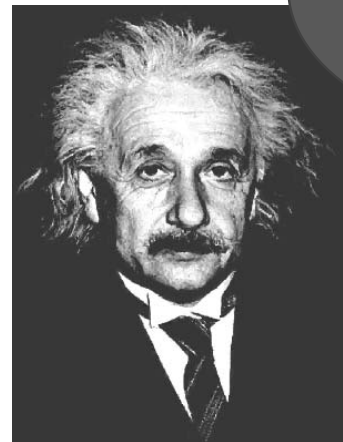


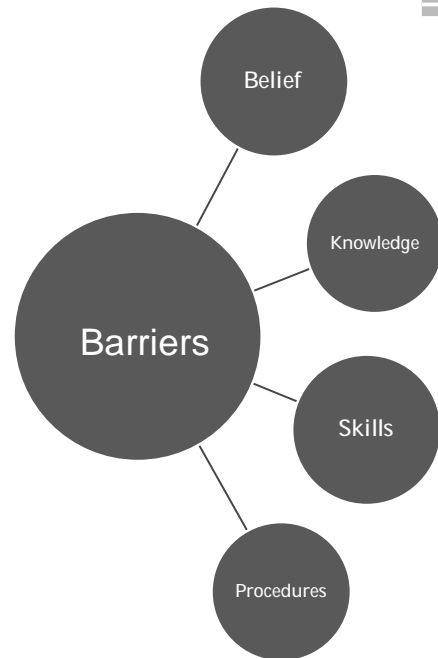
Changing practices is often met with resistance...



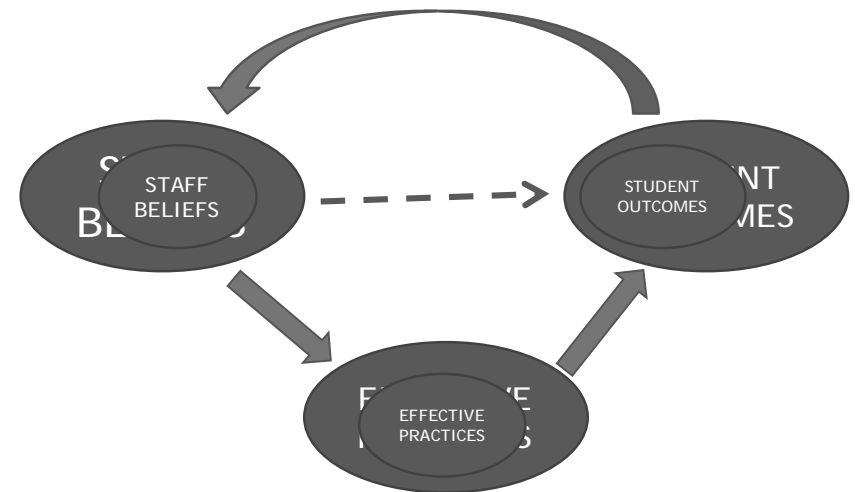
"Doing the same thing over and over again and expecting different results."

The definition of insanity





Triadic Model Of Student Outcomes



Build From The Ground-Up: The Tier I System For All Students

- **Why:**
 - If implemented well, fewer students need more resource intensive behavioral supports
 - More orderly classroom environments that support learning
- **How:**
 - Address belief system
 - Set up/refine data management
 - Adopt easy, effective practices
 - Hold staff accountable for implementation

Off To The Races.....





You've got to be kidding



I haven't got the time!



***I'll just pretend I didn't come to
this session!***



Are you all ready to dive in head first?

The Danger of Non-Strategic Thinking!



RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports

By Jeffrey Sprague, Clayton R. Cook,
Diana Browning Wright and Carol Sadler

A Guide that addresses

Beliefs

Knowledge

Skills

Procedures

**Necessary for effective
integration of behavioral and
academic supports**



LRP Publications, Inc., 2008. www.shoplrp.com

ACTION PLANNING

What	Who	By When

Thank You!

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Social and Emotional Learning for School and Life Success

Diana Browning Wright, M.S., L.E.P.

What Do We Want For Our Students?

- Visualize an ideal school - where optimal learning occurs - where the well-being of children is in balance with academic performance.
- *What would you see? What would you hear? How would you feel?*
- Share with neighbor

Education Goals



What Students Tell Us: 2006 WA State Healthy Youth Survey (6th-12th)

- 25-30% of youth (8,10 & 12th grades) felt so sad and hopeless for 2 or more weeks in a row that they stopped their usual activities.
- 16-32% (6,8,10,12th grades) had been bullied in the past 30 days
- 8-12% (8,10,12th grades) attempted or made a plan for suicide
- 9-26% of youth 13-17 engaged in binge drinking

2005 Youth Risk Behavior Survey 2003 Search Institute

- 6% of U.S. youth 14-17 years old did not attend school on one or more of the previous 30 days because they felt unsafe
- Only 29% of students in 6-12 grade thought school was caring & encouraging
- 7.9% were threatened or injured with a weapon on school property

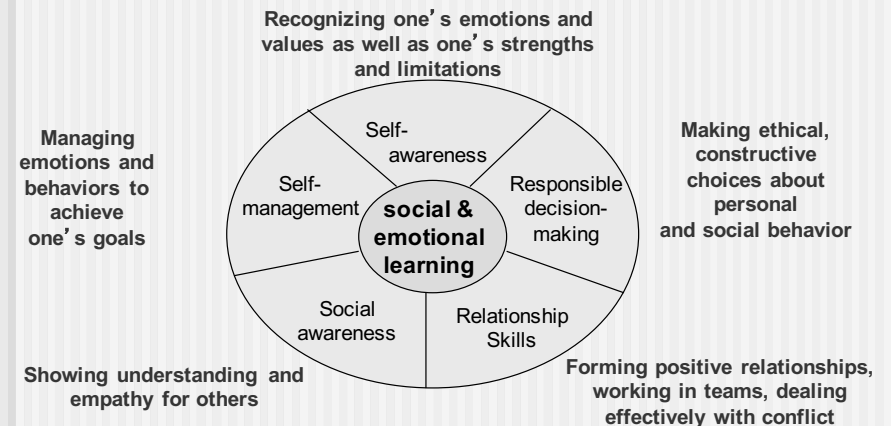
Impact of Trauma on Learning

- Academic Performance
- Classroom Behavior
- Relationships

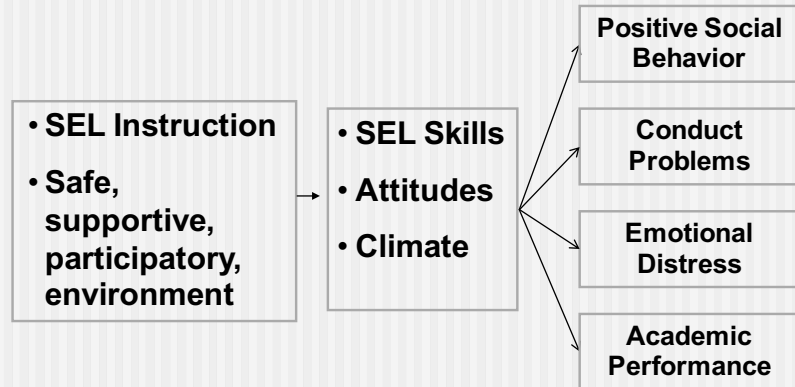
Essentials for Learning

School Environment
+
Specific Skill Development

What is Social and Emotional Learning?



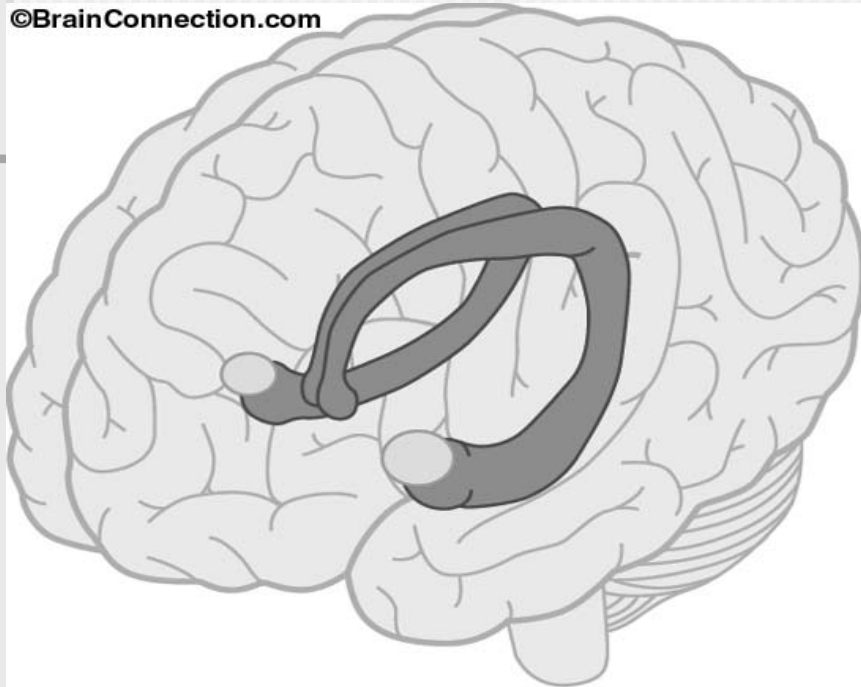
SEL Conceptual Framework for Improved Behavior and Academic Performance



Why Does SEL Matter?

- Emotions affect how and what we learn
- Schools are social places - relationships provide foundation for learning
- Reduces barriers to learning such as stress
- Increases school connectedness and essential skills
- Aligns with the academic agenda of schools
- Critical to success in school and life

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Meta-analysis Results

- 25% decrease in conduct problems, such as classroom misbehavior and aggression
- 30% decrease in emotional distress, such as anxiety and depression
- 15% improvement in attitudes about self, others, and school
- 23% improvement in social and emotional skills
- 14% improvement in classroom behavior
- 11% improvement in achievement test scores

Results Dependent Upon

- Full, high quality implementation according to how the program was designed
- Classroom teachers were the primary implementers (as opposed to researchers)
- Programs were S.A.F.E.

S.A.F.E.

- **S**= Sequenced set of activities: step-by-step
- **A**= Active forms of learning such as role play and behavioral skill rehearsal
- **F**= Focused attention on SEL - at least 8 sessions on skill development
- **E**= Explicitly targeted lessons to address clear outcomes

School-wide SEL Continued

Curriculum

- Evidence-based SEL classroom instruction
- Challenging and engaging curriculum
- Infusing SEL concepts throughout the regular academic curriculum

Involvement of Families and Surrounding Community

Resources

- CASEL - Collaborative for Academic, Social and Emotional Learning
- Safe and Sound - CASEL **casel.org**
- Building Academic Success on Social and Emotional Learning - Teacher's College Press
- Committee for Children - **cfchildren.org**
- CASEL Implementation Training - Sustainable Schoolwide Social and Emotional Learning (SEL) - (Toolkit)

Focus: Mind UP

- Teachers who have used MindUP™ in their classrooms report 100% satisfaction with the program stating, “It saves them time, helps to maintain student focus and I have more control and patience while the kids are more engaged in learning”.
- See: www.hawnfoundation.org

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- Help kids maintain focused attention
- Form more accurate perceptions of students
- Think more clearly especially under pressure
- Improve communication with students, parents and staff

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- Improve the overall classroom climate by infusing it with optimism and hope
- Helps to create a stronger, more vibrant school culture
- Be happier, more joyful and grateful — a disposition that ultimately spills out of the classroom and into private life
- Experience greater job satisfaction

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- more easily manage the classroom, maintain an environment conducive to student learning and find greater professional and personal fulfillment while pushing student academic and personal success.

Focus: Learning2Breathe

- The complete Learning to BREATHE curriculum, including 6 and 18 session versions and free, downloadable supplementary materials, is available from New Harbinger Publications and Amazon. Individual student workbooks for the 6-session version are also available separately.

Learning to Breathe

Adolescents

A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance

By: Patricia C. Broderick PhD, Myla Kabat-Zinn RN, BSN, Jon Kabat-Zinn PhD

The Greater Good and Greater Good in Action +++

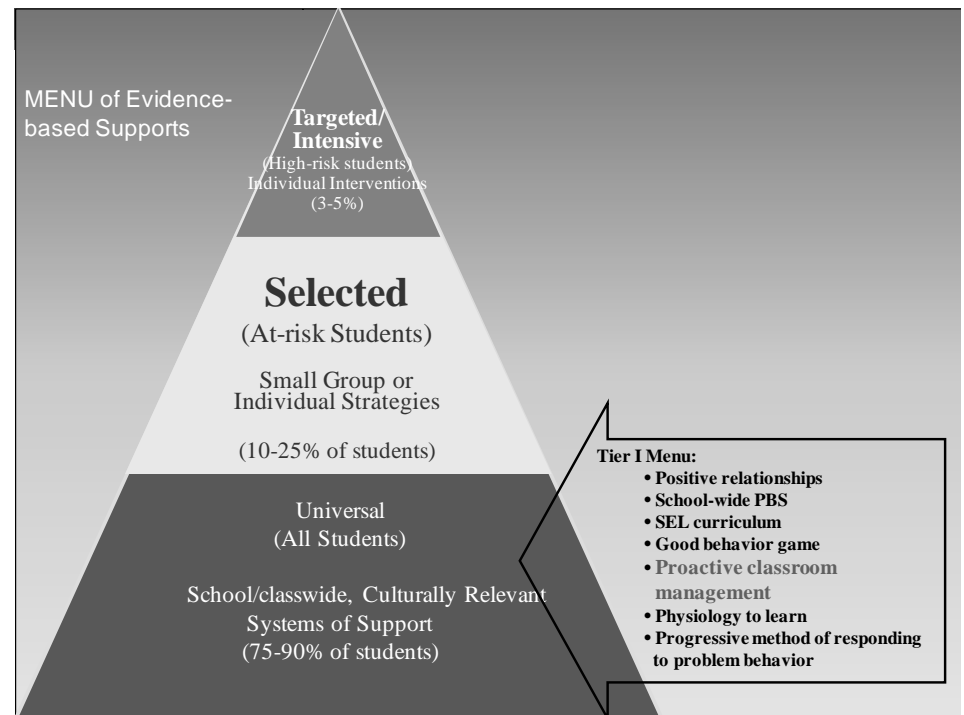
- <http://greatergood.berkeley.edu>
- <http://ggia.berkeley.edu>

- Also see:

<https://www.authentichappiness.sas.upenn.edu>

Proactive Classroom Management *17+1*

Diana Browning Wright
www.dianabrowningwright.com
626-487-9455



Danielson Framework +Hawaii Focus Areas

Domain 2: The Classroom Environment

- 2a. Creating an environment of respect and rapport
- +2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- +2d. Managing Student Behavior
- 2e. Organizing physical space

Danielson Framework +Hawaii Focus Areas

Domain 3: Instruction

- 3a. Communicating with students
- +3b. Using questioning and discussion techniques
- +3c. Engaging students in learning
- +3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

Proactive Classroom Management:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

The 2 Most Important Variables for Learning

1. Time devoted to instruction (TDI)

- How much actual time throughout the day is devoted to learning activities?
 - Direct instruction, small group activities, independent seatwork

2. 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!)

The Numbers: Increasing TDI or AET

- 5 hours of possible instruction per day (300 minutes)
- Engage in efforts to increase TDI and/or AET
 - Increase by:
 - 5 minutes per day = +25 minutes per week; +15.8 hours for year
 - 10 minutes per day = +50 minutes per week; +30.6 hours for year
 - 15 minutes per day = +75 minutes per week; +46.4 hours for year
 - 30 minutes per day = +150 minutes per week; +92.8 hours for year

17 Proactive Classroom Management Strategies

Relationship Strategies

1. 5 to 1 ratio of positive to negative interactions (Magic ratio)
2. Smiling and being nice
3. Positive greetings at the door to precorrect and establish a positive climate
4. Communicating competently w/ students
5. Wise Feedback
6. Intermittent non-contingent reinforcement (individuals or whole-group)

Procedural Strategies

1. Organizing a productive classroom
2. Precorrection
3. Teach, model, and reinforce social-emotional skills
4. Transitions are managed well
5. Independent seatwork is managed and used when needed
6. Teacher proximity and mobility
7. Class-wide motivation system
8. Goal setting, problem solving and performance feedback
9. Visual schedule of classroom activities
10. Effective cueing systems to release and regain attention
11. Providing numerous opportunities to respond (OTR)

PCM Relationship #1: 5-to-1 Ratio

- 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
- Keep in mind the most effective praise is specific, contingent and emphasizes effort, behavior and/or process

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PCM Relationship #2: Smiling and Being Nice

- Smiling and being nice (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



PCM Relationship #3: Positive Greetings at the Door

- Establishes h a positive classroom atmosphere and precorrects problem behavior
 - Positive verbal or non-verbal interactions with students as they walk into the room: use smiles, physical touch (as appropriate) and use the student' s name in the greeting
 - Precorrect individual student or all students
 - Remind them of when class will start the task
 - Reference successes that occurred the prior day
 - Show enthusiasm that they are there to be taught!

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PCM Relationship #4: Communicating Competently

- Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Process, effort, use of a strategy
- Delivering effective reprimands or corrective statements
 - Empathy statement
 - Don't get caught up in content
 - Non-threatening, soft voice
 - Proximity

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PCM Relationship #5: Wise Feedback

17

- Providing feedback to students by voicing high expectations to the student and belief in the students' ability to meet those expectations



- Example:
 - "The reason why I'm giving you this feedback is because I have high expectations for my students and I know you're just the type of student who is capable of meeting them. I believe in you.."

Question

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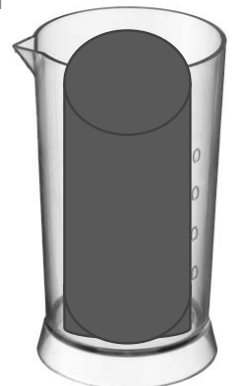
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PCM Relationship #6: Intermittent Non contingent Reinforcement

- Providing a student the opportunity to get what they want before the use problem behavior to get attention or escape/avoid academic work
 - Allow the student(s) to get attention in the absence of problem behavior
 - Allow the student(s) to take a break at a time when the student is not engaging in problem behavior

Good, useful examples of NCR

- Giving noncontingent attention to students
 - Lots of students' disruptive behaviors occur to get attention from others
 - These behaviors can be diminished by proactively providing opportunities to receive attention



Good, useful examples of NCR

- Giving noncontingent escape from academic tasks or work to students
 - Some problem behaviors to escape from doing boring or difficult academic work
 - These behaviors can be prevented by allowing escape/break opportunities



PCM Procedures #1: Organizing a Productive Classroom

- Ingredients to a well organized classroom
 - All students can see instruction without having to strain or engage in effort (*limit response effort*)
 - Limit visual and auditory distractions in the room
 - Problem students are not seated next to one another
 - Flow in, out, and about the room with minimal disruption
 - Optimal setting arrangement to enable whole group, small group and individual instruction
- Seating rows with paired desks instead of tables
 - Reduces disruptive behavior (Whedall et al., 1981)
 - Increases academic productivity (Bennett & Blundell, 1983)

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PCM Procedures #2:

Precorrection

- Focus on the “not yet”
- Use interspersed practice not massed practice
 - 4 easy, 2 harder, 3 easier, 1 harder, 3 easy, 2 harder, etc.
- Use procedural prompt cards
- Review procedure for the task and how to signal need for help
- Focus on process and trying new things

Question

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PCM Procedures #3:

Teach, model, cue, and reinforce behavioral expectations

- **Establish** 3 to 5 behavioral expectations (safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don'ts)
 - Memorable
- **Teach and model** expectations on an ongoing basis
- **Cue** students visually to prompt and activate behavior
- **Reinforce** students when they exhibit behavioral expectations

PCM Procedures #4: Transitions are Managed Well

- Expectations for *transitions* are taught and managed
 - Establish how long the transition will take
 - Establish the components of transition, e.g., paper goes in this section, homework assignment is written in this section, etc.
- Give signals:
 - Prepare to transition
 - Now take action to succeed at transition
 - Signal completion of transition
 - Periodic reinforcement for success, challenge improvement with a payoff that can be earned, debrief what is going well and what can be improved as a group, or privately if an individual needs transition assistance

PCM Procedures #5: Independent Seatwork

- Independent seatwork is managed and used when needed
 - 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

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PCM Procedures #6: Teacher Proximity and Mobility

- Teacher movement throughout the classroom increases academic engagement
- Prevents up to 40 to 50% of problem behavior
- Proximity to students is an effective and simple corrective procedure for problem behavior
 - “Teach like the floor is on fire”

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PCM Procedures #7: Class-wide Motivation System

- All students working together to obtain a common reinforcing experience
 - Allows students to receive payoff for maintaining on-task behavior
 - Enables students to work together to achieve
 - Adds an additional layer of motivation
 - All for one
 - One for ALL
 - To each his/her own
 - Mystery

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PCM Procedures #8: Effective Goal Setting

- Goal setting, planning strategies to overcome barriers 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

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PCM Procedures #9: Visual Schedule

- Visual schedule of classroom activities – *posted daily*
 - Students know what precisely what to expect (be specific)
 - 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

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PCM Procedures #10: Effective Cueing System/Attention Signals

- Effective cueing systems to release and regain attention
 - Develop signals that release and regain attention
 - Avoid shouting or using the light switch
 - Utilize students to prompt one another to give attention back to the teacher
 - “If you can hear me raise your hand.”
 - Clap three times...snap three times
 - “When I say class, you all say” “Class”.....

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PCM Procedures #11: Opportunities to Respond

- Providing numerous opportunities to respond
 - Classrooms in which teachers provide students opportunities to respond, are associated with higher student engagement
- 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



Provide numerous opportunities for students to respond/interact

- Choral Responding is a teaching technique in which all students respond in unison to a teacher-posed question
 - Students have more opportunities to participate and receive feedback during instruction
- Develop a cueing method to trigger choral response
 - Raise hand and students provide response when hand is lowered



Provide numerous opportunities for students to respond/interact

- Random solicitation of responses
 - Many students learn that if they don't raise their hand, they won't be called upon
 - Consists of randomly selecting students to provide answers
 - Students never know when it will be their turn to provide an answer



Provide numerous opportunities for students to respond/interact

- Cooperative learning/Peer mediated
- Think-Turn-Talk (T³)
 - Provides students with an opportunity to interact with one another around the topic.
 - Has been shown to be highly effective when taught and modeled for students



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A LESSON OBSERVATION FRAMEWORK: EVIDENCE OF AN EFFECTIVE INSTRUCTION DELIVERY SEQUENCE

Observer: _____ Date: _____ Teacher: _____ Subject: _____

Principle: "Highly Effective Teachers" deliver observably well-structured lessons that accommodate diverse learners in alignment with the following lesson structure. High outcomes occur when lessons follow this framework. Use the guide below to analyze the lesson you have just delivered. This guide may be used for walk-through observation and mentor or instructional coaching observations.

Prior to Instruction Delivery Phases - Phase I	I-Do (Prep)	I-Do (Prep)	I-Do (Prep)	I-Do (Prep)
QUALITY INDICATORS	Reviewed previous lesson; reviewed the standard and stated relationship of this lesson to previous learning.	Reviewed relevant homework and relevant previous learning.	Evidence of daily, weekly and monthly reviews shown where relevant.	Reviewed prerequisite skills and knowledge for the lesson
Evidence of Differentiation for Diverse Learners	<i>Checked for background knowledge and understanding of pre-requisite skills.</i>	<i>Explicitly pre-taught terms and concepts.</i>	<i>Checked mastery of previous lesson, the foundation for this lesson</i>	<i>Assured attention from all prior to beginning.</i>

Instructional Delivery Beginning Phase: The Lesson Presentation - Phase II	I-Do (Direct Instruction)	I-Do (Direct Instruction)	I-Do (Direct Instruction)	I-Do (Direct Instruction)
QUALITY INDICATORS	Stated lesson goals or provided an outline.	Made sure students were aware of the context of the lesson: how the lesson was related to the standard, the unit and the learning outcomes desired.	Presented new material in small steps.	Modeled procedures repeatedly as needed.
QUALITY INDICATORS	Provided examples and non-examples.	May use graphic organizers, advance organizers.	Continuously checked for engagement through choral responding, every pupil responding, physical actions (touch-point-whisper to partner, etc.)	Supported attention through positive statements, points, etc.
Evidence of Differentiation for Diverse Learners	<i>Used techniques to cue students to notice critical aspects of the model.</i>	<i>Used clear language, avoiding digressions.</i>	<i>Continuously checked for student understanding. Students restate or summarize often.</i>	<i>Gained all students full attention and clearly modeled skills and concepts.</i>
Evidence of Differentiation for Diverse Learners	<i>Assured concepts are understood through multiple repetitions of definitions.</i>	<i>Frequently used visuals matched with written and spoken words, "Hear it, see it, say it, and write it."</i>	<i>Modeled thinking as well as a skills-used "think out aloud" as skill or concept is taught.</i>	<i>May have asked specific students to play a leader role to achieve engagement.</i>

Instructional Delivery Middle Phase: Focused on Guided Practice with Corrections and Feedback - Phase III	We-Do (Guided Practice)	We-Do (Guided Practice)	We-Do (Guided Practice)	We-Do (Guided Practice)
QUALITY INDICATORS	Spent significant time on guided group practice.	Used a high frequency of questions.	All students responded (to teacher, to each other) and received feedback.	Achieved a high success rate.
QUALITY INDICATORS	Continued practice until students were fluent.	Provided process feedback when answers are correct but hesitant.	Provided sustaining feedback, clues, or re-teaching when answers were incorrect.	Re-taught material when necessary.
Evidence of Differentiation for Diverse Learners	<i>Structured "Thinking Time" was given before asking for a response.</i>	<i>Used many choral response techniques to assure active engagement.</i>	<i>Used many partner response techniques to assure active engagement</i>	<i>Provided more correction and feedback.</i>
Evidence of Differentiation for Diverse Learners	<i>Remodeled, gave many examples.</i>	<i>May have used Cloze reading (teacher reads, pauses and students choral respond next word).</i>	<i>Continuously clarified concepts with multiple examples.</i>	<i>Used "think, write, pair, share" techniques, with learners matched in supportive dyads</i>

Instructional Delivery End Phase: Independent Practice - Phase IV	You-Do (Skill Fluency Practice)	You-Do (Skill Fluency Practice)	You-Do (Skill Fluency Practice)	You-Do (Skill Fluency Practice)
QUALITY INDICATORS	Students received an overview and/or help during initial steps.	Practice continued until students were automatic (where relevant).	Teacher provided active supervision (where possible).	Students briefly summarized what they learned, what further practice they need.
Evidence of Differentiation for Diverse Learners	<i>Routines were used to provide help for slower students.</i>	<i>Alternate activities for high achievers were used when rapid fluency was shown.</i>	<i>Assured individuals received ample practice.</i>	<i>Coached students to apply strategy previously taught.</i>
Evidence of Differentiation for Diverse Learners	<i>Provided cue cards for students outlining procedures to apply to practice.</i>	<i>Data collected and recorded for who needs more or different practice activities following the lesson.</i>	<i>May have used alternate practice activities at different levels of complexity; all in alignment with standard.</i>	<i>Assured adequate reinforcement for all, with frequent checks and encouragement for diverse learners.</i>

Assessment - Phase V	Demonstrate Skill Mastery	Demonstrate Skill Mastery	Demonstrate Skill Mastery	Demonstrate Skill Mastery
QUALITY INDICATORS	Students receive information on assessment structure	Assessment instructions given in relaxed manner,	Teacher provides active supervision	Students use procedures previous taught by teacher
Evidence of Differentiation for Diverse Learners	<i>Extra time given when needed</i>	<i>Oral testing given if proficiency is not shown on a written version</i>	<i>Methods of assessment are not restricted to paper pencil methods (e.g., demonstration of skill, project demonstrates skill, etc.</i>	<i>Students have been taught to apply test taking strategy previously taught.</i>

Active BRIEF Student Engagement Techniques: Orchestrating Understanding and Checks for Understanding

Keeping Students On task during Lesson Delivery- Passing the "Dead Man Rule!"

Diana Browning Wright

Choral Responding: ALL

Teacher asks for a word or phrase to be repeated. For Example, "Who was the President then?" Response: "Lincoln"; "6 +4=?" Response, "10!"

Use for ONE right answer or for sentence you just gave.

Heads Together" ALL

Teacher asks students to confer with a partner or group to solve a problem or reach a conclusion quickly; follow up with random sticks

Random Sticks Calling On Students: INDIVIDUAL

Teacher pulls stick labeled with student's name; no hand raising to answer question.

White Boards/Individual Cards: ALL

Teacher asks for a word or short phrase or number to be written and then held up to view

Cloze Read (Teacher) and Repeat at Pause (Students): ALL

Teacher and students have same written material. Teacher reads and pauses and all must state the next word.

Thumbs Up/Thumbs Down: ALL

Teacher asks for a yes or no type of response with students showing thumbs to signify "yes" with thumbs up, "no" with thumbs down.

Finger voting

Teacher asks for decisions, e.g., "if you think Peter will win the prize in our story, hold up your index finger, if you think Joe will win, hold up two fingers, if you don't know, hold up three fingers; ready, SHOW!"

Think, Write, Pair Share: ALL

Teacher asks for reflection, pauses, then requests a brief written response; then asks for the answers to be shared with a partner, then asks for the partners to share with another pair.

Teach your partner: ALL

Teacher asks all "1"s to teach something briefly to the "2"; often later asking "2"s to teach something to a "1" For example, teach your partner how to subtract 7 from 22 after you have been teaching the skill.

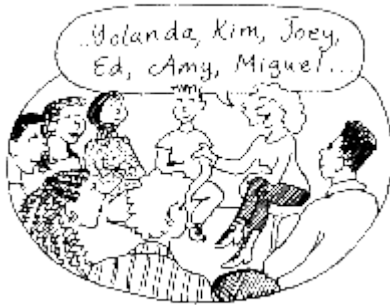
Total Physical Response Energizer: ALL

Teacher physical cues student by raising hands high after she says, "class" Students copy the hands up. Teacher follows with a physical action (wiggling, bringing hands down on the desk, stomping feet, etc. Teacher repeats one more time.

PALS Read short sentence : ALL

"1" decodes in whisper; "2" processes (e.g., paraphrases, states big idea, gives personal relevance, etc. according to teacher direction; then switch roles.

WHAT IS YOUR CLASSROOM MANAGEMENT PROFILE?



Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn't be easier!

1. = Strongly Disagree
2. = Disagree
3. = Neutral
4. = Agree
5. = Strongly Agree

- (1) If a student is disruptive during class, I assign him/her to detention, without further discussion.
- (2) I don't want to impose any rules on my students.
- (3) The classroom must be quiet in order for students to learn.
- (4) I am concerned about both what my students learn and how they learn.
- (5) If a student turns in a late homework assignment, it is not my problem.
- (6) I don't want to reprimand a student because it might hurt his/her feelings.
- (7) Class preparation isn't worth the effort.
- (8) I always try to explain the reasons behind my rules and decisions.
- (9) I will not accept excuses from a student who is tardy.
- (10) The emotional well-being of my students is more important than classroom control.

(11) My students understand that they can interrupt my lecture if they have a relevant question.

(12) If a student requests a hall pass, I always honor the request.

To score your quiz,

Add your responses to statements 1, 3, and 9. This is your score for the **authoritarian** style.

Statements 4, 8 and 11 refer to the **authoritative** style.

Statements 6, 10, and 12 refer to the **democratic** style.

Statements 2, 5, and 7 refer to the **laissez-faire** style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritt er Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer. Some researchers call the democratic style, “laissez-faire”, and some refer to laissez-faire style as “indifferent”. All agree on characteristics and outcomes of the four styles.

Authoritarian

The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.



Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he\she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

One Middle-school pupil reacts to this teaching style:

I don't really care for this teacher. He is really strict and doesn't seem to want to give his students a fair chance. He seems unfair, although that's just his way of getting his point across.

Authoritative

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.



The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

A student reacts to this style:

I like this teacher. She is fair and understands that students can't be perfect. She is the kind of teacher you can talk to without being put down or feeling embarrassed.

Democratic

The democratic teacher places few demand or controls on the students. "Do your own thing," describes this classroom. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a democratic style. He strives to not hurt the student's feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr. Jones may assume that he is not giving that student enough attention. When a student interrupts a lecture, Mr. Jones accepts the interruption with the belief that the student must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.



Mr. Jones is very involved with his students and cares for them very much. He is more concerned with the students' emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his students feelings rather than on their academic concerns.

Mr Jones wants to be the students' friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life.

However, this overindulgent style is associated with students lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

Regardless, students often like this teacher. A Middle School student says:

This is a pretty popular teacher. You don't have to be serious throughout the class.
But sometimes things get out of control and we learn nothing at all.

Laissez-faire

The laissez-faire teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The laissez-faire teacher just doesn't want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year. Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.



The students sense and reflect the teacher's laissez-faire attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and killing time. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.

According to one student:

This teacher can't control the class and we never learn anything in there. There is hardly ever homework and people rarely bring their books.

Mrs. Johnson is a good example of an laissez-faire teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or a slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. As far as she is concerned, the students are responsible for their own education.

CLASSWIDE SYSTEMS TO CUE, SHAPE AND MODEL BEHAVIOR: STRATEGIES FOR TEACHERS

by Diana Browning Wright

The goal of the following classwide systems is to provide the teacher opportunities to *shape, model and cue* behavior, ultimately achieving rapid classroom behavior change. These behavior support systems for whole groups of students rely on three principles: drawing attention to rule-following behavior, enlisting students as providers of reinforcement for their peers, and utilizing naturally occurring classroom activities and/or privileges contingently. These methods rapidly help teachers achieve a positive classroom environment because they facilitate meeting the common needs of students of all ages: “*power, freedom, fun, and a sense of belonging.*” When these four needs are amply met, difficult behaviors become much less prevalent and individual behavior support plans much less likely to be needed.

Rainbow Club¹

Each student in the class starts a time period (typically one week) with the first color of a six to eight color rainbow. This can be graphically presented in a wall chart or on a strip of paper posted on each student’s desk. As the week progresses, students earn additional colors. Teachers can hold up colors of the rainbow as they walk around the room as “cues” for rule following and task completion behaviors. During brief free time activities either at the end of the day or interspersed throughout the day, students may engage in activities for which they have earned eligibility. Having a special payoff at the end of the week can also be useful. Students themselves can suggest the highest status activities for each step in the rainbow and can participate in classroom meetings to establish where new activities fit in the hierarchy. Be ready to alter the system if it is found that the most highly desirable activities are listed below level 3.

Sample: Free Time Eligibility

- | | |
|------------------|---|
| 1. Red | free reading, notebook organizing, drawing at your seat, head start on homework |
| 2. Orange | all of Red , PLUS: board games, flashcard reviews in pairs, work on art project |
| 3. Yellow | all of Red and Orange , PLUS: checkers, mosaic work, feed animals, make a bulletin board design proposal |
| 4. Green | all of Red, Orange, Yellow , PLUS: chess, computer games |
| 5. Blue | all of Red, Orange, Yellow, Green , PLUS: office aide time, run errands for teacher, permission to eat food |
| 6. Violet | all of Red, Orange, Yellow, Green , PLUS: small group CD listening with headsets, dyad basketball (indoor trash can hoops), small group talking lying on the floor |

Special Friday: Blue or Violet may use materials or watch a movie in the back of the classroom

Establish the Operating Rules

Tell the students: “*If you ask for a card, or ask me to look at your behavior, (i.e., nagging) you can not earn a color. Think about what good students do.*” The behaviors you are looking for should be prominently displayed in icons or words, or even on the students’ desks on small reminder cards. (See attached samples.) Use statements such as, *I will be watching with different behaviors in mind for each of you, because each of us has different behaviors we need to work on.*

¹The author has created this method as a positive alternative to a widely used punitive system in schools. In the punitive version, color cards are used as a response cost system whereby violations result in progressive consequences symbolized by movement from green to yellow to red.

Coaching the Student with Difficulties

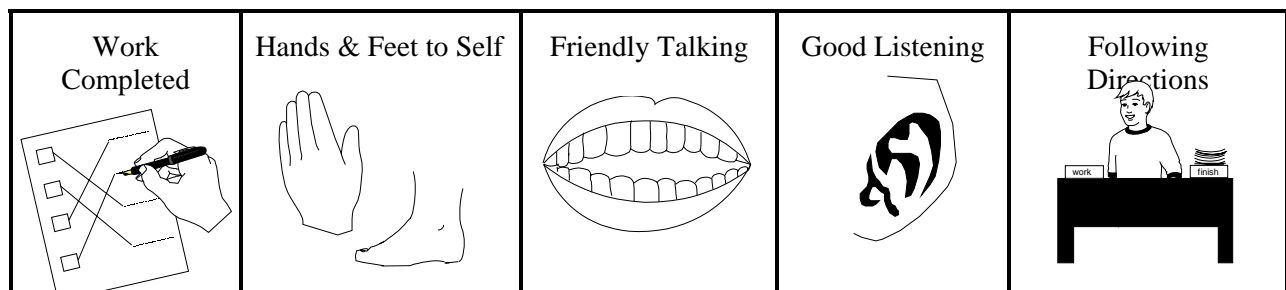
The most problematic students are the ones most in need of cuing with color cards, which become visual reminders of the need to follow rules. For example, take the student aside, confidentially inform him/her of the behavior(s) you will be looking for in the next 50 minute period, encouraging the student to show these behaviors. Walk around holding the array of color cards, looking questioningly toward the targeted student periodically.

Effective Use for Students with Difficulties

Remember: The program emphasis is on coaching a particular student on the specific behaviors he/she may want to perfect in order to advance a level in the next observation period, not on revoking status earned. One can, however, occasionally lower the student's status as a result of misbehavior, but continual threats and demotions will not likely achieve desired results. Consider warning the student privately that he/she is at risk if improvement is not shown in the next work period. Then, if necessary, non-emotionally change the card to a lower status, and provide encouragement about the prospect of re-earning the level in the next one or two work periods. Your goal is to be able to use the color cards as non-verbal cues that signify a whole range of expected behaviors you are looking for, and to have all or nearly all students at Blue or Violet by the last free-time session of the week. Even your best behaving, most rule following students should be striving to attain Violet. As a general rule, no student should arrive at Violet before mid-point in your eligibility period. Also, if at the end of the eligibility period (e.g., the week) the most difficult students have not advanced to at least level 4 or 5, your system is not motivating the most needy. Consider appointing coaches to help these students advance during designated classwork periods. Alternatively, focus your efforts on actively coaching the student with difficulties on which specific behavior he/she should aim to exhibit in the next work period, then be sure to catch the student doing the desired behavior and advance him/her a level for that behavior. Be sure that the taste of success happens frequently for all students or you will have students who believe they cannot be successful and therefore will sabotage the system.

Variation

If some student or group of students requires more frequent attention and reinforcement, consider an additional pacing/closure system. Place a small index card with lines that form five divisions on the student's desk. Using a marking pen, place a mark in each division progressively as you circulate around the room observing desired behaviors. When the student has five clearly visible marks, the card is completed and can be exchanged for the next color he/she is working towards attaining.



"Slot Machine" Game²

Older students are often very responsive to opportunities for "taking a chance or taking a risk" as a reinforcer. This element is emphasized in a classroom-wide game.

Tickets are given frequently to students, paired with the appropriate social praise that specifically states which desired behavior earned the ticket and why. (e.g., "You raised your hand to say that, Josh, and waited until I could break to call on you. That really helps me keep the class focused.") One half of a two-segment ticket is given to the student and the other half is kept for the up-coming drawing. These tickets can be easily made, or are available inexpensively through many theater supply stores, teacher supply outlets and catalog companies. When the selected time comes for a drawing (e.g., last 7 minutes of class), 4-5 different ticket numbers are pulled in turn. Each student with a winning ticket comes individually up to the front of the class for his/her moment of glory, choosing one of 4 to 6 upside down numbered cups on a table. Inside each of the numbered cups the teacher has placed a small strip of paper with a written description of the earned reinforcer. Potential reinforcers can be identified by students, then Xeroxed in list form. The list is then cut into strips with one reinforcer described on each coupon. Students must stay focused on the drawing because if their number is called and they need to come up to select a cup, they will not want to select one that has been already drawn. Initially the drawing should be held frequently, such as once per period. Potential reinforcers are only limited by the creativity of the teachers and students. A variety of privileges and contingent access to desired activities is suggested, as well as inexpensive tangibles. It is the opportunity to take a risk by selecting the cup that is most often the truly reinforcing element, not the quality of the earned privilege. Some commonly used reinforcers might include:

- * free hamburger at McDonald's or other fast food restaurants (usually available at no cost to educators if the educator requests certificates for academic incentives)
- * no penalty for one forgotten homework assignment
- * a pencil, or no-cost pencil borrowing privileges
- * right to be the first out the door for recess
- * permission to leave class briefly for a drink of water
- * do only odd-numbered math problems for homework
- * 5 minutes free time with a friend of your choice
- * 5 extra bonus points on a test of your choice
- * no penalty for leaving class to retrieve forgotten items
- * exchange seats with anyone for a particular work period
- * drink of water anytime
- * opportunity to be first out the door when bell rings

The class does not know which potential reinforcer from the longer menu will be placed under the cups. As each student is called to choose a cup, fewer and fewer cups with a reinforcer under them will remain. One cup can include a "gong" such as "Sorry, try again another day". This option would not typically be included for children under junior high age however. Older students usually find the opportunity to succeed at drawing a cup that does not contain the gong especially reinforcing, while younger children often find the "gong" a punisher. Students with fragile coping systems or low frustration tolerance or emotional disturbance may also not find the gong reinforcing.

² The author is indebted to G. Roy Mayer, Ph.D., Project Director of Constructive Discipline, an E.S.E.A. Innovative-Developmental Grant 1983, for initial descriptions of this system.

Ground rules are established so that students understand that tickets are not given to students who request them. The teacher silently holds up a ticket as a cue for rule following behaviors. The students come to understand that tickets will be given intermittently and that no one can predict when they will be given. Students then realize they should increase their appropriate behaviors to increase the likelihood of being "caught" doing the appropriate behavior. Frequently the class enjoys the activity as a whole and there is the laughter and social recognition for the person engaged in choosing the cup that might otherwise occur in a more negative manner. This activity gives students a sense of belonging to a group, having some *fun*, gaining some *power*, e.g., a privilege, and gaining some degree of *freedom*, e.g., to use the reinforcer when desired. It is important for teachers to assure all students periodically receive tickets or negative results can occur. Once the class has developed a strong interest in the game, often drawings can be held as infrequently as weekly and still maintain the desired positive behaviors. Be sure to fade down to less frequent drawings slowly, however, in order to keep student motivation high.

The teacher can selectively reinforce each student for the particular behaviors that the specific student most needs to develop. For one student it might be arriving on time, for another very shy student speaking out in class might be the behavior most desired. It is important for many students to gain tickets prior to each drawing. To facilitate this process, some teachers have used a student or adult aide who has been trained to distribute the tickets with teacher cues. The teacher might signal, "Ticket," then verbally announce "John is following directions" which provides the cue for the aide to walk over to give the ticket. Alternatively, the teacher might ask the aide to give 15 tickets or so throughout the lesson for "good listening during group instruction" or whatever a particular goal might be for the day.

Variations and Expansions

A rule can be instituted that further enhances the reinforcing quality of this system: The "winner" must retain the paper "coupon" to be cashed in when desired. Some students use their coupons at the first available time, while other students find simply storing up reinforcers satisfying. Having the student write his/her name on the back of the slip to avoid difficulties if it is either a lost or stolen is suggested for some groups of students with problem behaviors. Occasionally, a few students may even be observed giving their winning slips to others as a gift. This suggests that the coupon now is allowing the student to gain social recognition for his/her generosity. If the student enjoys the recognition, he/she will likely strive to earn more coupons in the future.

Frequency of giving tickets for appropriate behaviors can be varied independently of how frequent the drawings are held. Each student may have anywhere from one to ten or more tickets as he or she waits to hear the lucky numbers. Also, by watching students' reactions to the game and then asking them which reinforcers are enjoyed the most, it will be possible to identify the most potentially powerful reinforcers. It is possible to have students save their tickets from session to session, thereby increasing the students' perceptions that they may be a winner, or the teacher may elect to start with new tickets each session.

Some teachers find adding a class-wide consequence to be very effective. This can be done by having the slip of paper state the consequence such as: "Congratulations. You have won a Friday popcorn party for your class to be redeemed in the week of your choice." In this way social recognition/empowerment is earned for the student holding this coupon who must decide when to use it. Alternatively, some teachers have found that having a cumulative reward is helpful. For example, as soon as 400 tickets are earned by the class as a whole, the whole class will have a "good behavior" group surprise.

As with all effective classwide behavior programs, on-going modifications will be necessary to assure that the existing program meets the needs of the individual students and that the reinforcement needs of each student is identified.

Examples

This program has been successfully implemented in a variety of settings for a variety of purposes.

- ***Junior high "basic skills" math class:*** to increase homework completion and volunteering in class
- ***High school remedial history class:*** to increase homework completion and class attendance
- ***After -school tutoring program:*** to increase both tutor and tutee coming on time, and for successful use of both listening skills (tutee) and reinforcing skills (tutor)
- ***A 6th grade class during sustained silent reading period:*** to increase reading a book continuously to completion, maintaining silence, quickly beginning to read, and other desired individual behaviors

Golden Nugget Club

The teacher spray-paints a large quantity of small rocks with gold paint. During Golden Nugget Time, the teacher walks around, holding small rocks in her/his hand, which are the cue for rule following behavior. The teacher silently hands a rock to students who are following some rule he/she observes. At the end of the golden nugget time, each student with a nugget stands up. The student then attempts to guess the rule he/she was following when the nugget was given. If the teacher decides that the guess was correct, the student gains another nugget. (Note: It is not necessary to keep track of why the nugget was given; the teacher can decide on the spur of the moment whether the behavior the student names is the one the teacher had targeted.) If the other students make validating comments such as, Way to go, Steve!, the student is authorized to place the nugget(s) in a small box at the front of the room. Some teachers encourage the other students to give the nugget-earner high-fives on his/her way to and from the box. If the student is earning praise from the group, a sense of belonging is enhanced and social prestige, ***power*** is earned, often powerful reinforcement for many students. When the box is full, the class as a whole earns something special, which the teacher has frequently advertised as the payoff.

Consider whole class pay-off activities, some of which the teacher would have done non-contingently anyway, such as: an art lesson, extended library time, extra in-class free-time, a craft activity, use of school carnival game materials typically stored away on campus, a field trip, extra recess, longer recess time, a popcorn party, video access, and so forth.

Variations

Any cumulative, visually observable item could be used by creative teachers for this system, such as: colored fall leaves to completely cover a tree; Styrofoam popcorn to fill a large box made in the shape of a movie popcorn bag, pretend money to fill a bank; small balls to fill an enclosed basketball hoop, a tagboard pizza with places to adhere the sticker pepperoni and so forth.

Keys to Success

Be sure that praise is given from students, not just from the teacher. Use the item as a non-verbal cue, i.e., hold it up and look around expectantly. Frequently give the item to a student with difficult behaviors at the moment he/she is doing something correctly; you are shaping behavior. Not only are you recognizing the student for his/her success, the student will also be getting social recognition from peers for rule-following behaviors when, later, he/she attempts to name the behavior that was being followed. Have a short list of rules prominently displayed in the room or at the students' desks from which the student can guess.

Team Basketball Competition

Announce that basketball quarter is beginning. Announce that as coach, there are certain behaviors you hope to see in the quarter: List 3-5 rules, desired behaviors, outcomes, etc. Walk around the room, stopping at work groups of 4-8 students. Quietly whisper which student at the table is following a rule. If the other students whisper back a group validation, "Way to go, Steve", "Thanks, John" or an equivalent statement likely to enhance a sense of *belonging*, then the teacher quietly places the small ball he/she is carrying in the bucket or small box on the table. Be sure that each table is continually earning balls, i.e., keep up the competitive element. Hold up the ball (**cue**) as you look around for the table group and student you wish to reinforce. This can be accomplished while the teacher is correcting work or assisting students as long as movement around the room is occurring frequently. Alternatively, an adult or student aide who has been coached on the procedure can distribute the balls while the teacher is busy helping students with seatwork. At the end of the basketball quarter, have each team count their balls. The top two teams then select one team member to represent the team. He/she then comes to the front of the room for a free throw play-off competition. Standing behind a line, both students attempt in turn to make baskets in the trashcan basket. Have the remainder of the students in the room count each shot out loud, "11111, 222222, 333333," etc. This keeps the focus of the whole group for this brief process. Typically, it is not necessary to provide any further reinforcer. Some teachers of elementary age students, at the end of the free throws, have each of the winning team members give a high five to the losing team members, then return to their seat. High school teachers do not find this necessary or desirable. Teachers can choose to keep score of which team has the most points from day to day, if desired. It is important to assure that different students have opportunities to represent their group for free throws over time, and that the teacher makes sure the winning teams are varied from day to day. Also, be sure to have enough balls so that teams have at least 6 and up to 12 balls each.

Variations

Teachers have used small balls (nerf-ball soft 1" diameter are ideal), as well as crunched up pieces of paper. A small net laundry bag can be used to contain the balls by the dispensing party as he/she moves around the room, eliminating the need to continually return to a desk to get more balls.

Good Behavior Game

Diana Browning Wright & Lisa Mannino

The Good Behavior Game (GBG) has been well researched and demonstrates excellent outcomes across the grade levels (k-12). It is a valuable addition to any school's Tier 1, to use in all classrooms to increase time on task and rule-following behavior.

Getting Started: the Basics of GBG

- **Decide on a time to play**
 - Choose a time/lesson/subject when students have exhibited problem behaviors in the past, e.g., attention seeking, off task behavior, inattentiveness
- **Divide class into two to four teams**
 - Splitting the class into two teams may be the easiest in the beginning
- **Explain the rules of the game**
 - Teams earn points based on following/exhibiting behavioral expectations; team with the highest points wins
 - Teams can lose points based on a problem behavior but the lesson is not interrupted. Simply shake your head and erase a point and move on, i.e., do not discuss or give verbal input about the loss
 - Explain behavioral expectations
 - Pick 3 behavioral expectations such as safe, respectful, responsible and demonstrate what that looks like
 - Have students model what that would look like prior to beginning the game
 - Stay positive; focus on what you want to see, not what you have seen go wrong in the past
 - When awarding points, simply nod and record. The point is to give continuous feedback without disrupting the flow of instruction
 - Tell them what the incentive will be prior to beginning the game, or, use the "mystery motivator" where the team gets to select a slip of paper that tells which reward they have won at the end of the game period
 - Make the reward something desirable, e.g., 3 minutes of free conversation with peers, extra recess minutes, first to line up for lunch,

pass for skipping a portion of a homework assignment, bonus point on a quiz, etc.

- Set a time limit
 - Depending on the grade level/class, you may want to shorten the time, but typically this is most effective if limited to the time it takes to teach your lesson or complete a seatwork assignment
- When the game is over, debrief
 - It is important to give positive feedback on the game and what specific positive behaviors that were seen. Be encouraging! Remind the students they can improve performance next time
 - Discuss what behaviors “won it” for the team and how in the future team members can support each other

Variations:

- **Vary Time of Day or Subject Matter**
 - Pick a specific subject matter and continuously use the game for that subject
 - Play game during the same subject for an extended amount of time over multiple days.
 - Pick different times of day as needed
 - Play once or twice a day, picking a new time slot each day
- **Vary frequency of access to pay off** for winning team(s)
 - Begin with the reward at the end of each GBG session, then allow banking for a bigger pay off given less frequently.
 - Remember, it is unlikely that waiting an entire week for pay off will be effective for most classrooms
 - Allow winning team to “bank” the wins for greater payoff
 - Surprise the class with a “win” for all teams due to superior performance
- **Vary Team constellation**
 - Divide class into more/less groups as needed
 - Divide by tables; odds/evens; etc., e.g., run the game with 3-4 teams and keep a continuous tally
 - More than 4 teams is likely to be too difficult to manage
- **Vary Rules**
 - Points can be awarded as Golf (least number of problem behavior), Basketball (most number of positive behavior) or a combination of Basketball (positives observed) and Golf (subtraction of points) combined

- Each team reaches a certain number of positive points and they both win (variation on Basketball)
 - Team with the least amount of points over multiple days wins (golf version)
- **Vary Behavioral Expectations**
 - Pick 1-3 expectations per session
 - Focus on one expectation at a time and add more over time
 - Examples of general vs. specific expectations:
 - General-Stay on task during direct instruction
 - General-Stay on task during seatwork
 - Specific-Write complete lecture notes
 - Specific- Maintain teacher eye contact
 - Specific-Whisper during group work/think, pair, share (specific)
- **Vary Incentives**
 - Ask students for ideas on what they would like (see: www.pent.ca.gov, BSP Manual, section 12 for ideas)
 - Monetary
 - Prize box, food, school supplies, raffles, tickets to the dance, etc.
 - Privileges
 - Line leader, first to lunch, first to select computer game, classroom buddies (work with a student in a lower grade, teach them a game, reading, art projects, etc) homework pass, extra recess, etc.
- **Vary knowledge of what winning earns or what behaviors are being recognized**
 - You can always institute the “Mystery” aspect of many parts of this game!
 - **Mystery Behavior**
 - Only tell them 2 of the 3 behaviors you are awarding points for; point out the observation of the “Mystery” behavior, but don’t say what it is...keeps them guessing.
Nod and point to the team or team member.
 - **Mystery Time Limit**
 - Tell them that the game will stop before the “normal” ending.
They won’t know when it’s coming.
 - **Mystery Points**

- Use a small white board or pad of paper to keep track of team points.
 - Display some points on the class white board and some points just for your eyes.
 - Periodically update the class white board.
- **Mystery Incentive**
 - Give options of different incentives but don't tell them which one they will get
 - Write the reward on a slip of paper and place in bags or under a series of 4-5 styrofoam cups and have the winning team choose which bag or cup they have won or have losing team choose the bag for winning team.

ADD a "Most Valuable Player"

- Acknowledge a MVP from the winning team in front of peers
 - Pick a student that showed consistent or improved behavior (Hint: don't always choose your most compliant; choose a student that doesn't always perform well, but did this time)
 - Have the team applaud this person
 - You can also pick a MVP from the losing team
 - MVP from winning teams picks an MVP from losing team
- Each MVP can receive an additional reward, depending on grade level. Some examples include:
 - MVP "Name in Lights"

The student decorates a small whiteboard with his/her name and it is posted on wall. You can hang a small string of lights around this if you choose.
 - MVP medal (wear it for the day); line leader; homework pass; etc.
 - MVP Raffle- MVPs get a special raffle ticket for a weekly raffle either in class or school wide
 - School wide-weekly MVP winner is announced over intercom system; (Note: This encourages/holds accountable all teachers to participate in GBG)

Address Potential Saboteurs:

- Students who purposely display inappropriate behaviors to sabotage game for the team may emerge. This student is demonstrating that more than GBG may be needed to address the problem. GBG is a Tier One intervention!
 - Have them be on the their own team, a team of one, or a saboteur group, or have them sit out the game period
 - Explain how you understand that they may have a hard time playing the game and they can just “sit this one out”
 - Make sure that what the team wins is something the saboteur may want
 - Ask the student if a coach would help them participate next time and pair the student with a willing team member
 - Include them on the team but don’t count their points

How to Succeed with GBG:

- You are the master of the game. You can manipulate the game for which ever outcome you desire. You control how many points are earned/taken away, who earns them, and ultimately who wins.
- Many teachers have “target” students (students who need extra behavioral support) and make sure to acknowledge them when earning points or make them the MVP. This game allows you to shape behavior (i.e., to reinforce closer and closer approximations to your goals for positive behavior from each individual student.)
- This game will not be effective if the students believe the teacher doesn't really care about them personally. Authoritarian style teachers fail, whereas authoritative teachers succeed. Learn which style you employ and consider what highly effective teachers do differently.
 See: <http://www.pent.ca.gov/pos/cl/es/classroommanagementstyle.pdf>
- It is your positive encouragement and relationship skills that are the foundation of any intervention. Strive throughout the day for a 5 to 1 ratio in your classroom. Five positive statements, gestures or actions for every correction given. These are the classrooms that get the greatest results with GBG.
- Remember, overuse of GBG, such as using it all day long can result in satiation as the incentives can't be delivered with enough power and frequency to maintain interest.

- Try to avoid using language during the awarding of points. This can disrupt the flow of instruction or the group's on task behavior during seatwork. (Some teachers simply hit a chime during seatwork and the teams know a point has been given.)
- When you first begin to play this game, teachers have found the students love it and want to play it all day, all the time. Don't fall into this trap.
- This game was designed with a specific time limit. This time limit and feedback is one of the things that distinguishes it from an on-going table points system. The GBG is time sensitive, behavior specific, and has a closure. Whereas with table points, the time limit is longer (days or weeks), behaviors are general or points are awarded for other things and the only closure is the incentive.
- Think of GBG with a sports analogy. the coach does not run onto the field to correct behavior; rather, the coach debriefs after the quarter and encourages the team players.
- As with any game, over time, the novelty of the game begins to wear off, so changing aspects of the game over time will keep it fresh and exciting. Don't make too many changes at one time.
 - You don't want to give away all the good ideas at once! Have fun and don't be afraid to change it up once in a while.

Note: The authors would like to thank the administration of Hacienda/La Puente School District, California, for sponsoring the TIERS Initiative to address effective, evidence based behavioral RtI by Diana Browning Wright and Clayton R. Cook.

Classroom Management & Discipline Plan

Submit to
by

Teacher: _____ School Year: _____ Room No. _____ Grade Level(s): _____

The level of structure I anticipate establishing is (check one): ☐ High ☐ Medium ☐ Low

Guidelines for Success		Posted Expectations	
Relationship Methods: (Teacher- to - Student)		Relationship Methods: (Student- to- Student)	
Building: - - -	Restoring: - - -	Building: - - -	Restoring: - - -
Attention Signal (Verbal and non-verbal signals you will use to get students' attention)			
Expectations for Classroom Activities and Transitions			
Encouragement Procedures (How will you motivate individual students and the whole group?)			
Correction Procedures (Both early stage-corrections and rule violation consequences)			

Beginning and Ending Routines (How will you teach and re-teach these expectations?)	
1. Routine for how students will enter the room:	2. Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:
3. Routine for dealing with tardy students:	4. Routine for dealing with students who come to class without necessary materials:
5. Routine for dealing with students returning after an absence:	6. Routine for wrapping up at the end of class:
7. Routine for dismissal:	8. Other routine:
Procedures for Managing Student Work	
1. Procedures for assigning classwork and homework:	2. Procedures for collecting student work:
3. Procedures for keeping records and providing feedback to students:	4. Procedures and policies for dealing with late and missing assignments:
Procedures for Managing Independent Work Periods	

The MINDUP CURRICULUM

Brain focused strategies for learning and living

Introduction

View video at:

www.thehawnfoundation.org

Books available from scholastic

Mindful Attention

Conscious Awareness of the Present Moment

“By focusing our attention and controlling our breath, we can learn to reduce stress and optimise the learning capacity of the brain.”

The Research Base

- ❖ Social and Emotional Aspects of Learning
- ❖ The Stressed Brain
- ❖ The Happy Brain
- ❖ The Mindful Brain

MINDUP and The School Day

- ❖ The day begins
- ❖ Transitions
- ❖ The day ends

The MINDUP Curriculum

- ❖ Consists of three books:
 - Pre K-2
 - Years 3-4
 - Years 5-8

Each Book Contains 4 Units

1. Getting focused:

- How our brains work, mindful awareness, focused awareness

2. Sharpening your senses

- Mindful sensing

3. All about attitude:

- Perspective taking, choosing optimism, appreciating happy experiences

4. Taking action mindfully:

- Expressing gratitude, performing acts of kindness, taking mindful action in the world.

There are 15 Lessons In Total

- ❖ For each age group, the lessons are tailored to their developmental level
- ❖ The themes are identical in each book

Each Lesson Follows The Same Format

- ❖ Introduction to the lesson topic
- ❖ Linking to brain research
- ❖ Clarify for the class
- ❖ Getting ready
- ❖ MINDUP warm-up
- ❖ Leading the lesson
- ❖ Connecting to the curriculum

Special Features

- ❖ Creating the optimistic classroom
- ❖ MINDUP in the real world
- ❖ Once a day:
 - Apply content to everyday situations
- ❖ Journal writing:
 - What I noticed
 - What it means
 - What I learned
- ❖ Literature link

Handouts

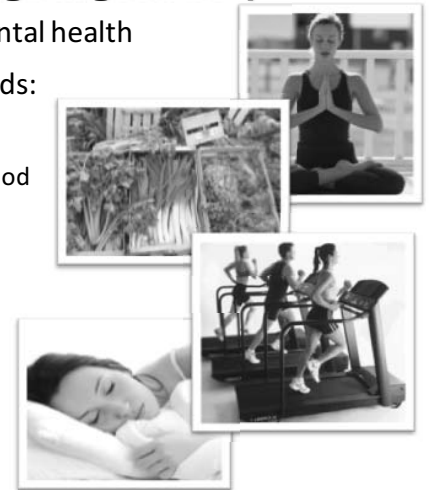
- ❖ Handouts from Program includes:
 - Getting Ready
 - Lesson Opener
 - Leading the lesson
 - Connecting to the Curriculum

ESTABLISHING THE BASIC PHYSIOLOGY FOR LEARNING:

ADDRESSING THE PHYSICAL WELLBEING OF STUDENTS TO ENHANCE ACADEMIC AND SOCIAL-EMOTIONAL WELLBEING

Exercise, eat well and Engage in good sleep

- Establishing the physiology of mental health
- To feel well & learn, the body needs:
 - Some level of exertion
 - Consumption of relatively healthy food
 - Good rest
- Public health recommendations:
 - Balanced diet (leafy greens, protein)
 - Exercise
 - Stress management
 - Sleep well



Sleep: The 800 lb. Gorilla

Sleep is important for a variety of neurological functions relevant for educators:

- Memory consolidation (i.e., learning)
- Information processing speed
- Mental health (i.e., cranky, irritable, moody)
- Attention regulation/focus
- Physical performance

Implications:

- Improve sleep hygiene/routine
- Sleep logs to improve amount and quality of sleep



Engaging in Good Sleep: Sleep Hygiene

- Systematically reducing the amount and intensity of stimulation (sound, light, images, cognitive hyperactivity)
- Developing a bedtime routine
 - Change into pajamas
 - Brush teeth
 - Read
 - Crawl into bed
- Bedroom environment (stimulus control)
- Falling asleep
 - Practicing mindfulness and meditative practices to combat cognitive hyperactivity

SLEEP DIARY



Good sleep is important for the health and happiness of every person, no matter how old or young. Without getting enough sleep, it can be hard to stay awake, pay attention, and enjoy the day.

Did You Know?

Getting enough sleep helps you stay healthy, safe, and feeling good.

A good night's sleep will help...

- * You remember what you learned all day.
- * You have more energy for sports and playing.
- * Your body fight germs and illness better.
- * You to pay attention.
- * You feel better about yourself!



Tips To Help You Get A Good Night's Sleep

Do:

- * Sleep 10 to 11 hours (ages 5-12) every night.
- * Go to bed at the same time every night.
- * Follow a bedtime routine by doing the same relaxing activities every night before bed – like reading or listening to quiet music.
- * Exercise during the day.
- * Have a light snack or warm glass of milk before bed, if you are hungry.
- * Keep your bedroom cool, dark, and quiet.

Do Not:

- * Stay up late.
- * Go to bed at different times each night.
- * Watch TV or play video games because they can disturb your sleep.
- * Exercise too close to bedtime (3 hours or sooner).
- * Drink soda or eat chocolate because they contain caffeine, which can make it hard to sleep.
- * Have TV's, computers, video games, loud noises or bright lights in your bedroom. They can bother you while you sleep.

This **Sleep Diary** is a fun way to help you, your parents and your doctor talk about the importance of sleep. Each day you will answer several questions about your sleep. Starting any day of the week, fill out the sleep diary for seven days. The last page has an activity for the end of the week.

HAVE FUN!



_____ 's Sleep Diary

(Write your name here)

Fill in these blanks with your information.

I am _____ years old and in _____ grade.

This is the week of _____ (Month) _____ (Date), _____ (Year)

1. Complete Before Going to Bed

• What did you drink today?

In the space inside each can, write the number of cans/bottles of caffeinated drinks, such as soda and tea, you had each day of the week. Remember, caffeine in drinks can keep you from sleeping well.

Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



• Check off any of these activities you did in the HOUR before going to bed.



Read a book



Used the Computer



Played with Toys/Games



Exercised/
Played Sports



Watched TV



Played Video Games



Listened to Music



Had a Snack



Took a Bath/
Shower



Talked on the Phone



Did Homework

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Read a book							
Used the Computer							
Played with Toys/Games							
Exercised/ Played Sports							
Watched TV							
Played Video Games							
Listened to Music							
Had a Snack							
Took a Bath/ Shower							
Talked on the Phone							
Did Homework							

2. Complete When You Wake Up

- **How did you sleep?**

Answer the first two questions by circling YES or NO. Write your answer to the last question.

Did you have trouble falling asleep?	<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Did you wake up during the night?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Who or what woke you up during the night?							

- How much sleep did you get last night?

Color in the boxes from the time you fell asleep last night until the time you woke up this morning. Count the number of boxes you colored in to figure out how many hours you slept. Write the number of hours you slept below each day.

[illegible]

4. Complete At The End of The Week

Use your completed Sections 2 and 3 for this Section. In Part A, think about the day you had the **least** number of hours of sleep this week. In Part B, think about the day you had the **most** hours of sleep. In the blank box in each part, draw or write how you felt on that day.

A. Day with LEAST Hours of Sleep

• On _____ (write the day of the week),
I had _____ hours of sleep.

• My energy level was: (use your response from Section 3)

1 2 3 4 5
No Energy Full of Energy

• Draw or write how you felt below.

B. Day with MOST Hours of Sleep

• On _____ (write the day of the week),
I had _____ hours of sleep.

• My energy level was: (use your response from Section 3)

1 2 3 4 5
No Energy Full of Energy

• Draw or write how you felt below.

• Think about your results.

- * Did you feel different on the two days?
- * If so, why do you think you felt different?
- * Which day did you feel better?

When you are finished filling out your sleep diary, bring it to your next doctor's appointment so you can talk about sleep with your doctor.



BEST REST TEST

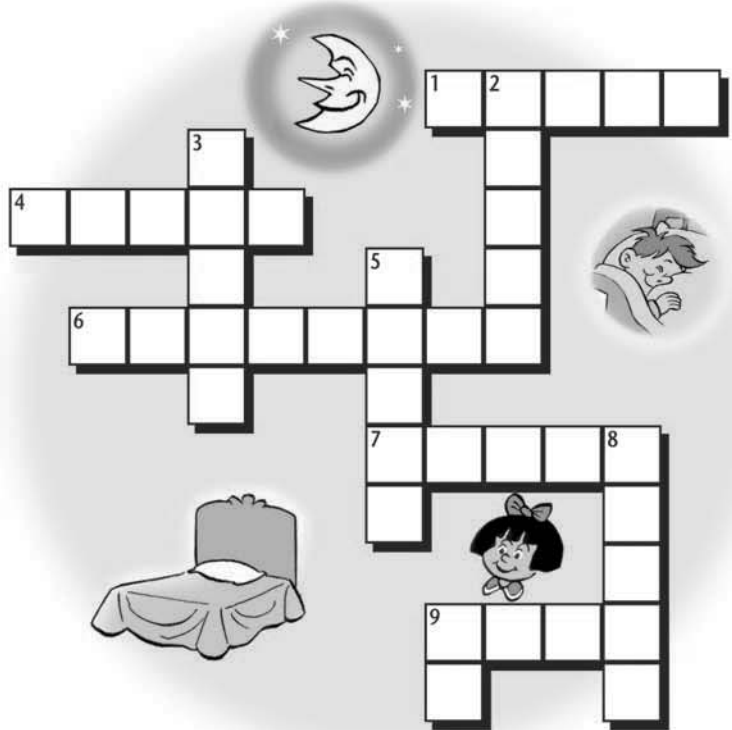
Solve this crossword puzzle to learn more about sleep! ACROSS clues describe Sleep Helpers. DOWN clues describe Sleep Stealers. (Answers at bottom of page.)

ACROSS

1. If you are hungry before bed, have a glass of milk or a light _____.
4. Calm down before bedtime to help you _____.
6. At least 3 hours before bedtime, to be healthy and active, take time to _____.
7. Each night, children need to sleep 10 to 11 _____.
9. For good sleep, it's important to go to bed at a regular _____.

DOWN

2. Dogs, TV, and even cuckoo clocks can bother you by making too much _____.
3. You can get too excited to sleep well if right before bed you play computer or video _____.
5. Your sleep can be disturbed if your room has a bright _____.
8. Caffeine that is in chocolate and some sodas can disturb your _____.
9. Some people don't sleep well if before bedtime they watch _____.



Look around your room. Do you see any "Sleep Stealers" that disturb your sleep? Ask your parents to help you remove anything from your room that keeps you from having a good night's sleep.

• Talk to your parents and your doctor if you:

- * Have difficulty falling or staying asleep
- * Snore or have trouble breathing while you sleep
- * Have weird feelings or "growing pains" in your legs
- * Feel sleepy or tired during the day



National Sleep Foundation

To learn more about sleep, visit our website at www.sleepfoundation.org

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ANSWERS
 Across: 1. Snack
 4. Relax
 6. Exercise
 7. Hours
 9. Time
 Down: 2. Noise
 3. Games
 5. Light
 8. Sleep
 9. TV

SLEEP DIARY



My Name:

Week Of:

Day of the Week	What I did 30 minutes before going to bed	What time I went to bed	Number of times I got up and for how long	Time I woke up in the morning	Hours I slept	How my day went
Monday						Great! Just Okay Not so good
Tuesday						Great! Just Okay Not so good
Wednesday						Great! Just Okay Not so good
Thursday						Great! Good Not so good
Friday						Great! Just Okay Not so good
Saturday						Great! Just Okay Not so good
Sunday						Great! Just Okay Not so good

Notes:

SLEEP DIARY



My Name:

Week Of:

Day of the Week	What I did 30 minutes before going to bed	What time I went to bed	Number of times I got up and for how long	Time I woke up in the morning	Hours I slept	How my day went
Monday						Great! 😊 Just Okay 😐 Not so good 😞
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Wednesday						Great! 😊 Just Okay 😐 Not so good 😞
Thursday						Great! 😊 Just Okay 😐 Not so good 😞
Friday						Great! 😊 Just Okay 😐 Not so good 😞
Saturday						Great! 😊 Just Okay 😐 Not so good 😞
Sunday						Great! 😊 Just Okay 😐 Not so good 😞

Notes:

SLEEP DIARY



My Name:

Week Of:

Day of the Week	What I did 30 minutes before going to bed	What time I went to bed	Number of times I got up and for how long	Time I woke up in the morning	Hours I slept	How my day went
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Thursday						Great! 😊 Just Okay 😐 Not so good 😞
Friday						Great! 😊 Just Okay 😐 Not so good 😞
Saturday						Great! 😊 Just Okay 😐 Not so good 😞
Sunday						Great! 😊 Just Okay 😐 Not so good 😞

Notes:

SLEEP DIARY



My Name:

Week Of:

Day of the Week	What I did 30 minutes before going to bed	What time I went to bed	Number of times I got up and for how long	Time I woke up in the morning	Hours I slept	How my day went
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Friday						Great! Just Okay Not so good
Saturday						Great! Just Okay Not so good
Sunday						Great! Just Okay Not so good

Notes:

SLEEP DIARY

My Name: _____

Week Of: _____

Day of the Week	What I did 30 minutes before going to bed	What time I went to bed	Number of times I got up and for how long	Time I woke up in the morning	Hours I slept	How my day went
Monday						Great! Just Okay Not so good
Tuesday						Great! Just Okay Not so good
Wednesday						Great! Just Okay Not so good
Thursday						Great! Good Not so good
Friday						Great! Just Okay Not so good
Saturday						Great! Just Okay Not so good
Sunday						Great! Just Okay Not so good

Notes:



UNIVERSAL SCREENING FOR BEHAVIOR

RATIONALE: PREVALENCE RATES

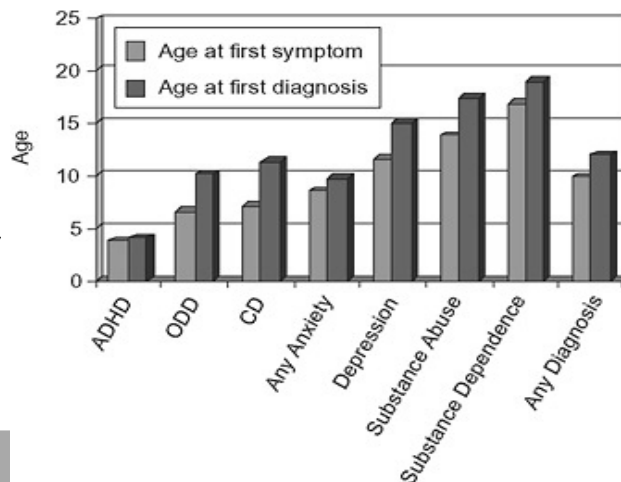
Study	Citation	% of sample with any impairment	% of sample with serious impairment
Methods for the Epidemiology of Child and Adolescent Mental Disorders (MECA)	Shaffer et al., 1996	21%	5%
Great Smoky Mountains Study of Youth	Burns et al., 1995	20%	11%
National Health & Nutrition Examination Survey (NHANES)	Merikangas et al., 2010	13%	11%

How prevalent are emotional disorders among children and adolescents?

EARLY INTERVENTION

Prevention is critical within 2-4 years of the first symptom.

From the Great Smoky Mountain Study:



STUDENT BENEFITS ASSOCIATED WITH UNIVERSAL SCREENING

"The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that children at risk for these difficulties could also be identified through universal screening and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management."

Source: U.S. Department of Education Office of Special Education and Rehabilitative Services. (2002). *A New Era:*

Revitalizing Special Education for Children and Their Families

POOR OUTCOMES ASSOCIATED WITH DELAYING INTERVENTIONS

- ✗ “Untreated emotional problems have the potential to create barriers to learning that interfere with the mission of schools to educate all children.” (Adelman & Taylor, 2002)
 - “Without early intervention, children who routinely engage in aggressive, coercive actions, are likely to develop more serious anti-social patterns of behaviors that are resistant to intervention.” (Walker, Ramsey, & Gresham, 2004)
- ✗ Youth who are the victims of bullying *and* who lack adequate peer supports are vulnerable to mood and anxiety disorders (Deater-Deckard, 2001; Hawker & Boulton, 2000)
- ✗ “Depressive disorders are consistently the most prevalent disorders among adolescent suicide victims (Gould, Greenberg, Velting, & Shaffer, 2003)

Rationale Slides provided by:

Jennifer Rose, Illinois PBIS Network
Lynn Owens, Schaumburg CCSD 54

BRIEF EXTERNALIZING AND
INTERNALIZING SCREENER FOR
YOUTH (BEISY)

BEISY

Simple and quick-
to-complete
universal screener
of externalizing
and internalizing
problems among
students

INSTRUCTIONS

Each of the items represents a class or group of behaviors that represent a key feature of externalizing or internalizing behavior pattern.

Must have a clear understanding of the class or group of behaviors being assessed by each item before completing screening.

Use a Likert-like scale (0-4).

Rate each student based on ‘how problematic’ the student’s performance is pertaining to each of the categories.

Recommended to do all the “0”
problematic-rated students first.

‘PROBLEMATIC’ RATING BASED ON A COMBINATION OF HOW

- Frequently (number of times),
- Long (duration or amount of time)
- And/or how intense (severity or degree of impact).

Normed on your
particular evaluation

BEISY

IT IS IMPORTANT TO BE AS OBJECTIVE AS POSSIBLE BY BASING YOUR *PROBLEMATIC RATINGS* ON THE FREQUENCY (HOW OFTEN IT OCCURS), DURATION (AMOUNT OF TIME), OR THE INTENSITY (SEVERITY) OR A COMBINATION OF THESE DIMENSIONS.

0 = NOT PROBLEMATIC

1 = MILDLY PROBLEMATIC

2 = MODERATELY PROBLEMATIC

3 = QUITE PROBLEMATIC

4 = EXTREMELY PROBLEMATIC

Student Name	Externalizing Categories			Internalizing Categories		
	Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawal behavior	Negative talk about self, school or future	Internalizing emotional problems
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						

CLUSTERS OF EXTERNALIZING AND INTERNALIZING BEHAVIORS

To increase your comprehension of the clusters of externalizing and internalizing behaviors, the following slides contain tables with specific examples of behaviors in one column and non-examples (that is, behaviors that are conducive to learning) in the other column.

A student does not have to exhibit all of the table examples to be considered, rather students may exhibit one, a few or multiple of them and still be rated, based on frequency, duration, and intensity.

EXTERNALIZING CATEGORY #1 DISRUPTIVE BEHAVIOR CATEGORY

Refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

EXTERNALIZING CATEGORY #2 AGGRESSIVE BEHAVIOR CATEGORY

Refers to verbal statements or physical actions that are intended to harm or hurt another person either emotionally, socially or physically.

Examples	Non-Examples
Punch, hit, kick, or shove others	Keeps hands and feet to self
Yells obscenities at others	Uses appropriate when talking with to others
Make verbal threats to physically harm someone	Appropriately asserts frustration in a calm manner
Calls peers hurtful names to instigate a conflict	Says nice things to someone else or nothing at all
Destroys or ruins school property	Respects and takes care of school property
Bullies others who are socially or physically weaker	Kind and respectful toward peers
Spreads rumors or gossips to hurt another's reputation	Takes the higher road and refuses to spread hurtful rumors

EXTERNALIZING CATEGORY #3 **DEFIANT OR OPPOSITIONAL BEHAVIORS**

Refers to a pattern behavior that consists of defying or challenging adult authority (e.g., teachers, parents, administrator) or deliberately breaking established rules.

Examples	Non-Examples
Ignores adult instruction or request	Follows instruction or request
Argues with adults	Calmly and respectfully discusses difference of opinion
Continues to do what s/he wants after a teacher's request	Responds to teacher request in a reasonable amount of time
Gets upset when told 'no' or 'stop' by an adult	Accepts when told no by an adult
Leaves the room to protest against adult direction	Respectful of school property
Questions, challenges, or breaks the rules	Follows the rules even if s/he doesn't agree with them
Angry outburst or tantrum to avoid adult request	Able to manage anger and respond to adult request

INTERNALIZING BEHAVIOR CATEGORIES

Internalizing behaviors are inner directed behaviors that cause internal distress or discomfort and result in a range of behaviors that interfere with academic engagement and success.



INTERNALIZING CATEGORY #1 **WITHDRAWS FROM PARTICIPATING IN** **ACTIVITIES OR INTERACTIONS WITH OTHERS**

Refers to a variety of behaviors in which a person pulls away from, avoids, and attempts to escape from participating in school/class-wide activities (e.g., group conversations, after-school events, answering questions, etc.) or interactions with persons.

Examples	Non-Examples
Spends free time alone	Hangs out with others during free time
Does not participate in classroom activities	Participates fully in classroom activities
Isolated from peers	Included by peers
Refuses to participate in class	Eager to participate in class
Turns down social invitations	Accepts social invitations
Has few friends	Has lots of friends
Puts head on desk to sleep or avoid interacting	Alert in class and maintains academic engagement

INTERNALIZING CATEGORY #2 **NEGATIVE/PESSIMISTIC TALK**

The extent to which a student engages in negative talk about self, school, or the future.

Examples	Non-Examples
"I'm stupid, everyone else is smarter than me"	"Hangs out with others during free time"
"I hate school"	"School is great"
"My life is rotten"	"My life is great and fun"
"Who cares about school"	Eager to participate in class
"I'll never get a job"	Accepts social invitations
"Nobody likes me or wants to be my friend"	Has lots of friends
"It doesn't matter how hard I try, I can't be successful"	Alert in class and maintains academic engagement

INTERNALIZING CATEGORY #3 EMOTIONAL PROBLEMS

Refers to students who exhibit a variety of emotional problems that indicate internal distress or discomfort, such as sadness, anxiety, worry, dread, frustration or helplessness.

Examples	Non-Examples
Seems nervous or fearful about being judged by peers	Calm and relaxed in the presence of others
Expresses fear or anxiety about performing on tests	Feels confident in performance assessments
Complains about being sick and makes frequent requests to see the nurse	Seems healthy and makes minimal to no visits to the nurse
Worries about what other students think	Confident and self-assured
Sulks and seems down	Seems upbeat and positive attitude
Worries about family members or caregivers while at school	Secure about the safety of self and loved ones
Appears helpless and gives up easily or doesn't try	Intrinsically motivated
Gets irritated, upset or shuts down when asked to something	Complies with requests and maintains positive attitude

EXCEL

01 Master BIEY Screener finalized - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View PDF

Clipboard Font Alignment Number Styles Cells Editing

Calibri 11 A A

General Conditional Formatting Styles Insert Delete Format Clear Sort & Find & Filter Select

N6774

Number of students (non duplicate)

AT RISK EXTERNALIZING # of students AT RISK EXTERNALIZING percent #####

AT RISK INTERNALIZING # of students AT RISK INTERNALIZING percent #####

AT RISK BOTH # of students AT RISK BOTH percent #####

Rating scale:
0 = Not problematic 1 = Mildly problematic 2 = Moderately problematic 3 = Quite problematic 4 = Extremely problematic

Externalizing Categories Internalizing Categories

Disruptive Aggressive Inattention Withdrawn Negative Emotional Externalizing Total Internalizing Total At Risk Both

ID Student Last Name Student First Name Grade Course Teacher

0 0

0 0

0 0

0 0

Ready Directions Template Nov 2013 data 100% 7:22 AM 3/2/2015

MAHALO



Universal Screening and Data Review

Universal Screening Defined

- “Universal screening is the systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.”

• Source: Ikeda, Neessen, & Witt, 2009

Screening for what? Externalizing Behaviors

- Displaying aggression toward objects or persons
- Arguing
- Being out of seat
- Not complying with teacher instructions or directives



Source: Walker and Sevenson, 1992

Screening for what? Internalizing Behaviors:

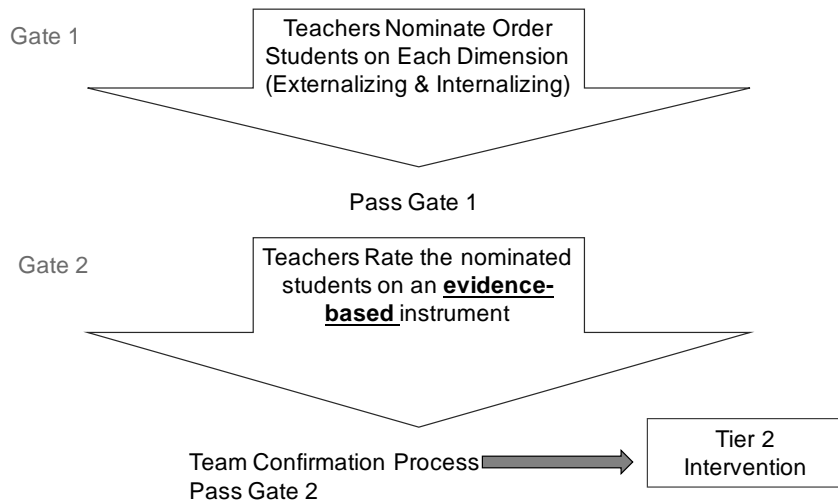
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Not standing up for one's self



Source: Walker and Sevenson, 1992

Multiple Gating Procedure

(Adapted from Walker & Severson, 1992)



Two Main Purposes of Universal Screening

- Structured input process to identify students in need of additional supports beyond Tier 1
- Examine the health and quality of Tier 1 support system

Universal Screening

- Produces actionable information to put Tier 2 supports in place

Team Confirmation Process

- Reviewing students and reviewing additional data to minimize diagnostic errors
 - Rule out false positives
 - Students who were incorrectly identified as in need of additional supports
 - Rule in false negatives
 - Students who were incorrectly identified as **not** in need of additional supports

Determine System Capacity

- Who are Tier 2 case managers?
 - Who can help get the intervention up and running?
 - Counselor, school psych, admin, paraprofessional, teacher on special assignment
- How many students can you currently serve in the Tier 2 system of supports?

Triage Students

- Ranking students from highest to lowest need
 - Need determined by score on universal screening
 - Complimentary source of data
 - Number of teachers who have a concern about the student

Universal Screening Team Confirmation Process
Clayton R. Cook, PhD
Diana Browning Wright MS, LEP

The Team Confirmation process is a follow-up to collecting the results from the universal screening. It consists of the team engaging in a systematic review of the universal screening data to evaluate its accuracy and implications for Tier 1. There should be representatives from administration, support staff (school psych, counselor, etc.), and teaching staff. This membership allows the team to have adequate coverage and knowledge of the study body, which will be important for reviewing the data and using it for planning purposes. It is important to note that the team confirmation process does not involve matching identified at risk students to Tier 2 interventions. This is another process that involves a separate meeting. Below are the specific steps of the team confirmation process.

Specific Steps:

Step 1

The team confirmation process should unfold in three sequential steps. The first step of team confirmation is to improve the accuracy of the universal screening results. There is no such thing as a perfect universal screening instrument that correctly identifies 100% of the students who are and are not at risk. Therefore, every screening instrument has diagnostic errors in the form of false positives (i.e., child falsely identified by the screener as at risk) and false negatives (i.e., child falsely identified by screener as not at risk). One aim of the team confirmation process is to systematically review the data and to remedy false positives and false negatives to derive a more accurate list of students who are in need of additional supports. False positives should be removed from the at-risk category and false negative should be included in the at risk category and considered for additional supports.

- If there is insufficient information to determine whether the student is a false positive or false negative, then put a '?' next to the student's name and have one of the team members do a little fact finding to determine whether the student is truly at risk or not.

Step 2

The second step of team confirmation process is to use the universal screening results to evaluate the quality of Tier 1 support system. Nationally speaking, most schools can expect to identify 10 to 20% of students are identified as at risk and in need of supports beyond, if the Tier 1 support system is operating appropriately. Given this rule of thumb, the team can evaluate whether the school has more or less than the expected amount of identified at risk students. For example, if a school completes the first part of the team confirmation process (ruling out false positives and ruling in false negatives) and finds that 35% of the students were identified as emotionally and behaviorally at risk, this statistic would indicate a need to improve the quality of Tier 1 supports. There are simply too many at risk students to handle in the subsequent tiers of support. The aim would be to decrease the number of at risk students by enhancing the quality of the foundational, Tier 1

level of supports. On the other hand, if the school performs the screening and finds that only 6% of all students were identified as emotionally/behaviorally at risk, then this would be good news that the Tier 1 support system is working well. The team can use the percent of students identified as at risk as a metric to gauge whether efforts to improve Tier 1 are working, considering that the percent should decrease over time.

Step 3

The last step of the team confirmation process is to identify the specific Tier 1 barriers or needs. Faulty beliefs, classroom management skills, weak adult-student relationships, and/or limited fidelity of implementation of the Tier 1 supports are the common barriers that results in too many students being identified as at-risk (problematic environments produce problem behaviors). Close examination of the data can also indicate an intense student-need at the classroom level, which means the teacher has difficult combination of students in the class. In this case, support for Tier 1 combined with the implementation of Tier 2 interventions will be important. A combined student-teacher need indicates that there are some bona fide at risk students, but the teacher could also benefit from receiving support to improve the quality of Tier 1 implementation. Thus, a joint approach should be devised and implemented. The screening results can also be used to figure out what specific behaviors teachers are reporting as most problematic. The knowledge of the most problematic behaviors can then be used to inform the development and implementation of strategies that target these common problems.

Step 1

- Systematically review the screening results to 'rule out' false positives and 'rule in' false negatives
- Create the finalized results of the universal screening processing that will be utilized for subsequent steps

Step 2

- Use the universal screening results to evaluate the quality of the Tier 1 supports
- What percent of student were identified as at risk? Is this percent consistent with national averages (same, more, or less)?
- Do we have the capacity as a school system to handle all the identified at risk students?
- Do the data indicate that we need to improve the quality of the Tier 1 support system (beliefs, knowledge, skills, and procedures)?

Step 3

- Examine the universal screening data to identify teacher, student, or combined needs.
- Do the data indicate certain teachers who are in need of support?
- What internalizing and externalizing behaviors are teachers reporting as most problematic? How can this information be used to plan Tier 1 improvements

Brief Externalizing and Internalizing Screener for Youth (BEISY) Categories

The 'problematic' rating is based on a combination of:	Frequency	Duration	Intensity	A student does not have to exhibit all of the below examples to be fall within that category; rather students may exhibit one, a few or multiple of them and still be considered disruptive.
	# of times	Length or amount of time	Severity or degree of impact	
0 = Not problematic 1 = Mildly problematic 2 = Moderately problematic 3 = Quite problematic 4 = Extremely problematic				

EXTERNALIZING BEHAVIOR CATEGORIES

Externalizing behaviors are outer directed behaviors that are disruptive, dangerous, or problematic to the school environment or other people. Below are three key categories of externalizing behaviors.

Ex. Category #1 - Disruptive behavior category: refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

Ex. Category #2 - Aggressive behavior category: refers to verbal statements or physical actions that are intended to harm or hurt another person either emotionally, socially or physically.

Examples	Non-Examples
Punch, hit, kick, or shove others	Keeps hands and feet to self
Yells obscenities at others	Uses appropriate when talking with to others
Make verbal threats to physically harm someone	Appropriately asserts frustration in a calm manner
Calls peers hurtful names to instigate a conflict	Says nice things to someone else or nothing at all
Destroys or ruins school property	Respects and takes care of school property
Bullies others who are socially or physically weaker	Kind and respectful toward peers
Spreads rumors or gossips to hurt another's reputation	Takes the higher road and refuses to spread hurtful rumors

Ex. Category #3 - Defiant or oppositional behaviors toward authority figures: refers to a pattern behavior that consists of defying or challenging adult authority (e.g., teachers, parents, administrator) or deliberately breaking established rules.

Examples	Non-Examples
Ignores adult instruction or request	Follows instruction or request
Argues with adults	Calmly and respectfully discusses difference of opinion
Continues to do what s/he wants after a teacher's request	Responds to teacher request in a reasonable amount of time
Gets upset when told 'no' or 'stop' by an adult	Accepts when told no by an adult
Leaves the room to protest against adult direction	Respectful of school property
Questions, challenges, or breaks the rules	Follows the rules even if s/he doesn't agree with them
Angry outburst or tantrum to avoid adult request	Able to manage anger and respond to adult request

INTERNALIZING BEHAVIOR CATEGORIES

Internalizing behaviors are inner directed behaviors that cause internal distress or discomfort and result in a range of behaviors that interfere with academic engagement and success.

In. Category #1 - Withdrawals from participating in activities or interactions with others: refers to a variety of behaviors in which a person pulls away from, avoids, and attempts to escape from participating in school/class-wide activities (e.g., group conversations, after-school events, answering questions, etc.) or interactions with persons.

Examples	Non-Examples
Spends free time alone	Hangs out with others during free time
Does not participate in classroom activities	Participates fully in classroom activities
Isolated from peers	Included by peers
Refuses to participate in class	Eager to participate in class
Turns down social invitations	Accepts social invitations
Has few friends	Has lots of friends
Puts head on desk to sleep or avoid interacting	Alert in class and maintains academic engagement

In. Category #2 - Negative/pessimistic talk about self, school or the future: this category the extent to which a student engages in negative talk about self, school, or the future. To increase your comprehension of the cluster of negative/pessimistic talk about self, school or future.

Examples	Non-Examples
"I'm stupid, everyone else is smarter than me"	"Hangs out with others during free time"
"I hate school"	"School is great"
"My life is rotten"	"My life is great and fun"
"Who cares about school"	Eager to participate in class
I'll never get a job	Accepts social invitations
"Nobody likes me or wants to be my friend"	Has lots of friends
It doesn't matter how hard I try, I can't be successful	Alert in class and maintains academic engagement

In. Category #3 - Internalizing emotional problems: refers to students who exhibit a variety of emotional problems that indicate internal distress or discomfort, such as sadness, anxiety, worry, dread, frustration or helplessness.

Examples	Non-Examples
Seems nervous or fearful about being judged by peers	Calm and relaxed in the presence of others
Expresses fear or anxiety about performing on tests	Feels confident in performance assessments
Complains about being sick & makes frequent requests to see the nurse	Seems healthy and makes minimal to no visits to the nurse
Worries about what other students think	Confident and self-assured
Sulks and seems down	Seems upbeat and positive attitude
Worries about family members or caregivers while at school	Secure about the safety of self and loved ones
Appears helpless and gives up easily or doesn't try	Intrinsically motivated
Gets irritated, upset or shuts down when asked to something	Complies with requests and maintains positive attitude

Externalizing Categories			Internalizing Categories		
Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawal behavior	Negative talk about self, school or future	Internalizing emotional problems

Brief Externalizing and Internalizing Screener for Youth (BEISY)

BEISY is a simple and quick-to-complete screener of externalizing and internalizing problems among students.

Instructions: Each of the items represents a class or group of behaviors that represent a key feature of externalizing or internalizing behavior pattern. Before completing the ratings on your students, it is important to have a clear understanding of the class or group of behaviors being assessed by each item. To help increase your understanding of each item, there are specific examples and non-examples of each of the behavior categories to make sure you understand. These should be reviewed prior to completing the screening and if needed during the screening to ensure that you are rating the student consistent with the category. Your goal will be to rate each student based on 'how problematic' the student's performance is pertaining to each of the categories. The 'problematic' rating is based on a combination of how frequently (number of times), the long (duration or amount of time) and/or how intense (severity or degree of impact).

EXTERNALIZING BEHAVIOR CATEGORIES

Externalizing behaviors are outer directed behaviors that are disruptive, dangerous, or problematic to the school environment or other people. Below are three key categories of externalizing behaviors.

Externalizing Category #1

Disruptive behavior category: refers to a group of behaviors that disrupt or interfere with the learning environment in one or more of the following ways: (a) impede teacher's ability to deliver instruction or measure outcomes, (b) impairs own personal achievement, (c) interferes with other students' ability to focus and learn. To increase your comprehension of the cluster of disruptive behavior, below is a table with specific examples of disruptive behaviors in one column and non-examples (that is, behaviors that are conducive to learning) in the other column. A student does not have to exhibit all of the below examples to be considered disruptive, rather students may exhibit one, a few or multiple of them and still be considered disruptive.

Examples	Non-Example
Blurting out answers	Raising hand and waiting quietly
Making noises with objects or body parts	Sitting quietly and/or actively listening
Talking to peers about academically unrelated topics	Talking to peers about academically relevant topics
Walking around the room without permission	Staying seated or asking for permission to get out of seat
Acting silly or making jokes to get other students to laugh	Waiting for class to end before acting silly or joking with peers
Interrupting others when they are speaking	Actively listening and paying attention to others speak
Purposefully pulling others off-task	Respecting other students while they are working

Externalizing Category #2

Aggressive behavior category: refers to verbal statements or physical actions that are intended to harm or hurt another person either emotionally, socially or physically. To increase your comprehension of the cluster of disruptive behavior, below is a table with specific examples of aggressive behaviors in one column and non-examples (that is, behaviors that are safe and respectful) in the other column. A student does not have to exhibit all of the below examples to be considered aggressive, rather students may exhibit one, a few or multiple of them and still be considered aggressive.

Examples	Non-Examples
Punch, hit, kick, or shove others	Keeps hands and feet to self
Yells obscenities at others	Uses appropriate when talking with to others
Make verbal threats to physically harm someone	Appropriately asserts frustration in a calm manner
Calls peers hurtful names to instigate a conflict	Says nice things to someone else or nothing at all
Destroys or ruins school property	Respects and takes care of school property
Bullies others who are socially or physically weaker	Kind and respectful toward peers
Spreads rumors or gossips to hurt another's reputation	Takes the higher road and refuses to spread hurtful rumors

Externalizing Category #3

Defiant or oppositional behaviors toward authority figures: refers to a pattern behavior that consists of defying or challenging adult authority (e.g., teachers, parents, administrator) or deliberately breaking established rules. To increase your comprehension of the cluster of disruptive behavior, below is a table with specific examples of aggressive behaviors in one column and non-examples (that is, behaviors that are safe and respectful) in the other column. A student does not have to exhibit all of the below examples to be considered defiant or oppositional, rather students may exhibit one, a few or multiple of them and still be considered defiant/oppositional.

Examples	Non-Examples
Ignores adult instruction or request	Follows instruction or request
Argues with adults	Calmly and respectfully discusses difference of opinion
Continues to do what s/he wants after a teacher's request	Responds to teacher request in a reasonable amount of time
Gets upset when told 'no' or 'stop' by an adult	Accepts when told no by an adult
Leaves the room to protest against adult direction	Respectful of school property
Questions, challenges, or breaks the rules	Follows the rules even if s/he doesn't agree with them
Angry outburst or tantrum to avoid adult request	Able to manage anger and respond to adult request

INTERNALIZING BEHAVIOR CATEGORIES

Internalizing behaviors are inner-directed behaviors that cause internal distress or discomfort and result in a range of behaviors that interfere with academic engagement and success.

Internalizing Category #1

Withdrawals from participating in activities or interactions with others: refers to a variety of behaviors in which a person pulls away from, avoids, and attempts to escape from participating in school/class-wide activities (e.g., group conversations, answering questions, whole class discussion, etc.) or interactions with others. To increase your comprehension of the cluster of withdrawal behavior, below is a table with specific examples of withdrawal behavior in one column and non-examples (that is, behaviors that approach or participation oriented) in the other column. A student does not have to exhibit all of the below examples to be considered withdrawal behavior, rather students may exhibit one, a few or multiple of them and still exhibit withdrawal.

Examples	Non-Examples
Spends free time alone	Hangs out with others during free time
Does not participate in classroom activities	Participates fully in classroom activities
Isolated from peers	Included by peers
Refuses to participate in class	Eager to participate in class
Turns down social invitations	Accepts social invitations
Has few friends	Has lots of friends
Puts head on desk to sleep or avoid interacting	Alert in class and maintains academic engagement

Internalizing Category #2

Negative/pessimistic talk about self, school or the future: this category the extent to which a student engages in negative talk about self, school, or the future. To increase your comprehension of the cluster of negative/pessimistic talk about self, school or future, below is a table with specific examples of negative talk in one column and non-examples (that is, positive or optimistic talk) in the other column. A student does not have to exhibit all of the below examples to be engage in negative/pessimistic talk, rather students may exhibit one, a few or multiple of them and still exhibit negative talk about self, school, and future.

Examples	Non-Examples
"I'm stupid, everyone else is smarter than me"	"Hangs out with others during free time"
"I hate school"	"School is great"
"My life is rotten"	"My life is great and fun"
"Who cares about school"	Eager to participate in class
I'll never get a job	Accepts social invitations
"Nobody likes me or wants to be my friend"	Has lots of friends
It doesn't matter how hard I try, I can't be successful	Alert in class and maintains academic engagement

Internalizing Category #3

Internalizing emotional problems: refers to students who exhibit a variety of emotional problems that indicate internal distress or discomfort, such as sadness, anxiety, worry, dread, frustration or helplessness. To increase your comprehension of the cluster of negative/pessimistic talk about self, school or future, below is a table with specific examples of negative talk in one column and non-examples (that is, positive or optimistic talk) in the other column. A student does not have to exhibit all of the below examples to be engage in negative/pessimistic talk, rather students may exhibit one, a few or multiple of them and still exhibit negative talk about self, school, and future.

Examples	Non-Examples
Seems nervous or fearful about being judged by peers	Calm and relaxed in the presence of others
Expresses fear or anxiety about performing on tests	Feels confident in performance assessments
Complains about being sick and makes frequent requests to see the nurse	Seems healthy and makes minimal to no visits to the nurse
Worries about what other students think	Confident and self-assured
Sulks and seems down	Seems upbeat and positive attitude
Worries about family members or caregivers while at school	Secure about the safety of self and loved ones
Appears helpless and gives up easily or doesn't try	Intrinsically motivated
Gets irritated, upset or shuts down when asked to something	Complies with requests and maintains positive attitude

	Externalizing Categories			Internalizing Categories		
Student Name	Disruptive behavior	Aggressive behavior	Defiance or oppositional behavior	Withdrawal behavior	Negative talk about self, school or future	Internalizing emotional problems
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						

It is important to be as objective as possible by basing your *problematic ratings* on the frequency (how often it occurs), duration (amount of time), or the intensity (severity) or a combination of these dimensions.

0 = Not problematic

1 = Mildly problematic

2 = Moderately problematic

3 = Quite problematic

4 = Extremely problematic

Brief Externalizing and Internalizing Screener for Youth

4 = Extremely problematic (happens very frequently, occurs all the time, and/or very intense when it happens)

[illegible]

Multi-Tiered System of Support for Behavior/Social Emotional Development

by Diana Browning Wright, M.S., L.E.P.

Tier I Behavioral RTI: Prevention Expected Prevention Rate: 75-95% of students

Behaviorally Oriented Components	Emotionally Oriented Components
Positive Behavioral Supports, including 3 to 5 core rule continuous instruction, class-wide and school-wide reinforcement systems	Social Emotional Learning Curriculum (see: www.casel.org)
16 proactive classroom management components: (see below)	16 proactive classroom management components (see below)
Addressing physiology for learning: Sleep, exercise and diet and stress management	Addressing physiology for learning: Sleep, exercise and diet
Good Behavior Game (addresses deviant peer affiliation)	Stress Management: Mindfulness, Relaxation Training(Positive Psychology research)
	Optimism Training (Seligman)

The 16 Proactive Classroom Management Components

Each component has been independently validated as preventing problem behaviors and results in greater time devoted to instruction (TDI) and greater academic engagement time (AET)

BOC = Primarily a behavior oriented component
EOC = Primarily an emotionally oriented component, increasing teacher/student bonding and creating a positive feeling about school
BOC/EOC = Both behavioral and emotionally oriented component

BOC 1. Classroom behavioral expectations are posted, taught, reviewed and known by every student. Students become clear on what desired behaviors are, and pre-correction prevents occurrences of problems

BOC 2. Transitions are taught and managed well. Problem behaviors occur in unstructured and lengthy transitions. When transitions are structured and short, problems are avoided.

BOC 3. Independent seatwork is limited for skill fluency practice and managed effectively when used. High rates of meaningless, boring and lengthy independent worksheet format skill practice produces an environment where protests are common.

BOC 4. Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, optimal seating arrangement, limit distractions, etc.). Environmental structure has long been associated with greater on-task behavior.

BOC 5. Teacher mobility and proximity control is used (teacher does not stand in one spot. Keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior). Students act out less when adults are more visibly monitoring their behavior.

BOC 6. A motivation system to reward desirable behavior is in place. Students come with a range of intrinsic motivation for a range of subject areas and activities. Reinforcement increases motivation to engage in less desired activities.

BOC 7. Goal setting and performance feedback is routine. Students are more motivated to stay on task and complete work skillfully if they have collaboratively set goals and received feedback.

BOC 8. Cuing systems to release and regain student attention and foster high student engagement are used when the teacher uses routines and gestures to gain and release attention, the students respond rapidly, decreasing lost instruction time.

BOC/EOC 9. Visual schedule of classroom activities is used. *Knowing the schedule helps students understand what can be expected and helps with deficits in delaying gratification. For students with emotional issues, structures and routines help anxiety bind.*

BOC/EOC 10. Teaching, modeling, and reinforcing desired prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, accepting feedback, etc.) *Social skills instruction helps all students understand what produces payoff and thus alters problem behavior that occurs when the student tries to get payoff through maladaptive methods. For students with emotional issues, their self referencing, internal orientation can interfere with learning expectations, so specific instruction for the skill deficit is warranted.*

EOC/BOC 11. Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them) *Students with emotional issues attribute teacher dislike, even when it is not true, and respond with either internalizing or externalizing behaviors. When a student is known by the teacher, that student is less likely to be impacted by negative peer affiliations, and individual behavioral compliance is easier to achieve.*

EOC/BOC 12. Positive greetings at the door to pre-correct and establish positive climate occurs as with 11. *Above, relationship building prevents problems and counters maladaptive faulty meaning-making about the teacher's approval of the student.*

BOC/EOC 13. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way and reinforcement is specific and genuine) *Behavior problems escalate when unskillful correction occurs, and reinforcement has little effect when not genuine and specific. Students with emotional problems over respond to correction, and under respond to reinforcement when not competently delivered.*

BOC/EOC 14. Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share). *High student engagement results in less opportunity for behavior problems. High student engagement (behavior activation) for students with emotional issues prevents rumination and negative meaning-making and is a key for addressing anxious and depressed youth.*

EOC/BOC 15. Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio). *This ratio has been extensively researched and proven to result in "behavior contrast" for rapid learning of expectations. Negative intention to neutral stimuli is a thinking component for emotionally driven problems; negative intention is harder to form in the face of unremitting unconditional positive regard.*

EOC/BOC 16. Smiling and being nice *Researchers have demonstrated that when someone smiles, "mirror neurons" are activated in the observer. Anger, fear and other emotions have difficulty when confronted with neuronal pathways from smiling. Rather than frowning back at problem behavior, adopting a more positive facial affect results in greater change than responding negatively. Negative behaviors are harder to maintain under the onslaught of positives!*

Tier II Behavioral RTI: At Risk Children and Youth

Expected Response Rate: 15-20% of students who are non-responders to Level One who have been identified by universal screening techniques

Behaviorally Oriented Components	Emotionally Oriented Components
Social Skills Small Group instruction (e.g., Skill Streaming, SSRS, Boys Town)	Social Emotional Learning small group instruction , e.g., Second Step, Lion's Quest (see: www.casel.org safe and sound doc)
Negotiated Behavior Contract	Negotiated Behavior Contract
Escape Card	Escape Card
Home School Note System with Task Based Grounding and Celebration of success	Positive Peer Reporting (internalizers) See: www.pent.ca.gov pit crews)
Specific twice daily mentoring (check in/check out, BEP, check and connect, check and expect)	Specific twice daily mentoring (check in/check out, BEP, check and connect, check and expect)

Self Monitoring protocol	Self Monitoring protocol
First Step to Success (FSS) Kindergarten only	

Tier II Interventions can be either a related service or a school based intervention depending on whether the student has an IEP, and whether the provider is a related service provider. The critical difference between Tier II Interventions and the older models of service is the ongoing problem solving, daily and weekly aggregation of outcome data, and decisions made to continue, modify, bump up to tier three or fade back to tier one made on an every four week basis when the intervention has been consistently and accurately provided (i.e., fidelity is present.)

Tier III Behavioral RTI: Intense Needs

Expected Response Rate: All but the few students who need restrictive “off the pyramid” supports and structure will respond. Tier III is for students who did not profit from Tier II Interventions, or for whom individual specific disorders (e.g., separation anxiety, selective mutism, borderline personality disorder, etc. require direct specific protocols and individualized treatment plans)

Behaviorally Oriented Components	Emotionally Oriented Components
Functional Analysis Assessment/Functional Behavioral Assessment and Behavior Plan development with replacement behavior training	Cognitive Behavioral Therapy
Family Wrap Around and Parent Training	Dialectical Behavioral Therapy
	Other evidence based protocols for anxiety, depression and habit reversal needs

Off the Pyramid RTI: At Risk Children and Youth with intense behavioral, social emotional and mental health needs requiring restrictive settings: The vast majority of students in this setting will have an IEP for Emotional Disturbance and will spend a large portion of their day in the restrictive setting.

Level One in Restrictive Settings: Content, Methodology, and Instructional Strategies

Fourteen Components:

1. Honors Room/honors outings, 2. boring or practice room, 3. token economy with points and levels and bonus system, 4. SEL curriculum and social skills curriculum, 5. class-wide PBS, 6. PROMPT standardized teaching interaction, 7. physiology for learning: teaching diet, exercise and sleep hygiene, 8. good behavior game, 9. self governance meetings, 10. 16 proactive classroom management, 11. Effective academic instruction 12. Teaming daily and weekly 13. Relentless parent outreach 14. Positive Relationships: Establish, Maintain and Repair

Level Two in Restrictive Settings:

A combination of ALL of the following, implemented simultaneously: self monitoring, small group SEL and or Social skills, Check-in/Check-out mentoring, school-home-note system, Behavioral Contract.

Level Three in Restrictive Setting:

Components selected from: Intensified Family Service, CBT/DBT, Functional Assessment/Behavior Plans, Interagency collaboration.

STUDENT INTERVENTION MATCHING FORM (SIM-Form)

Instructions: The SIM-Form is designed to match Tier 2 interventions to students identified as emotionally or behaviorally at-risk by the universal screening process. A teacher, other staff person, or team who is familiar with the student should complete the SIM. This form includes statements assessing a variety of characteristics associated with students that align well with the active ingredients of evidence-based Tier 2 interventions. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

Student name: _____

Person(s) completing this form: _____

Screened as at-risk (circle the one that applies): Externalizing, Internalizing, or Both

#	Item	Very true (3)	True (2)	Untrue (1)	Very Untrue (0)	Don't know
1.	School has good relationship with the student's parents (SHN)					
2.	Student seeks and likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's main problem is disruptive classroom behavior to get out of doing the work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills (i.e., can't do) (SG-SET)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					

Developed by Dr. Clayton R Cook

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11.	Student withdrawals from social situations and spends most of free time alone (PPR)					
12.	Student's problem behavior happens frequently throughout the day (SM)					
13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)					
14.	Student has difficulty coping and adapting to challenging situations (SG-SET)					
15.	Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning (CP)					
16.	With the right incentive, the student's behavior likely will improve (BC)					
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until task completion (SM)					
19.	Student gets upset and frustrated easily and becomes angry or shuts down (SG-SET)					
20.	Student could benefit from having others say nice things about him/her (PPR)					
21.	Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)(BC)					

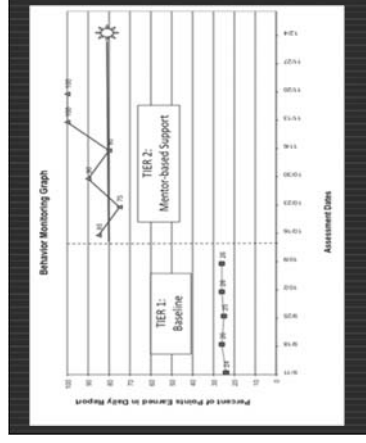
SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

Intervention	Items	Score (sum the items)
School-home note system (SHN)	1, 6, 13	
Behavior contract (BC)	4, 16, 21	
Self-monitoring protocol (SM)	10, 12, 18	
Check in/Check out mentoring (CICO)	2, 9, 17	
Positive peer reporting (PPR)	3, 11, 20	
Class pass intervention (CP)	5, 8, 15	
Small group social-emotional training (SG-SET)	7, 14, 19	

#

Assess to Establish Baseline Selecting the Progress Monitoring Tool

- Existing data behavioral data (class removals, office referral, suspension, attendance record, etc.)
- Direct behavior rating
- Point sheet
- Brief behavior rating scale



Implementation the Intervention Active Ingredients

- Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to achieve successful behavior change



Monitor Progress and Fidelity

1. Gather data on a weekly basis and input it into a data management system
2. Collect data for at-least 4 weeks and a minimum of 3 to 4 data points while the intervention was implemented
3. Prepare graph of the data for the next step to enable a data-based decision

Meet to Make a Data-based Decision

Increase Fidelity of Implementation	Maintain Current Supports (the intervention is not broken so don't fix it)
Modify Current Supports (intervention isn't working so modify or alter intervention within current tier)	Lessen Supports or Lower Down (student responded well to the intervention and has sustained the progress)
Intensify Supports or Bump Up (student was non-responsive to intervention and modifications were unsuccessful)	

Behavioral Contract



- Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
- Teacher benefits by improved student behavior
- Student benefits by earning something based on good behavior

- Behavioral contracts are effective for students who can perform certain behaviors or skills but choose not to do so (i.e., won't do problem)

- Ineffective for students who can't perform certain behaviors or skills (i.e., can't do problems)

9

Behavior Contract:

Student Characteristics

- Designed for students who respond well to school-based incentives
 - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving daily pre-correction and prompting

Active Ingredients

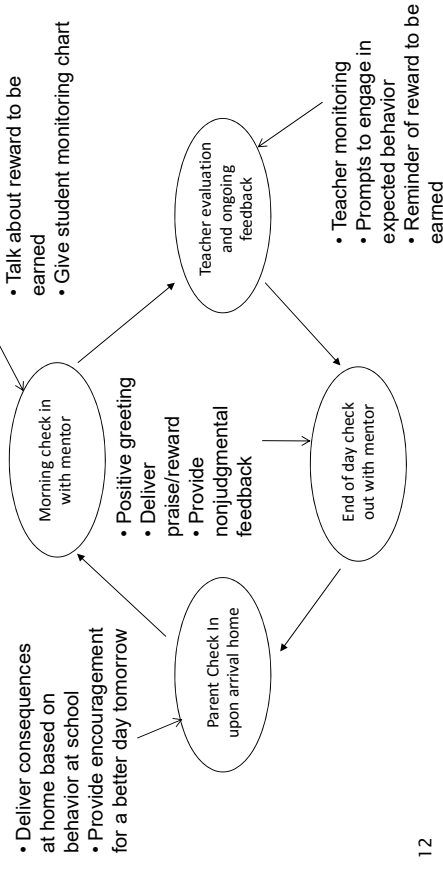
1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom
3. Positive reinforcement (i.e., pay off) for meeting goal
4. Teacher follows up with daily pre-correction and prompting
 - Pulling out the contract & reminding the student of the contract
 - At the first warning signs of problem behavior, prompting the student

Structured Mentor-Based Support: Check in/Check Out

- Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- Implementation of multiple components:
 - Behavioral momentum (i.e., getting the day off to a good start)
 - Pre-correction (i.e., cutting problems off before they start)
 - Performance feedback (i.e., letting the student know how s/he is doing)
 - Positive reinforcement (i.e., recognizing and rewarding the student)



Mentor-Based Support Basic Sequence of Structured Mentoring



12

Mentor-Based Support

Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)

Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn't mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
 - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
 - Praise, public recognition, access to desired privileges/rewards

14



Self-Monitoring

- Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart
- Two main components:
 - Self-reflection (reflection of behavior over a certain amount of time)
 - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

Self-Monitoring

Student Characteristics

- Students who lack self-regulation or management
- Students who engage in relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

Active Ingredients

1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

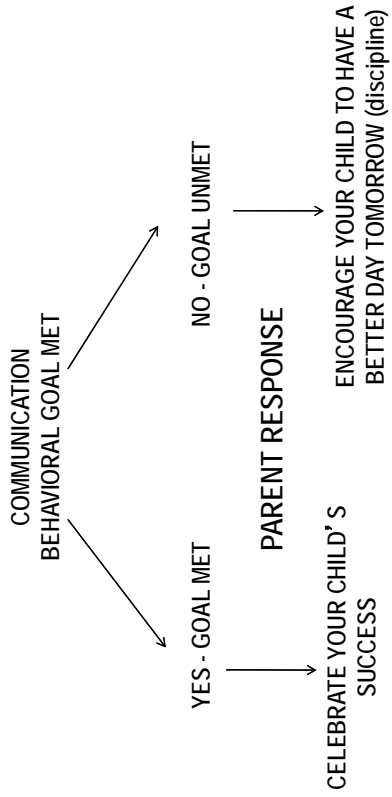
16

School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves a parent training component to get parents to deliver consequences at home based on their child's behavior at school
- Parent can share information with school about outside stressors that may be impacting student behavior at school

CONSISTENCY
IS

School-Home Note Decision Tree



Consequences Delivered by Parents

- Celebrating the child's success (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
- Access to privileges
 - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time
- Reward with item or activity
 - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.
- Praise and positive recognition

School-Home Note

Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student's performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments

Active Ingredients

1. Development of a school-home note that captures student behavior and communicates with parents
 - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
 - Goal met = celebrating success
 - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
 - Paper, email, phone call, face-to-face

Consequences Delivered by Parents

- Encouraging a better day tomorrow (aim is to create negative contrast by making the child's life boring, unpleasant, or introducing nothing)
 - Loss of privileges
 - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
- Task-based grounding
 - Have the child perform chores that are outside of typical responsibilities
 - Grounded until the chore or chores are completed

Class Pass Intervention

- Intervention designed for students who exhibit *escape-motivated* disruptive classroom behavior to avoid doing academic work
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
 - Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- It works because students:
 - Exercise choice
 - Increase tolerance for academic work is increased
 - Access to desired activity on an intermittent basis



Class Pass Intervention:

Student Characteristics Active Ingredients

- Students who engage in classroom behavior problems only
 - Students whose academic skills are low and are likely to engage in escape-motivated disruptive behavior
 - Students who have a low tolerance for engaging in academic work
 - Students who appear to become frustrated when working on academic tasks
1. Develop the actual class passes to be used
 2. Determine the number of class passes and length of time the student can break for
 3. Identify the location for the break (desk, in the classroom, outside of the classroom)
 4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

Example of a Class Pass

FRONT

CLASS PASS

Name: _____

Time: _____

Where to?: _____

Initial: _____

Reward for a saved pass: _____

BACK

Guidelines for Class Pass:

If you use the pass...

1. Choose a time when you need to step out of the class.
2. Fill out one of your passes.
3. Show pass to teacher.
4. Walk to _____.
5. Have adult where you walked initial pass on your way back to class.
6. Enter class quietly.
7. Join classroom activity.

If you save the pass...
Earn a reward!!!!!!

Develop a Roadmap for Disseminating Information and Improving Implementation

- Prioritize next steps
- Develop a clear action plan
- Come prepared to present to other teams at the next PD session in November about the progress being made at your school