



Engaging Learners in Instruction Leveraging MTSS in the Classroom

Summer 2024

mimtsstac.org



Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Dr. Anita Archer

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness


- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Intended Outcomes

- Understand the relationship between effective instructional practices and social, emotional, and behavioral supports
- Explore ways to provide active engagement in the classroom
- Identify next steps in the classroom

Getting Organized

- *Resource Guide for Classroom SEB Supports*
 - Examples
 - Resources
- *Classroom SEB and Instructional Practices Checklist*
 - Details the practices
 - Space to document your personal plan




Michigan's Multi-Tiered System of Supports Technical Assistance Center
April 2024 – Version 1.0

Classroom SEB and Instructional Practices Checklist


Directions: Document practices in place and notes for improvement and monitoring progress.

Practices	Notes (plan for improvement, plan for monitoring)
Building Positive Relationships <ul style="list-style-type: none"><input type="checkbox"/> Greet students as they enter the classroom<input type="checkbox"/> "Getting to Know You" activities are incorporated throughout the school year<input type="checkbox"/> Positive tone and body language is used<input type="checkbox"/> Each student receives more positive statements than corrective (goal - 5:1)<input type="checkbox"/> Welcoming and inclusion activities are used frequently to build peer and adult relationships	
Physical Arrangement <ul style="list-style-type: none"><input type="checkbox"/> Designated areas for specific activities<input type="checkbox"/> Seating charts with easy access to students needing additional support<input type="checkbox"/> Students can move easily to different activities<input type="checkbox"/> Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group)<input type="checkbox"/> Instructional materials are easy to access<input type="checkbox"/> Visuals are displayed that support students and staff with daily schedule, routines, checklists<input type="checkbox"/> Student work is displayed to create a welcoming and inclusive environment	
Engaging Instruction	

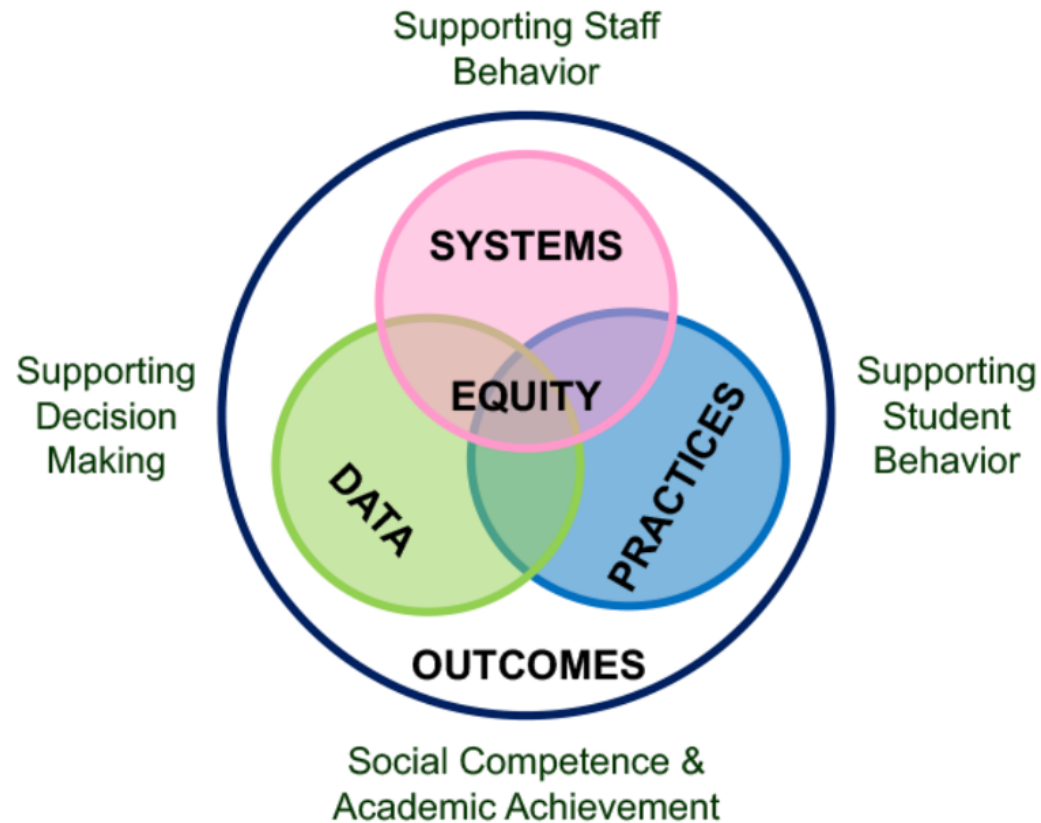


Resource Guide for Classroom SEB Supports

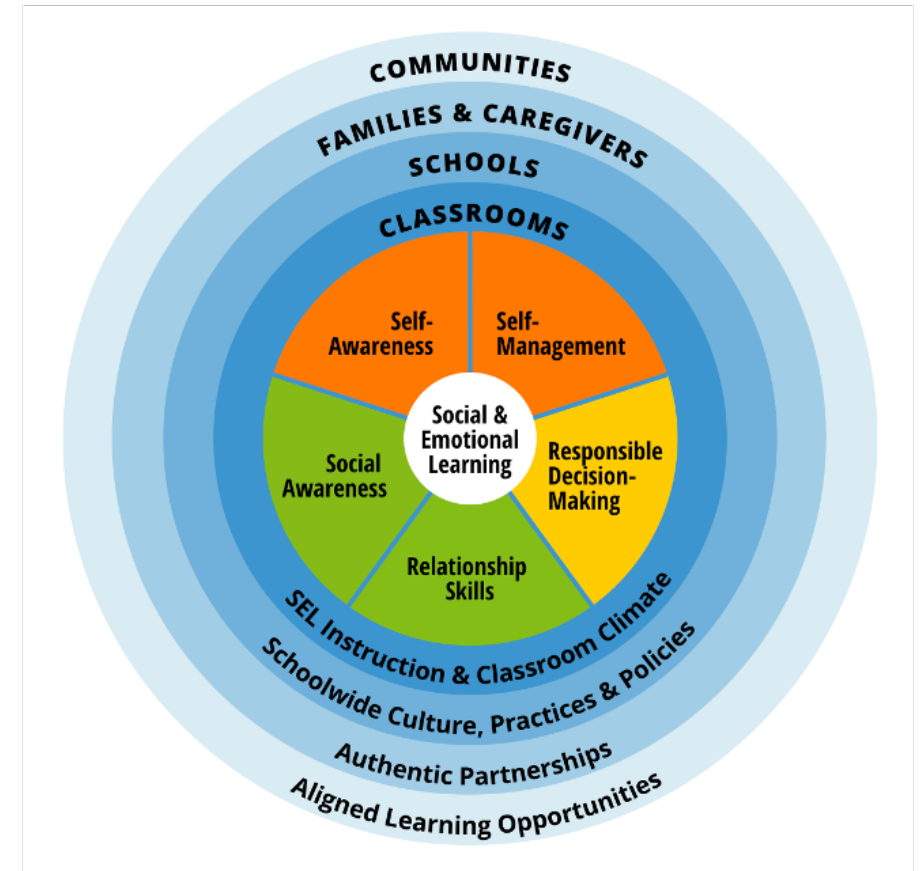
Version 1.
December 2023



SEB Supports: Leveraging the PBIS and SEL Framework



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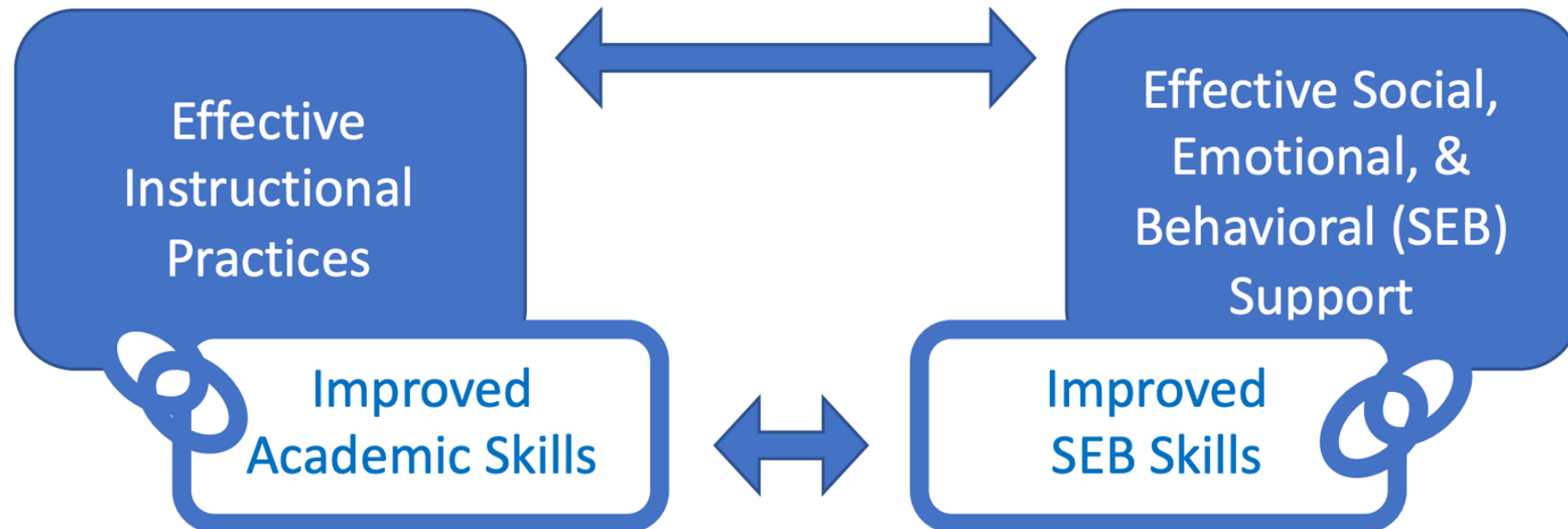


(National Center on PBIS; CASEL)

Classroom SEB Supports Components

- Supportive Relationships
- Supportive Environments
- **Engaging Instruction**
- Clear Expectations
- Teaching SEB Skills
- Supporting Regulation
- Response Strategies

Effective Instruction as a Protective Factor for Wellness



(Simonsen, et.al., 2021)

Engaging Instruction

- Explicit Instruction
- Build Background Knowledge
- **Increase Opportunities to Respond**
- Provide Performance Feedback



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(Chaparro, Nese, & McIntosh, 2015)

How well you teach = How well they learn

-Dr. Anita Archer

Benefits of Opportunities to Respond

- Increases active participation
- Allows the teacher to quickly assess proficiency
- Increases on-task behavior
- Reduces behaviors that interfere with learning
- Promotes academic achievement
- Aligns with culturally-responsive teaching



Activity 1

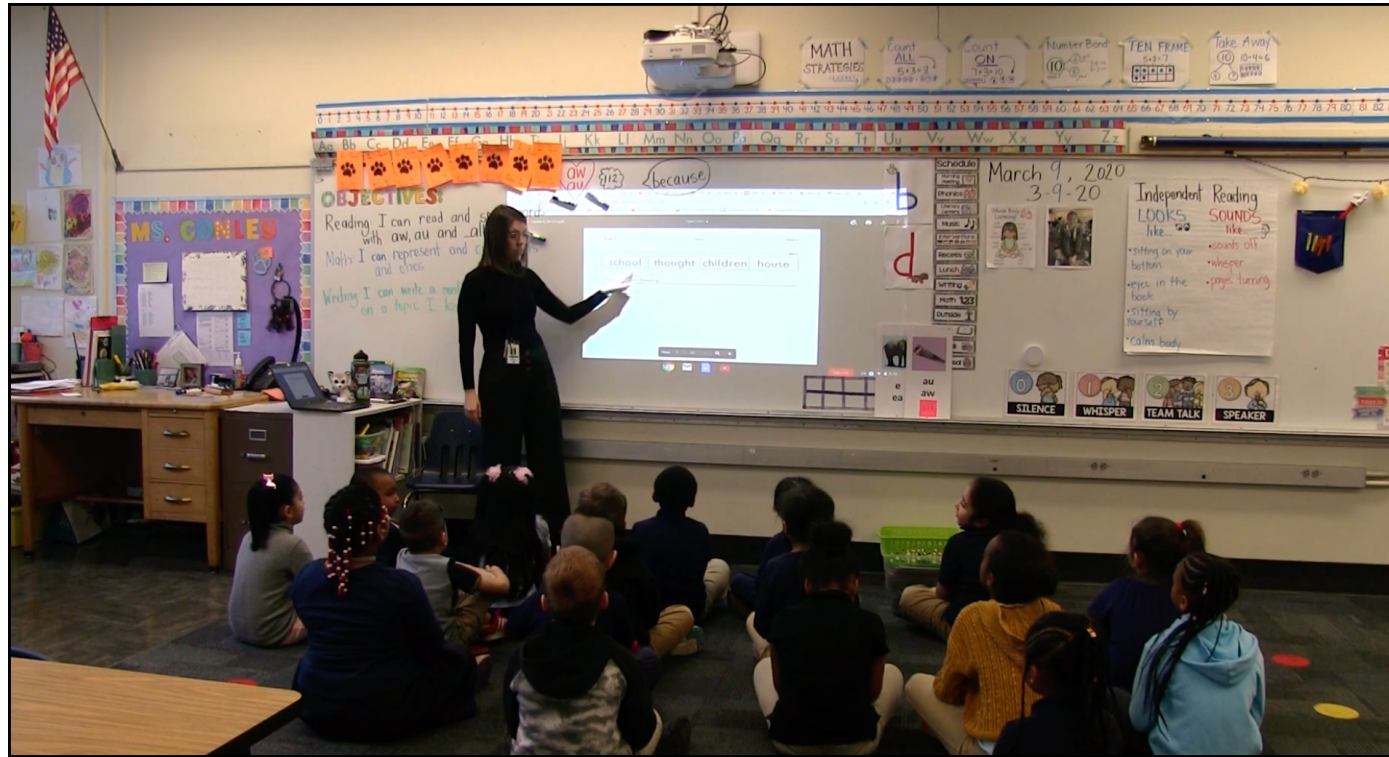
Quick Write:

Which of the benefits on the previous slides resonates most with you and why

What is an Opportunity to Respond (OTR)?

- An OTR occurs when a teacher presents an instructional question, statement, gesture, or directive that promotes a detectable student response
- The student's response can be **saying, writing, or doing**
- Examples:
 - Partner share
 - Choral response
 - Guided notes
 - Response cards
 - White Board
 - Thumbs Up/Thumbs Down

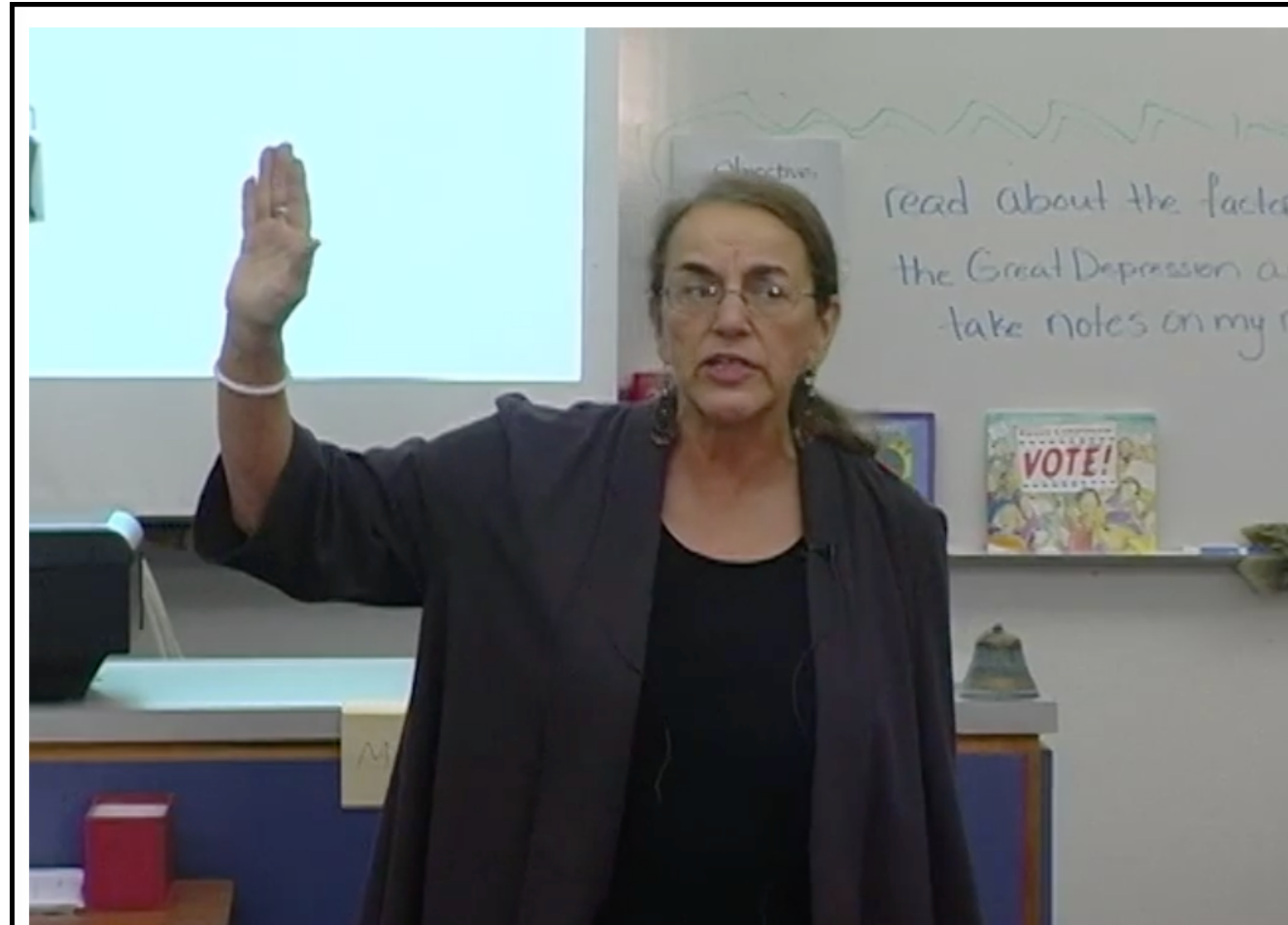
OTRs in Elementary



1st Grade ECRI Morning Routine

<https://www.youtube.com/watch?v=kVVmLog97nE>

OTRs in Secondary



Anita Archer – 8th Grade Social Studies

Increase Likelihood for Success

- Teach correct responses before asking for independent responses
- Teach the routine and expectations of response types (e.g., hand gesture for choral response, white board use, voice level for partner share)
- Vary the types of responses used in a lesson
- Provide equitable number of opportunities to respond for all student groups (e.g., students of color, ELL students, students with disabilities)
- Provide feedback to improve student performance

(Chaparro, Nese, & McIntosh, 2015)

Getting Started and Getting Better

- Identify the lesson to be taught and prepare questions, prompts, or cues
- Gather baseline rate of OTRs and set a goal for increasing
- Use an app or other means to signal the use of an OTR
- View videos modeling OTRs in order to gather additional ideas or inspiration

Visual Supports

MY OTR Goal:
3 Per Minute

Say Something
Write Something
Do Something

Choral
Response

White
Board

Turn and
Talk

Quick
Write

Thumbs
Up/Down

Online
Survey



Activity 2

Small Group Share:

- Which OTRs do you already use?
- Which OTRs would you like to use more often?
- Is there a certain subject or type of lesson that would be best for increasing OTRs?

Monitoring Impact

- Frequency counts
- Video recordings
- Structured observation tools
- Peer observation and feedback



Activity 3

Reflect and Plan:

- Teachers:
 - Consider your context (i.e., teaching style, student population, your current practices)
 - What actions do you want to take with:
 - Increasing the rates of OTRs
 - Monitoring the impact
- Coaches/Administrators:
 - What can you do to support teachers with improving physical arrangement or visuals in the classroom?

References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.
- Council for Exceptional Children & CEEDAR Center. (2015). *High-Leverage Practices in Special Education*. Council for Exceptional Children, Arlington, VA.
- Levenson M., Smith K., Rose J., (2019). *Practice Brief Cultivating Positive Student-Teacher Relationships*. Retrieved from www.pbis.org.
- Simonsen, B., Goodman, S., Robbie, K., Power, M., Rodriguez, C., & Burns, D. (January, 2021). *Effective Instruction as a Protective Factor*. Eugene, OR: Center on PBIS, University of Oregon. www.pbis.org.
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