



# Tier 1 Classroom Social, Emotional, and Behavioral Supports

## Session 1

2023-24

[mimtsstac.org](http://mimtsstac.org)



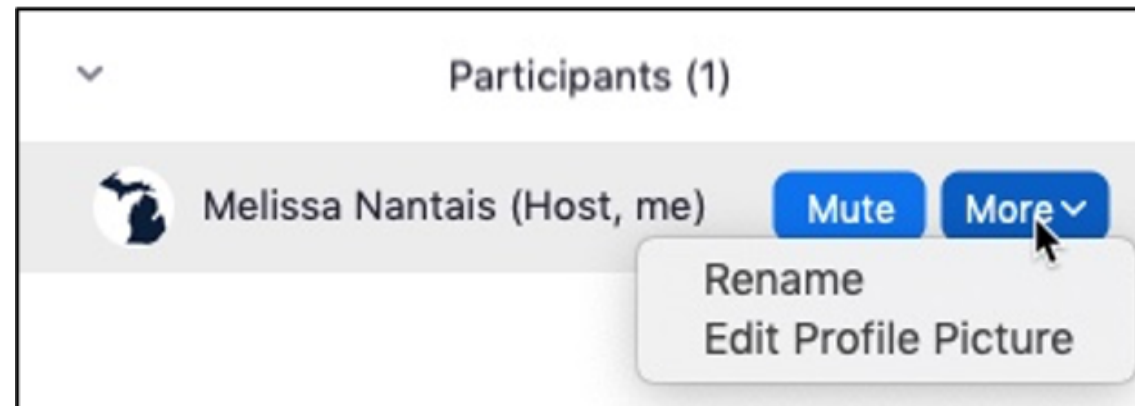
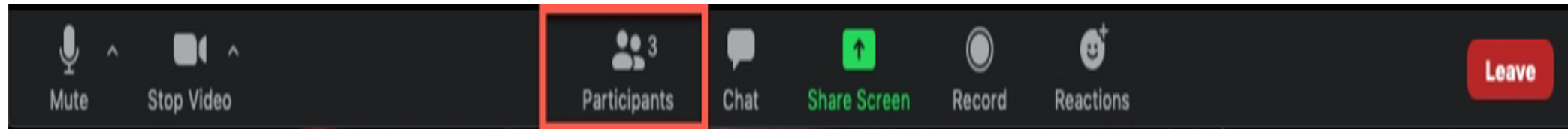
# Acknowledgments

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

- National Center on PBIS
- CASEL
- Missouri PBIS

# Zoom Attendance for SCECHs

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



# 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)

# Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral (SEB) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

# Intended Outcomes

- Provide a rationale for focusing on strong classroom social, emotional, and behavioral supports
- Use behavior-specific feedback to cultivate relationships with students
- Develop goals for implementing active engagement strategies
- Consider ways to enhance the classroom environment to create safe, predictable and positive

# Agenda

- 1.0 Overview of Classroom SEB
- 2.0 Building Positive Relationships
- 3.0 Active Engagement
- 4.0 Classroom Environment
- 5.0 Wrap Up and Next Steps



# Getting Organized

- *Classroom Plan*
  - Customizable to your context
- *Resource Guide for Classroom Plan*
  - Provides examples and resources to support your *Classroom Plan*

# 1.0 Overview of Classroom SEB

## Importance of SEB Supports

“There may be no greater predictor of mental health than an individual’s ability to interact with his or her environment and develop a network of friends, associates, and peers.” (Grumpel, 2007)

- Improves academic performance
- Interpersonal skills are highly desired by employers
- Teaches skills rather than punishing when there is a need

# Social, Emotional, Behavioral (SEB) Supports

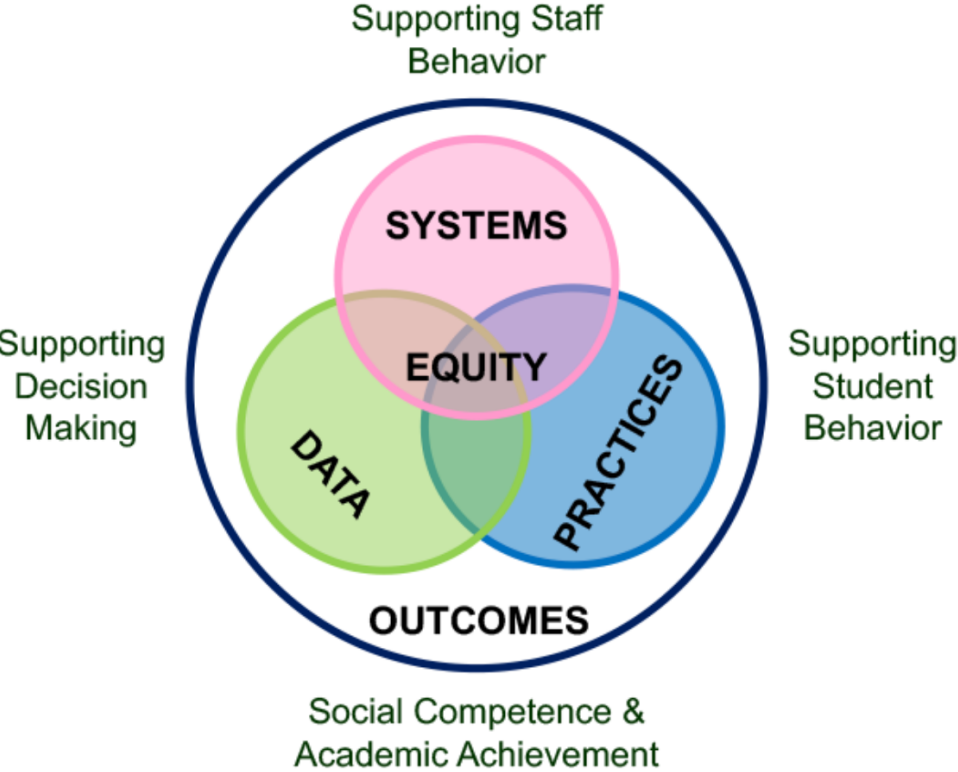
Promote **well-being** and **mental health**:

- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

**Moving beyond our previous ways of thinking about  
“classroom management”**

(U.S. Dept. of Ed., 2021)

# SEB Supports: Leveraging the PBIS and SEL Framework



+



(National Center on PBIS; CASEL)

# Aligning Practices to Support ALL

- Trauma-Informed
  - Create safe, predictable, and consistent environments
- Supporting Students with Disabilities
  - Includes teaching and reteaching to support learning
- Centering Equity
  - Incorporates student voice in developing classroom system and honors student's identity and culture

# SEB in the Classroom

## **Competencies:**

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

## **Classroom Practices:**

- Supportive classroom environments
- Integration into academics
- Explicit SEB instruction

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

## Some Basic Assumptions

- Behaviors are learned and continue because they serve some purpose or function
- Students often use disruptive or contextually inappropriate behavior when they don't have the social or emotional skills they need
- Behavior can be changed
- Behavior change starts with changes in the adults' behavior

**MANTRA:**

**Behavior continues because the behavior works!**



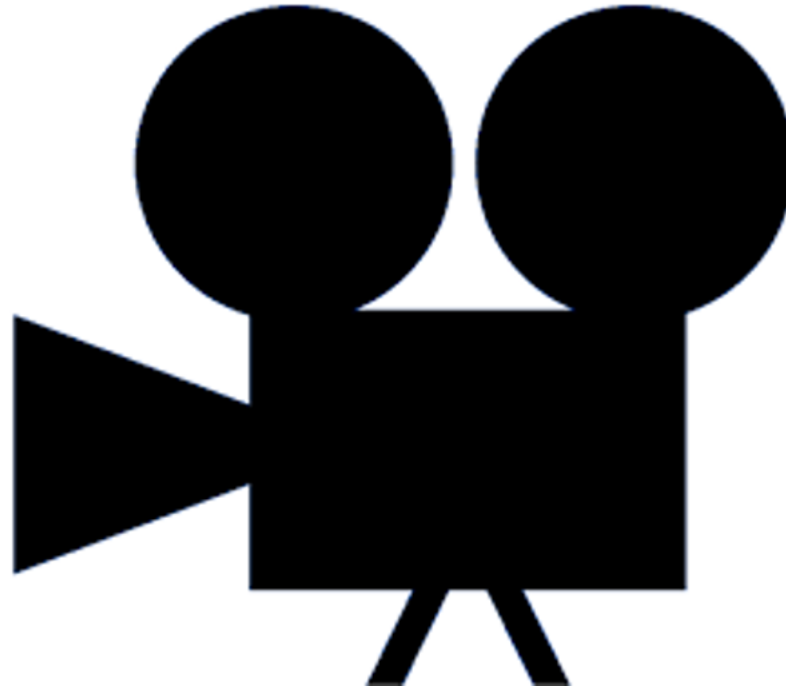


# Activity 1.1

- Take a moment to reflect on what your current context is within your classroom (or a classroom you support).
- What are some of the social, emotional, and behavioral skills that children need to be successful? What skills do you think are important for them to demonstrate on a regular basis?
- Record your answers using the QR code or the link in chat

## 2.0 Building Positive Relationships

# Video: Every Opportunity



# Importance of Student-Teacher Relationships

- Teacher expectation can influence student achievement
  - Self-fulfilling prophecy – students are likely to perform in accordance with how they perceive their teacher views them
  - More likely to achieve academic success when a strong relationship with one teacher is present
- Relationship can influence how a student responds to correction
  - Incorporate support, structure and student voice to strengthen relationship while maintaining order
  - Honor student voice in the correction process to build trust

(Leverson, Smith, & Rose, 2019)

# Centering Equity

- We tend to develop relationships with those that we share similar identities
- Intentionally ensure we are developing relationships with all students
- Implement strategies that help us understand student perspectives and foster connections that are critical to learning

**Centering equity in cultivating relationships sets the stage for more successful classroom supports for ALL students**

## 5 Positive: 1 Corrective

### Positive

- Verbally encourages a specific academic or SEB skill
- Non-verbal cue (smile, thumbs up)

### Corrective

- States the undesired behavior or academic error and tells what the desired behavior or academic skill should be in the future
- Never used to publicly shame or belittle a student

# Strategy #1: Getting to Know You

1. Students and/or families complete a survey or interview questions
  - Include likes, dislikes and praise/correction preferences
2. Use information in daily interactions with students
  - Acknowledge in preferred ways, ask about interests, ask questions during morning meeting or circle time
3. Use information to make lessons and instruction more relevant and connected to students
  - Post pictures, note connections to students when prepping lessons, give opportunity to choose own topics for projects/assignments

(National Center on PBIS, 2021)

## Strategy #2: Positive Greetings at the Door

### Why it Works:

- Reduction in the time it takes students to engage in the expected task
- Increases the amount of on-task behavior in the first 10 minutes of instruction

### Steps:

1. Greet the student by name at the door
2. Positive interaction/statement
3. Direct to the first activity

(Allday et al., 2007 & Allday, et al., 2011)



# Monitor Progress

- Gather feedback and input from students and families before and after implementing the strategy
  - Before: Does your perception of student-teacher relationships match the students?
  - After: Are your efforts making an impact?
- Data Sources (anonymous)
  - School Climate Survey (available through PBIS Apps)
  - Teacher created survey



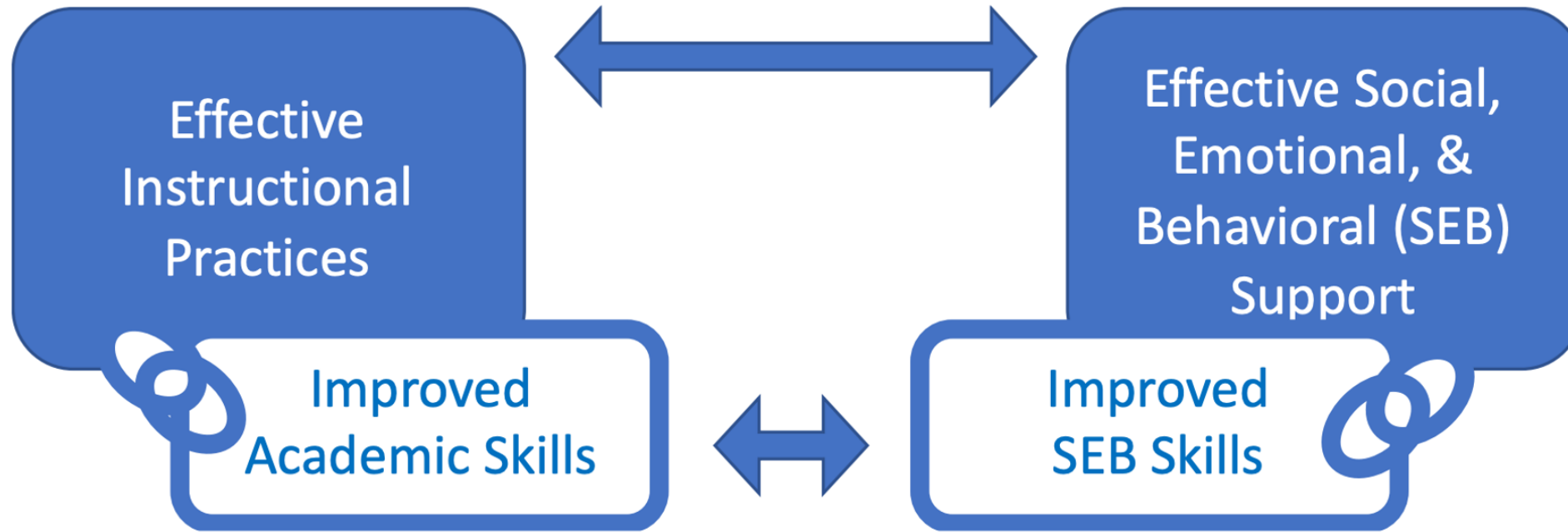
## Activity 2.1

Locate the “Building Positive Relationships” section of your *Classroom Plan*:

- Consider your context (i.e., teaching style, student population, your current practices)
- Choose one of the strategies to implement in your classroom (summaries located in workbook)
  - #1: Getting to Know You
  - #2: Positive Greetings at the Door

# 3.0 Active Engagement

# Effective Instruction as a Protective Factor for Wellness



(Simonsen, et.al., 2021)

# 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

# Benefits of Opportunities to Respond

- Increases active participation
- Allows the teacher to quickly assess proficiency
- Increases on-task behavior
- Reduces problem behavior
- Promotes academic achievement

# Guidelines for Use of OTRs

- Use a variety types and modes of OTRs
  - Individual, Unison, or Mixed
  - Verbal, written, gesture
- Recommended rates vary based on complexity of response
  - Simple responses: 3-5 OTRs per minute
  - Complex responses: 1 OTR per minute
- Rely on academic and behavior data to monitor and adjust your rates of OTRs

(Simonsen & Meyers, 2015)

# Increasing Your Use of OTRs

- **Strategy One:**

- Identify the OTRs that are currently embedded in your curriculum
- Enhance or adjust your teaching to integrate more opportunities for active student responding through the use of more OTRs

- **Strategy Two:**

- Determine the present rate of OTRs by recording your OTRs during a consistent, short period of teacher-directed instruction to get a rate per minute
- Set a goal for increasing your OTR rate per minute
- Create a self-management plan for increasing your OTRs – what steps will you take?
- Follow your plan and measure your impact





## Activity 3.1

### Small Group Discussion:

- Share one of the examples for OTRs that you would like to try or use more regularly in your classroom and during which subject or activity it might work best

### Locate your *Classroom Plan*:

- Identify which strategy you will move forward with and record any details that will support your implementation

# 4.0 Safe, Predictable, and Positive Environments

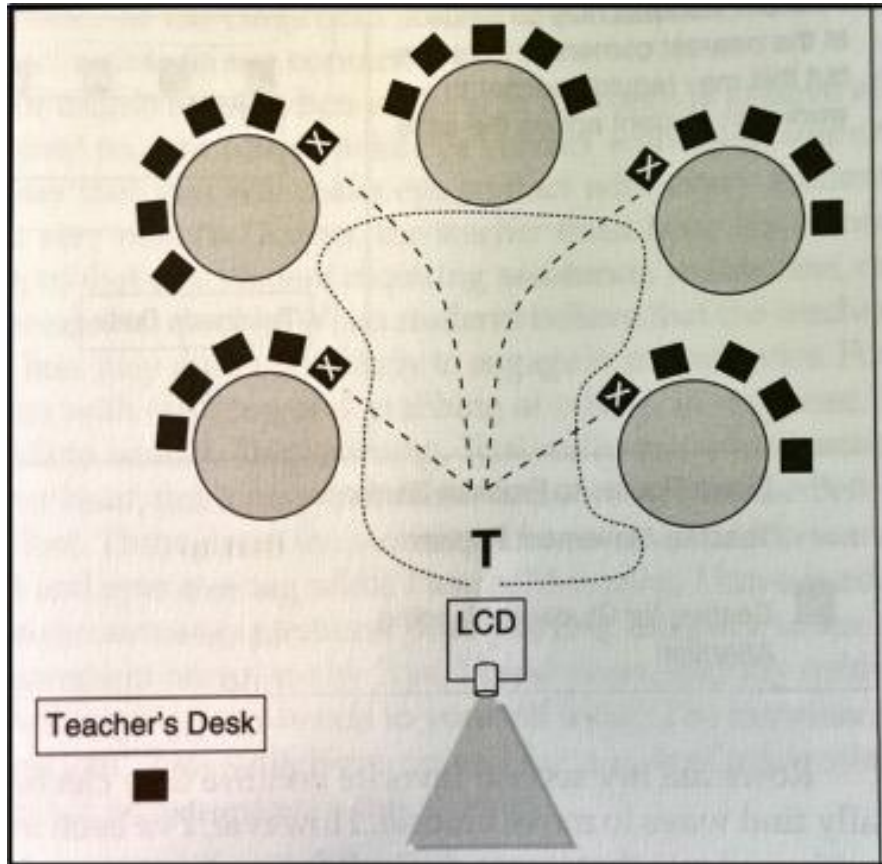
## Classroom Arrangement and Visuals

# Physical Arrangement

- It's about proximity and proximity can be accomplished with “eye contact”
  - Includes:
    - How you set up your classroom
    - Teacher movement and the 1-second rule
- Trauma-informed considerations
  - Location of student desk (e.g., near the teacher's desk, visibility to the classroom or the door)
  - Safe space to relax

(Scott, 2018; The National Childhood Traumatic Stress Network, 2017)

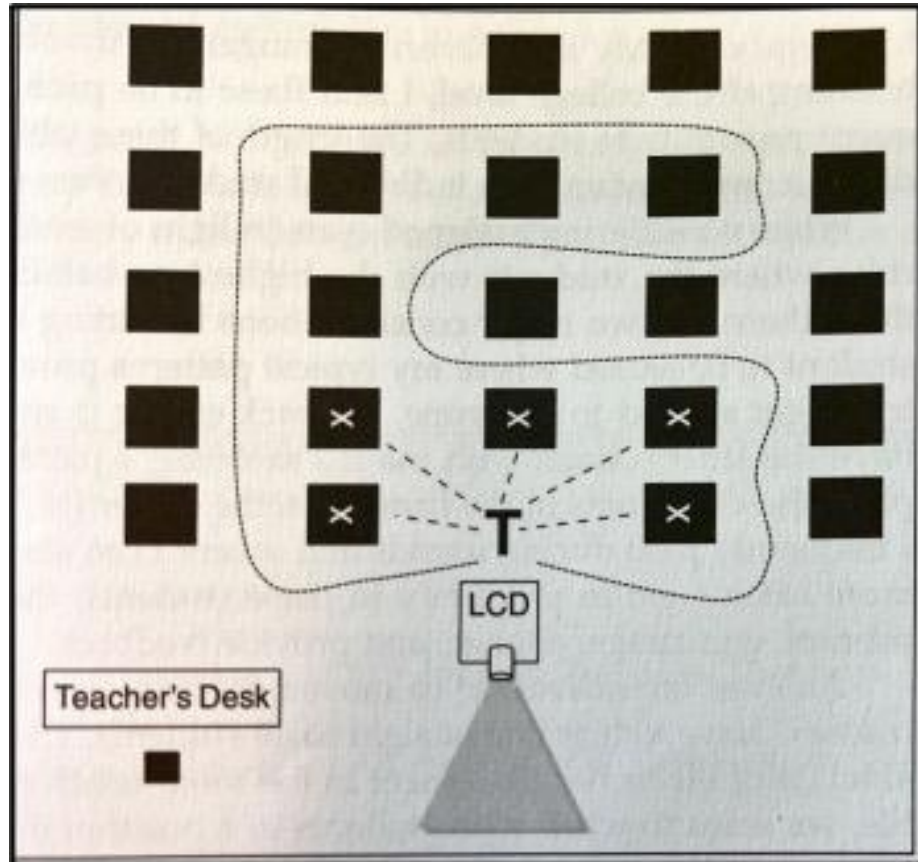
# Round Tables or Clusters



- Teacher can be at every table or cluster with the least actual movement
- Teacher can make a beeline to any table or cluster very quickly and easily
- Students who need more support can be seated at the inside end seat to make direct approaches easy

(Scott, 2017; p.89)

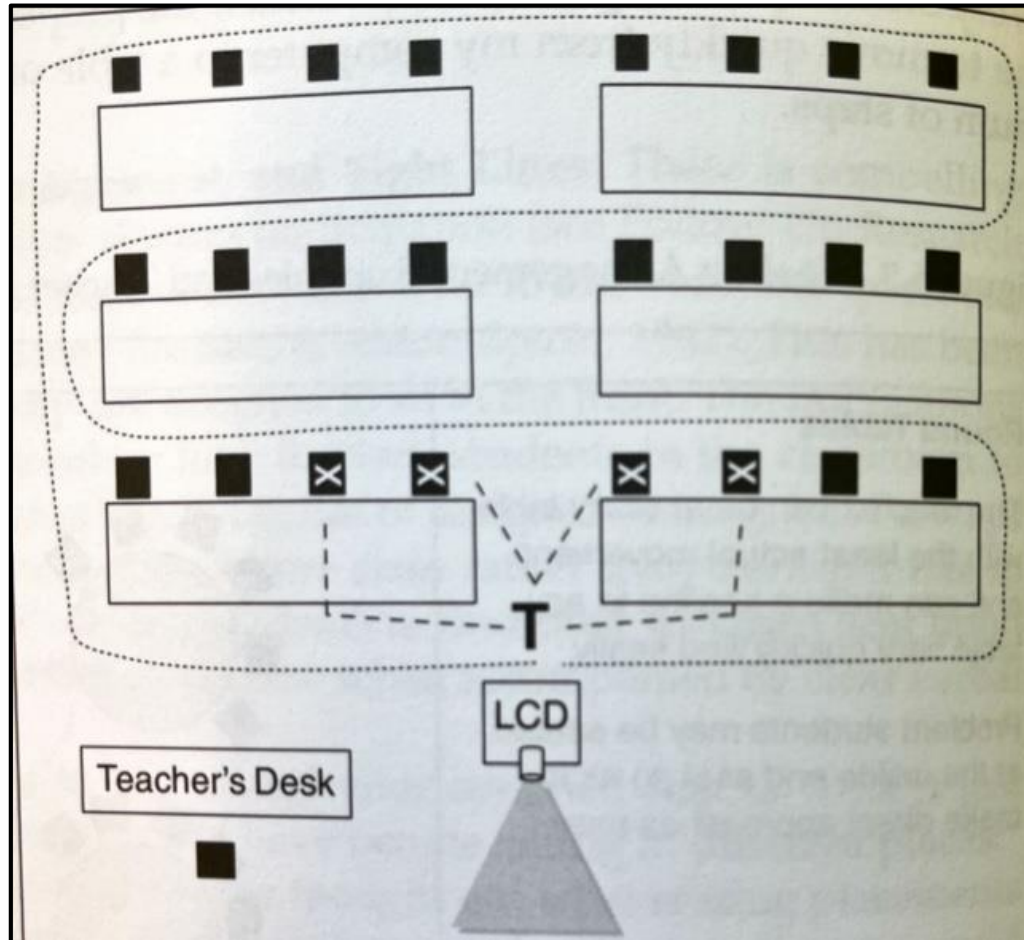
# Rows



- Requires more teacher movement
- Teacher can move horizontally across desks as well as vertically
- Select specific seats for students who need more support – in the front where the teacher makes rounds and has easy access for a direct routine during instruction

(Scott, 2017; p.89)

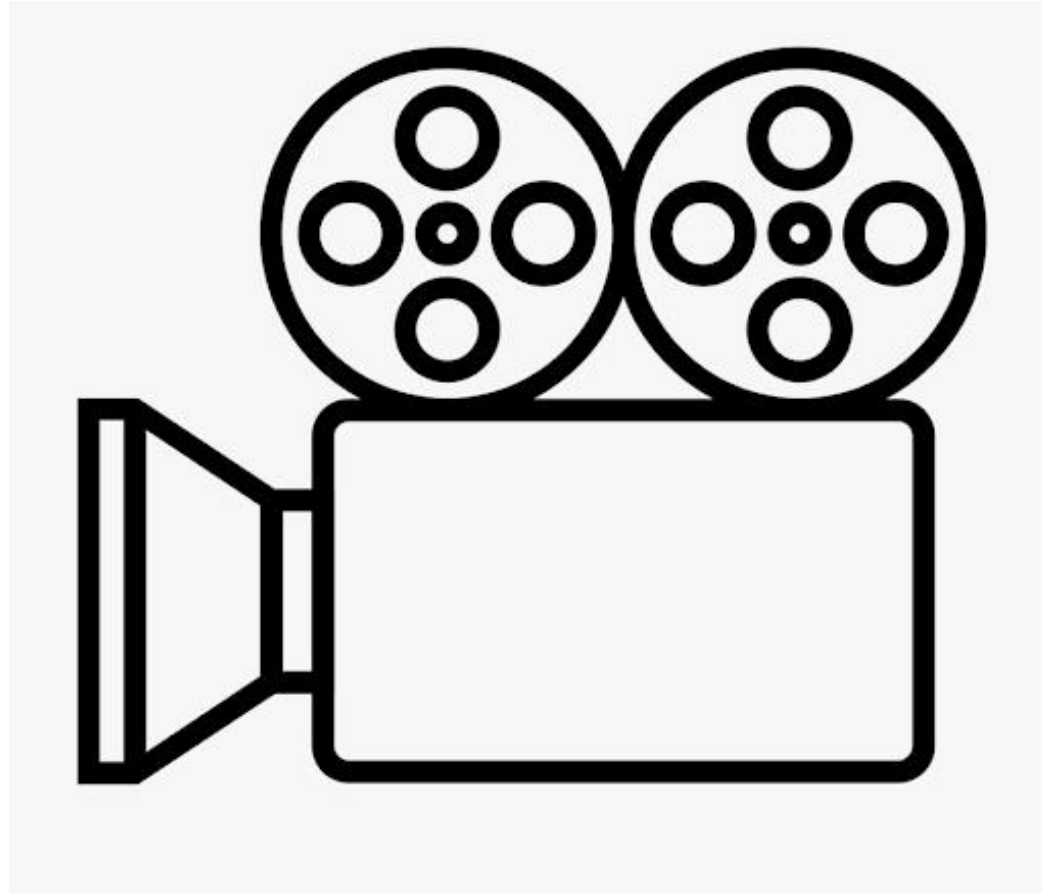
# Long Tables



- Requires more teacher movement
- Restrictive of movement – teachers must make large circling routes to see every student
- Seat students who need more support nearest corners or front row
- May require teacher to work with student across the table

(Scott, 2017; p.90)

# Physical Arrangement: Dr. Terrance Scott





## Activity 4.1

**Quick Write** - 60 seconds:

- What visuals do you rely on?
- What purpose(s) do they serve for you?



# Benefits of Using Visuals

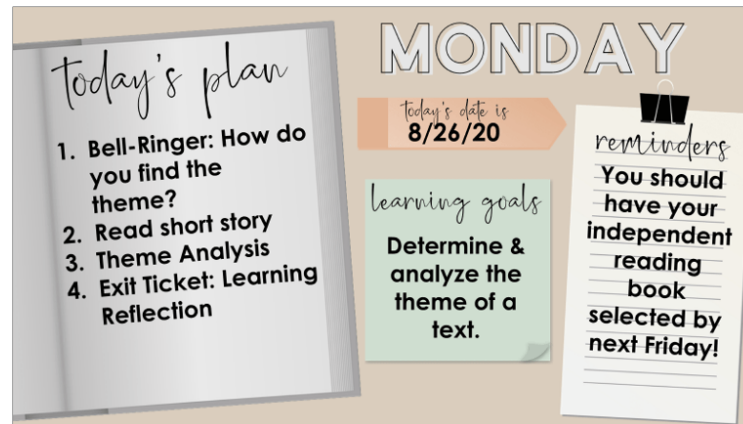
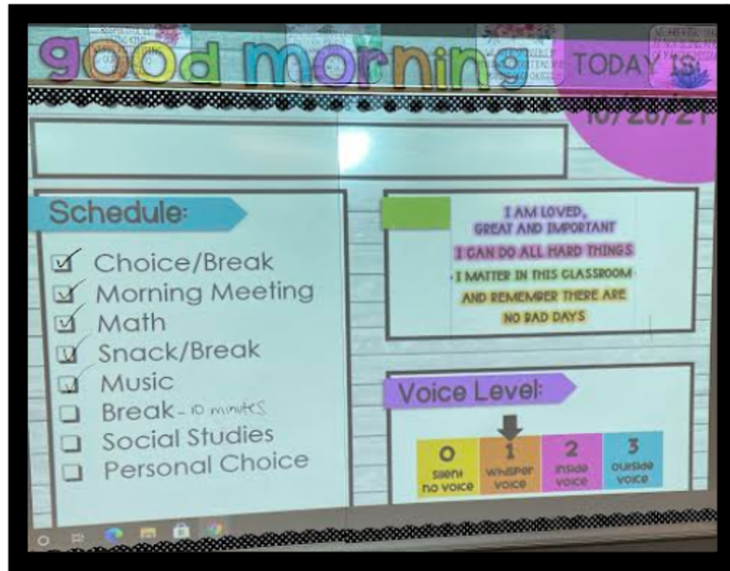
- Improve understanding of content and directions
- Teach and prompt school-wide & classroom expectations and routines
- Promote safe & predictable environments
- Support time management and organization
- Make associations between pieces of information
- Support language development
- Create independence and engagement with academic, social, and functional skills
- Assist with working memory
- Teach and support social interaction and social competency
- Support trauma-informed practices; reduce anxiety
- Decrease questions
- And many more!

# Some Research-Based Reasons for Visual Supports

- When we present information verbally, the words are only available for a brief moment and then “disappear”; when presented visually, the information is available for as long as students need it
- Visuals grab and hold attention better than auditory information for most people
- Retention of information increases dramatically when using visuals
- The visual cortex is the only part of the brain not impacted in students with autism (Stoner et al., 2014)

Nelson, Reed, & Walling (1976); Stokes (2002); Gutierrez (2014); Kouyoumdjian (2012)

# Daily Schedules Increase Predictability




# Increasing Structure in the Environment



# Routines Increase Predictability

Mrs. Jones' Math Class



I Need:


- green textbook
- green notebook
- green pencil case
- calculator

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Routine:

- go to seat
- put homework in green basket
- get assignment
- copy notes
- listen to teacher
- raise hand to answer question

math




- pencil
- textbook
- paper
- calculator
- ruler
- markers

geography

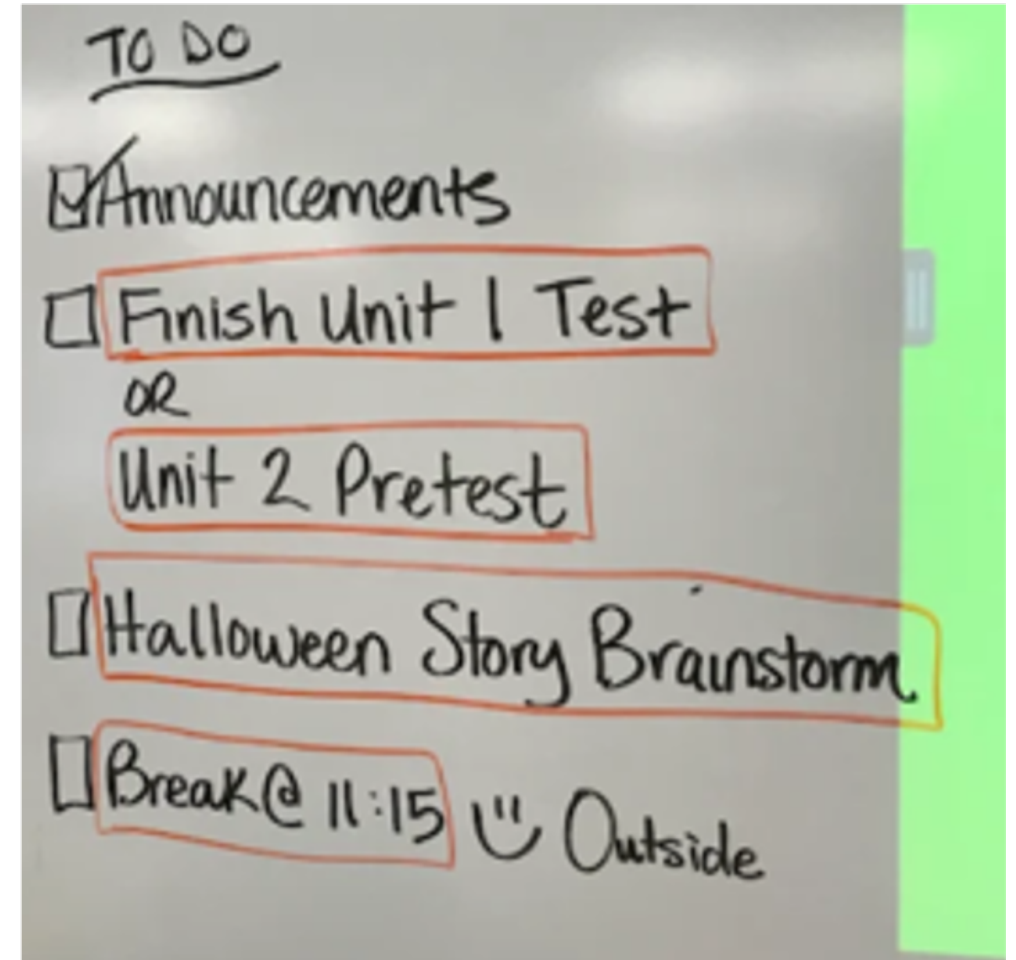


- pencil
- textbook
- atlas
- binder
- ruler
- markers

science



- pen
- textbook
- paper
- folders
- laptop
- headphones




# Visuals to Support Staff

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

 **Correction Card**

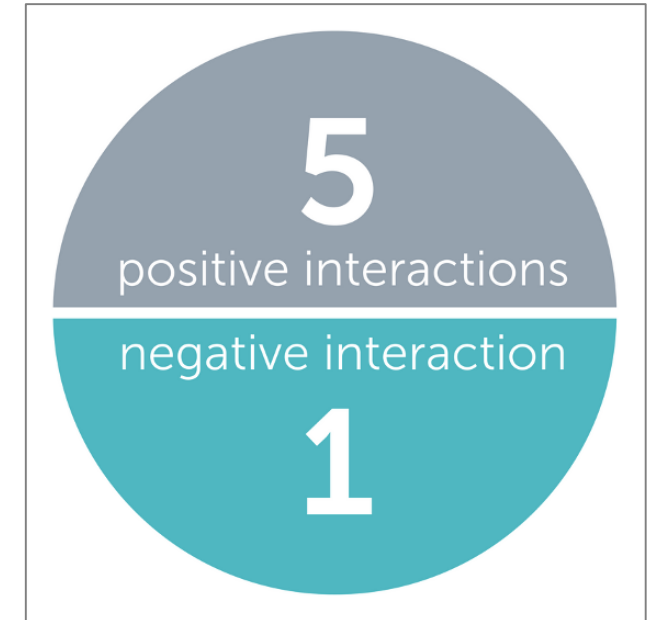
*How to give help to the Reader*

When the Reader makes a mistake or is stuck on a word for 4 seconds:  
**Coach: "Check it!"**

**Reader:** "I need some help."  
**Coach:** "That word is \_\_\_\_\_  
What word?"  
**Reader:** Says the word correctly.  
**Coach:** "Good. Read the sentence again."  
**Reader:** Re-reads the sentence.

**Reader:** Says the word correctly.  
**Coach:** "Good. Read the sentence again."  
**Reader:** Re-reads the sentence.

(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 179.)



# How Do I Know If Visuals or More Visuals Are Needed?

If your class, some students, or individual students are:

- having difficulty learning something, e.g., academic tasks, social understanding, behavioral expectations, routines
- not as independent as peers
- not engaged or not as engaged as peers
- displaying unwanted behavior
- asking multiple and repeated questions

Ask yourself: How could I use a visual strategy to teach, prompt, and support students?



## Activity 4.2

### Locate your *Classroom Plan*:

- Consider the physical arrangement of your classroom and make a plan for what might work best for you and the students
- What visuals would you like to develop in the next few weeks?



# 5.0 Wrap Up and Next Steps

## Activity 5.1

- **Teachers:** In the next few weeks, complete your plans related to:
  - Cultivating relationships
  - OTRs
  - Physical arrangement
  - Visuals
- **Administrators:** What will you do in the next week(s) to keep the focus on this topic and support your staff (e.g., walk through to see the visual prompt, weekly email reminders, collect and share schoolwide data)
- **School Leadership Team/Coaches:** What will you do in the next week(s) to support your colleague's implementation efforts and reinforce their efforts?

**Reminder: Use the *Resource Guide for Classroom Plan* for support**

# Closing Review

Share one word or phrase related to the following concepts:

- Student-teacher relationships
- Active Engagement
- Visuals

## Preview of Session 2

- Function of Behavior and Brain Science
- Monitoring and Providing Feedback
- Using Data

# References

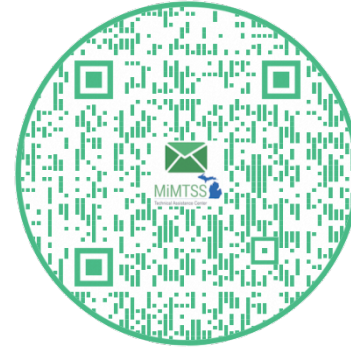
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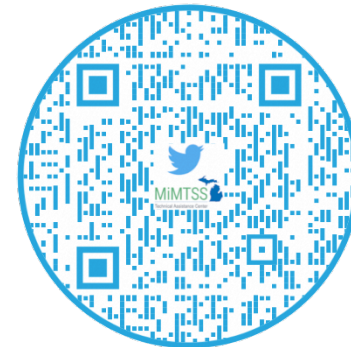
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