



# Tier 1 Classroom Social, Emotional, and Behavioral Supports

## Session 2

2023-2024

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



# Acknowledgments

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

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)

# 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 basics of brain science and how it informs the support provided to students
- Develop or refine a plan for active supervision and providing increased rates of feedback to support student success
- Understand and begin planning for the use of data to monitor implementation efforts

# Agenda

- 1.0 Review and Check-In on Implementation
- 2.0 Understanding Behavior and Responding
- 3.0 Monitoring and Providing Feedback
- 4.0 Using Data
- 5.0 Wrap Up and Next Steps

# 1.0 Review and Check-In on Implementation

# Topics Covered in Session 1

- Relationships
- Active Engagement
- Physical Arrangement
- Classroom Visuals



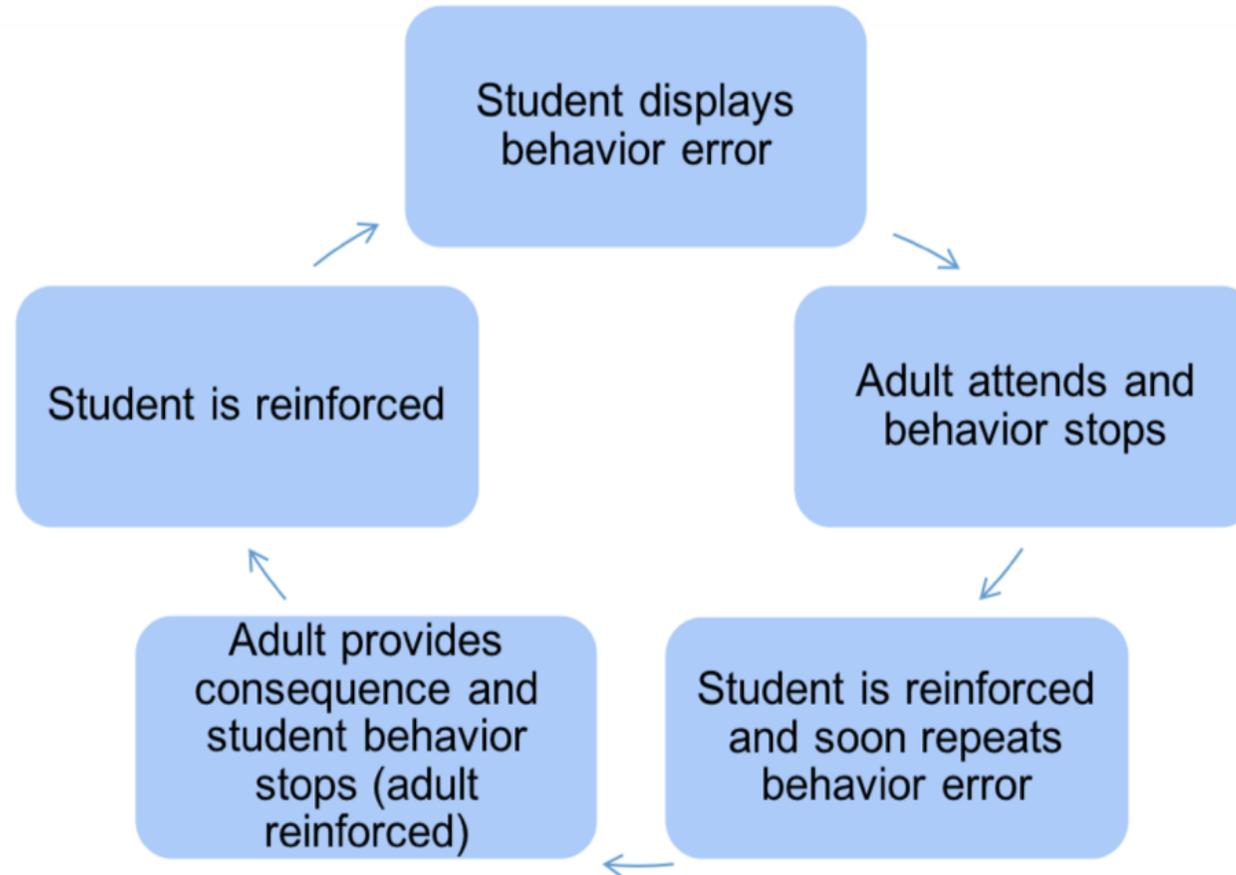
# Activity 1.1

## Small Group Discussion:

- What did you implement related to these topics from Session 1
- What went well?
- What do you need support with or could be improved?

## 2.0 Understanding Behavior and Responding

# Cycle of Reinforcing Behavior



## What We Know about Punishment

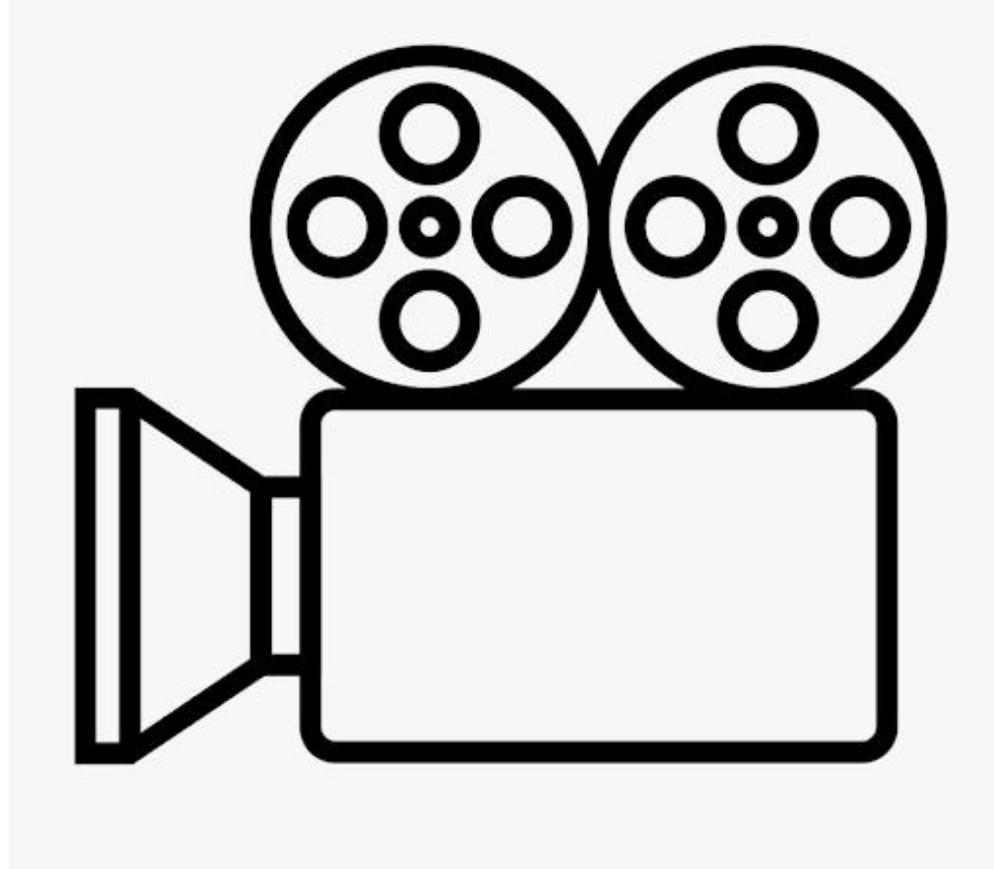
- Has a long history of use to address problem behavior
- One of the least effective interventions for behavior
- Can increase aggression, truancy, vandalism, and mental health problems
- Does not teach the desired behavior or prevent future occurrences

(Sugai, Horner & Gresham, 2002)

# Stress Response Can Present as Behavior

- Stress is a feeling of emotional or physical tension that can come from thoughts or events that elicit uncomfortable emotions
- Uncomfortable emotions are feelings such as anger, sadness, frustration, and fear
- The stress response is a primal, survival mechanism that has evolved over time in humans to help us react to life-threatening situations to keep us from harm
- Flight, fight, and freeze is a stress response that begins in our brains

# Explaining the Brain to Children and Adolescents



<https://www.youtube.com/watch?v=py8deTlxNco>

# Brain Science

## Downstairs

- Breathing
- Blinking
- Fight or Flight

## Upstairs

- Thinking
- Empathy
- Body Control

# Stress Response in the Classroom

## Flight

Withdrawing

Fleeing

Skipping class

Daydreaming

Seeming to sleep

Avoiding others

Hiding/Wandering

Disengaged

## Fight

Acting out

Aggressive behavior

Acting silly

Defiance

Hyperactive

Arguing

Screaming/Yelling

## Freeze

Exhibiting numbness

Refusing to answer

Refusing to get needs met

Giving a blank look

Feeling unable to move/act

(Souers, K., & Hall, P. A., 2016)



## Activity 2.1

Reflect on the previous slides on understanding behavior:

- One “ah-ha” that you had
- One piece of previous learning that was reinforced
- One way that you would find this useful in your school(s)

<h1>Regulate</h1>	<p><u>Choose one:</u></p> <ol style="list-style-type: none"> <li>1. Praise approximations</li> <li>2. Nonverbal prompt of regulation routine</li> <li>3. Offer time and space</li> </ol>	<p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• “Good job lowering your voice”</li> <li>• Staff quietly models deep breathing</li> <li>• “I will be here when you are ready to talk”</li> </ul>
<h1>Relate</h1>	<p><u>Choose one:</u></p> <ol style="list-style-type: none"> <li>1. Brief sincere words of empathy</li> <li>2. Brief expression of concern</li> </ol>	<p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• “I want to help you be safe”</li> <li>• “I can see you are angry and upset”</li> </ul> <p><i>Repeat REGULATE and RELATE until student appears to become more regulated</i></p>
<h1>Reason</h1>	<ol style="list-style-type: none"> <li>1. One simple instruction to assess regulation at a time</li> <li>2. Focus on what student should do</li> </ol>	<p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• “Can you show me the deep breathing routine?”</li> <li>• “Let’s sit together in the break space”</li> </ul>

(Strickland-Cohen, et al., 2022)

# The Importance of Teaching Regulation Skills

- Regulation strategies should be taught and practiced as part of classroom routines
- Once taught, they become your first response for classroom management or when students become dysregulated
- Teaching considerations:
  - How will these skills be prompted within the setting? Checklists on students' desks, visual cues, a space in the classroom?
  - Have you established a common signal that indicates a need for regulation support?
  - How will you establish common, consistent language around regulation strategies?

# Teach Regulation Routines

**What:** Strategies that help students take in different stimuli and manage their emotional and behavioral responses

**When:** Teaching happens when students are regulated – don't wait to teach a regulation strategy when they are dysregulated

**How:** Provide rationale, context when they might use it, model, prompt, and reinforce

# Elementary Regulation Strategies

- Breathing exercises
  - Belly breathing
  - Figure 8 Breathing
- Grounding Activities
  - Play “I Spy”
  - Identify objects of a certain color (i.e., find 4 blue items in the room)
- Positive self-talk
  - Scripted positive affirmations
  - Choral responses

# Middle School Regulation Strategies

- Mindfulness Moments
  - Guided meditation
- Music reflections
  - Invite students to take turns picking a classroom-appropriate song to play during scheduled class time and to reflect and process how they feel when listening to the song
- Grounding activities
  - Name 3 things you can touch, feel, see, smell, or hear

# High School and Adult Regulation Strategies

- Journaling
  - With or without prompts
- Morning meetings or classroom check-ins
  - Scheduled times for students/staff to check in and share as a group. This gives individuals an opportunity to greet one another, connect, and share information to build stronger relationships.
- Body Scan Meditations
  - Scripted or guided meditation that involves scanning your body for tension, pain, or other occurrences while practicing breathing and mindfulness strategies.

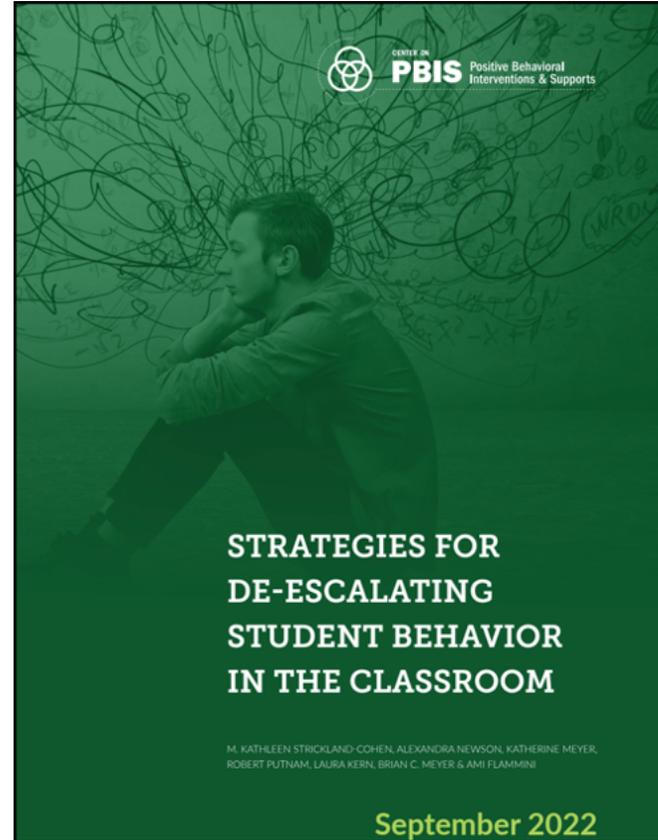
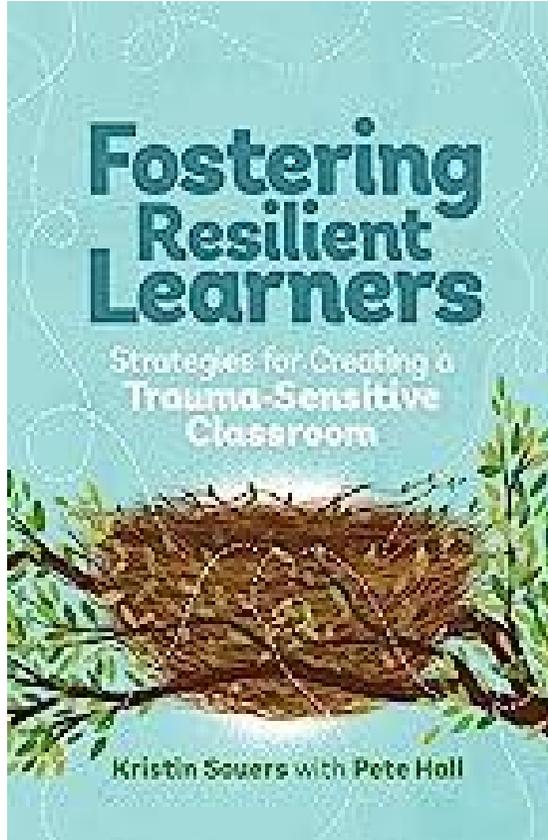
## Important Reminders

- Corrections will be better received when a positive student-teacher relationship has been established
- Students engage in behavior to get their needs met – it's not personal
- A regulated teacher can better support a dysregulated student – identify your own regulation strategy
- Acknowledge small steps toward the use of regulation strategies

## Activity 2.2

- Review the regulation strategies on the previous slides
  - The *Trauma-Informed Classroom Routines: Regulation, Relationships, and Self-Awareness* document in your workbook provides greater detail on these strategies (Regulation section)
- Are there strategies that you can leverage from your mental health providers to create consistency?
- In your *Classroom Plan*
  - Identify one strategy to teach, prompt and reinforce
  - How will you make this a consistently used strategy?

# Additional Resources



Resources for understanding behavior and strategies to support students:

[Fostering Resilient Learners by Kristin Souers and Pete Hall](#)

[Strategies for De-Escalating Student Behavior in the Classroom](#)

## 3.0 Active Supervision and Feedback

# Considerations for Improving Active Supervision and Acknowledgement

- Historically, teachers are more likely to look for signs of challenging behavior in Black boys compared to White boys as early as preschool (Gillam, 2016)
- Teachers can intentionally work to “shift their gaze” in order proportionately monitor groups of students
- Teachers can work to equalize their response to behaviors, both positive and corrective

## Benefits of Active Supervision

- Proactively prompt SEB and academic skills
- Quickly redirect SEB or academic performance
- Provide specific feedback at higher rates
- Prevent unwanted behaviors

# Active Supervision

## Examples

- Move
- Scan
- Interact

## Non-Examples

- Stay in one spot
- Checking email for 15 minutes
- Turning back on class
- Leaving the room

(Simonsen, 2023)

# Challenges and Possible Supports

**Challenge:** Scanning while facilitating a small group or a one-on-one conversation

## **Possible Supports:**

- Consider teacher placement and ability to see the classroom
- Use a timer to prompt scanning

**Challenge:** Tendency to monitor one group of students more than others

## **Possible Supports:**

- Intentionally plan to move to different parts of the room – “shift gaze”
- Use the opportunity to provide students with positive feedback

## Promote SEB Skills with Feedback

- Specific feedback encourages desired skills and decreases errors
- 5 positive statements to 1 corrective statement
- Engage students in providing positive statements to each other and themselves

# Specific Feedback: Positive

## Features:

- Encourages a specific SEB or academic skill
- Sincere and positive
- Given in student's preferred method of feedback
- Given equitably to students

## Examples:

- “Great response to that question”
- “Thank you for holding the door”
- “You asked for that assignment extension respectfully”
- “Thanks for checking in on your classmate”

## Avoid:

- General statements (e.g., “Great job”)
- Praise some but not all regularly
- Assuming all students like public praise

# Specific Feedback: Corrective

## Features:

- Brief and concise
- Quickly redirects
- Private with a calm and supportive tone
- Followed up with praise statement if possible
- Given equitably to students

## Examples:

- “Please raise your hand before calling out your answer”
- “Remember to leave the lab equipment on the table”
- “We keep our hands to ourselves, so everyone feels safe”

## Avoid:

- Use of sarcasm or insincere feedback
- Belittling, berating, or harsh correction

## Implement with Intentionality

- Providing feedback is deceptively simple, yet rates in the classroom are typically well under the recommended amount
- Consider a plan for use:
  - Collecting baseline data
  - Develop a specific, measurable goal
  - Self-management strategies to increase use and ensure equitable rates of use
  - Re-assess use to evaluate progress
- Be+ App is an easy method for data collection





# Activity 3.1

Locate your *Classroom Plan*:

- How might you monitor your rates of feedback?
  - Be+ app
  - My own paper pencil tally sheet
  - Paper clips in buckets/pockets (drop a paper clip in left pocket for a positive statement and in the right pocket for a corrective)
  - Behavior consultant or other staff observation
  - Other

# 4.0 Using Data

# Why Measure Implementation of Classroom Practices

- Educators report limited, if any, pre- and in-service training in behavior support
- Behavior and academic outcomes are closely related, so effective classroom practices can impact both behavior and academic outcomes
- Data on the implementation of effective practices guide support for educators and students

# Classroom Management Observation Tool (CMOT)

**Classroom Management Observation Tool (CMOT)**

**Overview.** The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to "look for" periodically.

**Instructions.** Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity: _____		Setting notes: _____
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

**CMOT Observation Items**  
Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices <small>Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.</small>	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3	4
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3	4
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3	4
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio). <sup>d</sup>	1	2	3	4

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.  
<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.  
<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

**CMOT Checklist**  
Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	Yes	No
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/>	<input type="checkbox"/>
2. The educator <b>posted 3-5 positively stated behavioral expectations</b> in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>a</sup>	<input type="checkbox"/>	<input type="checkbox"/>
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>b</sup>	<input type="checkbox"/>	<input type="checkbox"/>
5. The educator <b>taught</b> and <b>prompted</b> 3-5 positively stated behavioral expectations.	<input type="checkbox"/>	<input type="checkbox"/>
6. The educator selected and implemented additional <b>consequence strategies</b> , if appropriate, to support student behavior. <sup>c</sup>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>a</sup> **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.  
<sup>b</sup> Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.  
<sup>c</sup> Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.  
<sup>d</sup> Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.  
<sup>e</sup> Additional **consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooker, J., Dooley, K., Gambino, A. J., Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

Provides a direct observation measure and simple checklist to support the fidelity of classroom environment and practices

## Recommendations for Use

- Completed by a classroom or behavior coach
- Peer coaching
- Self-Assess



## Activity 4.1

- Review the *CMOT* in your workbook
- Circle the items we have addressed in the content already
- Which items (of the ones we have covered) are your priority before the next session?

# 5.0 Wrap Up and Next Steps

## Activity 5.1

- **Teachers:** In the next few weeks, complete your plans related to:
  - Teaching a regulation strategy
  - Active supervision
  - Positive feedback
- **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

Reflect on your classroom supports:

- One thing you want to **stop** doing
- One thing you want to **start** doing
- One thing you want to **continue** doing

# Session 3 Preview

- Check-In on Implementation
- Classroom matrix
- Teaching routines
  - Behavioral and Instructional expectations
  - Social-Emotional expectations

# References

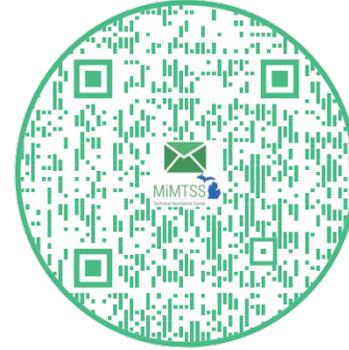
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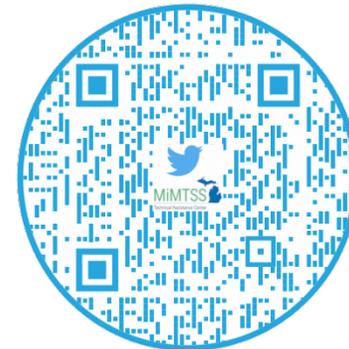
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