



Tier 1 Classroom Social, Emotional, Behavioral Supports Session 3

2023-2024

mimtsstac.org



Acknowledgments

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

- National Center on PBIS
- Midwest PBIS
- The 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

- Begin to develop or refine a classroom expectations matrix that supports social, emotional, and behavioral expectations
- Determine the next steps for developing lesson plans to teach classroom procedures and expectations
- Explore various ways to incorporate the teaching of social and emotional skills into daily routine

Agenda

1.0 Review and Check-In on Implementation Efforts

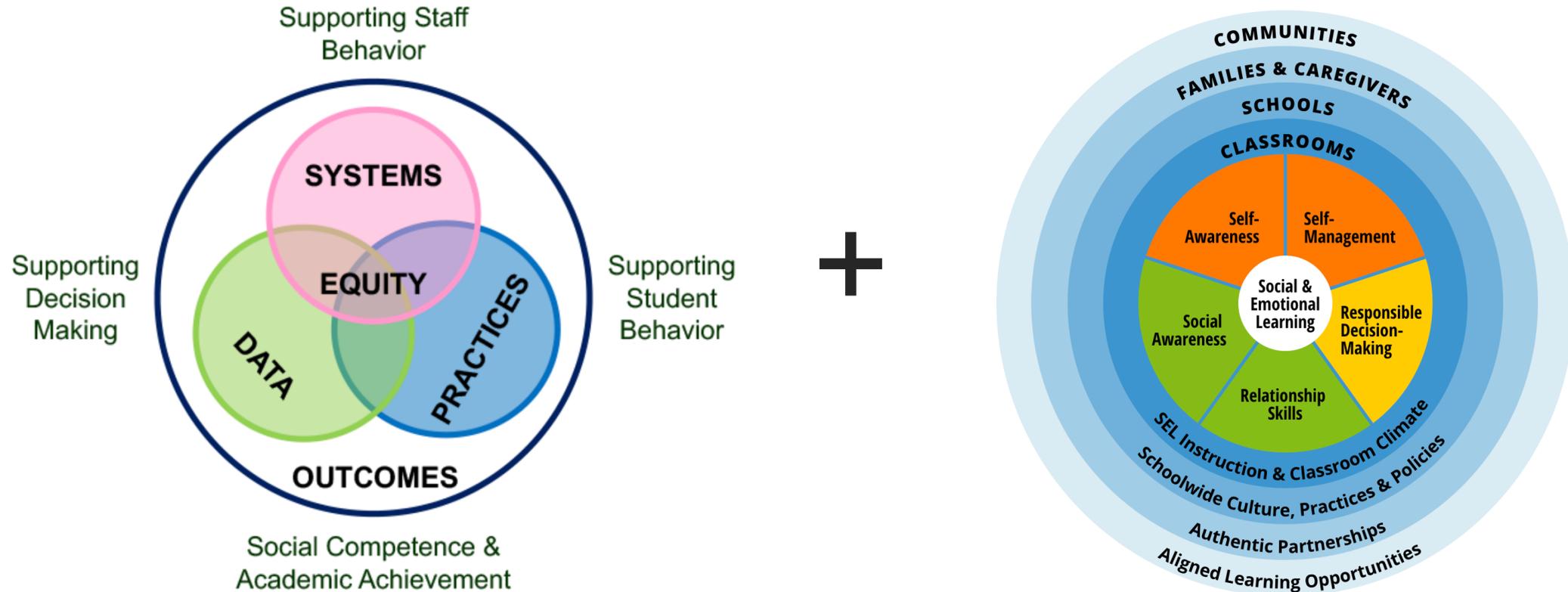
2.0 Classroom Matrix

3.0 Teaching Routines and Expectations

4.0 Wrap Up and Next Steps

1.0 Review and Check-In on Implementation Efforts

Recall: Leveraging the PBIS and SEL Framework



(National Center on PBIS; CASEL)

Topics Covered

- Session 1
 - Relationships
 - Active Engagement
 - Physical Arrangement
 - Visuals
- Session 2
 - Understanding Behavior (Brain Science)
 - Regulation Strategies
 - Monitoring and Providing Feedback



Activity 1.1

Breakout Room:

- Share a practice that you have implemented that has been most impactful in your classroom?
- Do you have any data (anecdotal or qualitative) that demonstrates a success?
- Which of the CASEL Competencies is a current overall strength of your class, and which is a need for focus?

2.0 Classroom Matrix

Classroom Expectations Matrix

Why: Provides a common language related to each expectation and helps build a positive classroom environment

What: Defines expectations for the main procedures in the classroom

How: Co-develop, define, and explicitly teach a few (3-5) positive classroom expectations or norms to enhance engagement

Center on PBIS (2022)

Classroom Procedures

- Procedures are a method or process for how things are done within the classroom
- Classroom procedures are patterns for accomplishing classroom tasks
- Procedures form routines that help students meet classroom/school expectations – set students up for success!

Student and Staff Benefits

- Increases instructional time
- Improves the classroom climate
- Creates shared ownership of the classroom
- Develops and reinforces self-management
- Minimizes the need to correct behaviors

We want **procedures** to become **routines** and create predictable environments

Missouri School-wide Positive Behavior Support



Activity 2.1

Locate your *Classroom Plan*

- Review the “List of Classroom Procedures” in your workbook
- Select and record 5 to 7 “big” daily activities and/or procedures in the “Daily Activities and Procedures” section of the *Classroom Plan*

Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Respectful	<ul style="list-style-type: none"> • Greet the teacher & classmates • Walk directly to your designated seat • Talk softly • Keep hands, feet, & belongings to myself 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say, "I like that idea, AND..." 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Follow directions 	<ul style="list-style-type: none"> • Ask for a break when you feel upset • Express feelings making "I statements"
Organized & Achieving	<ul style="list-style-type: none"> • Walk directly to your designated seat • Bring your materials to class • Turn in homework 	<ul style="list-style-type: none"> • Complete group activity/task in allotted time • Clean up the area when time is up 	<ul style="list-style-type: none"> • Stay on task • Participate by responding to teacher prompts/questions 	<ul style="list-style-type: none"> • Ask my teacher to break down the assignment into smaller chunks • Ask to talk to someone if it will make you feel better
Responsible	<ul style="list-style-type: none"> • Arrive to class before the tardy bell • Start bell ringer activity • Ask for help 	<ul style="list-style-type: none"> • "Jump in" to help others • Manage time carefully 	<ul style="list-style-type: none"> • Clean up the area when time is up 	<ul style="list-style-type: none"> • Use cool off strategy (count to 25, deep breaths) as needed
Teacher's Role (Conditions for Learning)	<ul style="list-style-type: none"> • Supervise all areas of the classroom • Greet students warmly • Post bell ringer activity 	<ul style="list-style-type: none"> • Provide relationship opener for groups • Actively supervise small group activities 	<ul style="list-style-type: none"> • Be prepared for class with lesson plans and learning outcomes identified 	<ul style="list-style-type: none"> • Model cool off strategies • Listen to understand • Show genuine interest in students

Activity 2.2

- Locate the example classroom expectations matrix in your workbook
- Review the matrix and identify:
 - Evidence of any of the CASEL 5 competencies currently in the matrix
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making
 - Opportunities for improving the example classroom matrix
- Be prepared to share one example

Creating Your Classroom Expectations Matrix

- Use the 3-5 positive schoolwide expectations as classroom expectations, if they already exist
- **Co-develop** classroom expectations with students, if schoolwide expectations are not already in place
- **Collaborate** with students and families to define expectations in ways that are measurable, positively stated, understandable, and culturally relevant
- Embed the 5 CASEL Core Competencies as you define expectations

Building Your Classroom Matrix: Nuts & Bolts

- **Columns:** each of your identified daily activities or procedures
- **Rows:** School-wide or classroom expectations with the last row labeled, “As your teacher, I will...” or “Teacher’s Role”
- **Individual Cells:** defines what each expectation looks like, and sounds like within that activity or procedure, with the last row of cells identifying what you will do to support students within each activity or procedure

Activity 2.3

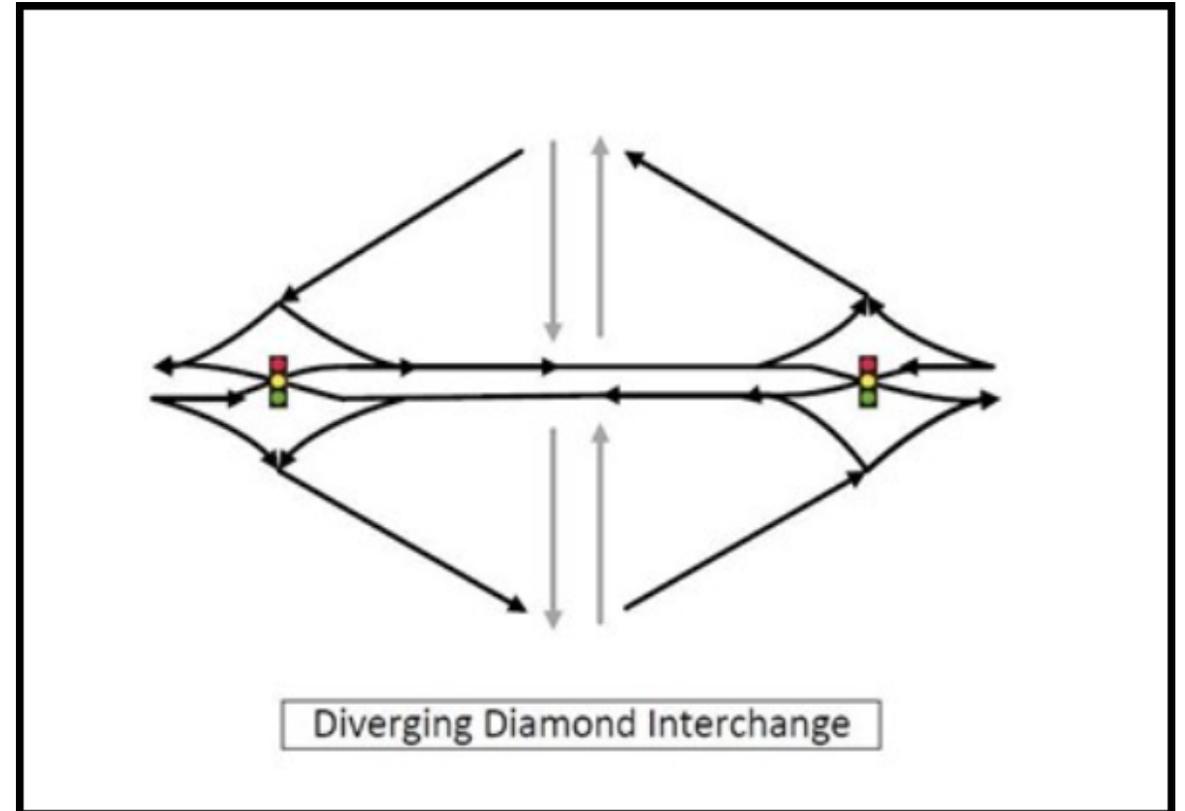
Let's **Practice** (locate the grid in your workbook):

- List the classroom expectations at the beginning of each row:
 - If your school is already implementing SWPBIS, list the school-wide expectations
 - If your school is not implementing SWPBIS, use Respectful, Responsible, and Safe for the purposes of this activity
- List your identified daily activities or procedures in the first cell of each column (1 per column)
- Define each expectation for one daily activity or procedure (complete one column), including skills related to the CASEL 5 competencies

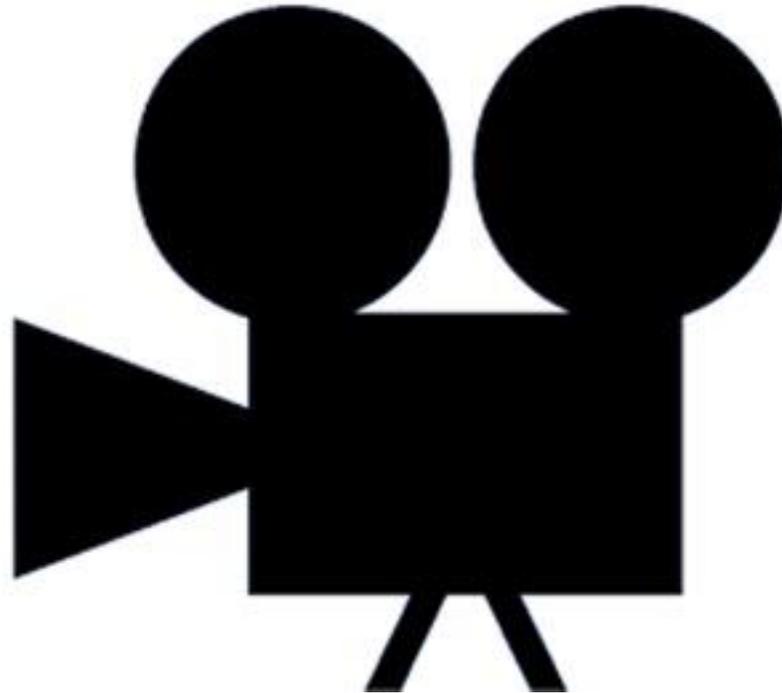
3.0 Teaching Procedure and Behavior Expectations

Importance of Explicitly Teaching

- Students will be in multiple classrooms throughout their educational experience and each classroom is unique
- We cannot assume that students will know how to demonstrate the expectations defined in our classroom matrix



What Does it Look Like?



Lesson Plan Components

- **Rationale** for why the expectations exist for the procedure or activity
- All of the **steps** of the procedure (make it overt)
- **Examples** of what to do and **non-examples** of what should not happen
- Opportunities for students to **practice with feedback**
- **Check for understanding** with feedback



Activity 3.1

- Review the Sample Lesson Plan in your workbook
- Identify which components are in place and which are missing
- When prompted, respond to the poll in Zoom

Remember Visuals to Support Teaching

- Ensure that the classroom matrix is visible
 - Create a poster and hang it at the front of the room
 - Embed it into your class syllabus and/or student handbook
- Ensure that the classroom procedures are visible
 - Post most frequently used classroom procedures in the general vicinity of where they are used
 - Embed procedures into your class syllabus and/or student handbook

Support Teaching and Promote Independence

Seatwork Procedures

1. Gather my supplies.
2. Get to work right away.
3. Work quietly the whole time.
4. Stay in my seat.
5. Raise my hand for help.



Northwest Early Elementary
MOUNTIE PROUD
 Regulation Station
 Voice Level 0



Safe	<ul style="list-style-type: none"> Keep body to yourself Use materials appropriately
Respectful	<ul style="list-style-type: none"> Work quietly Treat materials with care Share if others are present
Responsible	<ul style="list-style-type: none"> Set the timer Use Regulation Station for purpose of regulating Clean up area

5	 <p>Screaming Emergency Voice Someone is hurt or you are in danger</p>	
4	 <p>Outside Voice Recess voice, Cheering at a game, or calling the dogs outside</p>	
3	 <p>Classroom Voice Talking voice</p>	
2	 <p>Whisper Soft voice / Library voice</p>	
1	 <p>No Talking It's time to listen</p>	

4.0 Teaching Strategies to Support Social-Emotional Skills



Activity 4.1

- Recall the Brain Science video and consider the things we know about an individual that is dysregulated
- Reflect on a situation where a student was dysregulated
 - Were you able to support the student with the regulation strategy that you taught?
 - How did it go?
 - How did you feel during this situation?

Make Social-Emotional Skills Routine

- Social-Emotional skills should be taught and practiced as part of classroom routines
- These skills support students in managing relationships, staying regulated, and responding to difficult situations
- Create routines that prompt and reinforce social-emotional skills

Intentional Social-Emotional Strategies

- Relationship
 - Strategies that help build meaningful **social** connections between staff and students
- Regulation
 - Strategies that help students take in different stimuli and manage their **emotional** and **behavioral** responses
- Self-Awareness
 - Strategies that target improving a student's ability to understand their **emotions** and how those influence their **behavior**

Procedures that Promote Social-Emotional Skills

Regulation

Relationship

Self-Awareness

Example:

- Greet students at door (Relationship)
- Morning Mindfulness (Regulation)
- ELA writing stem (Self-Awareness)
- After lunch brain break (Regulation)
- Daily gratitude (Self-Awareness)

Daily SEB Skills

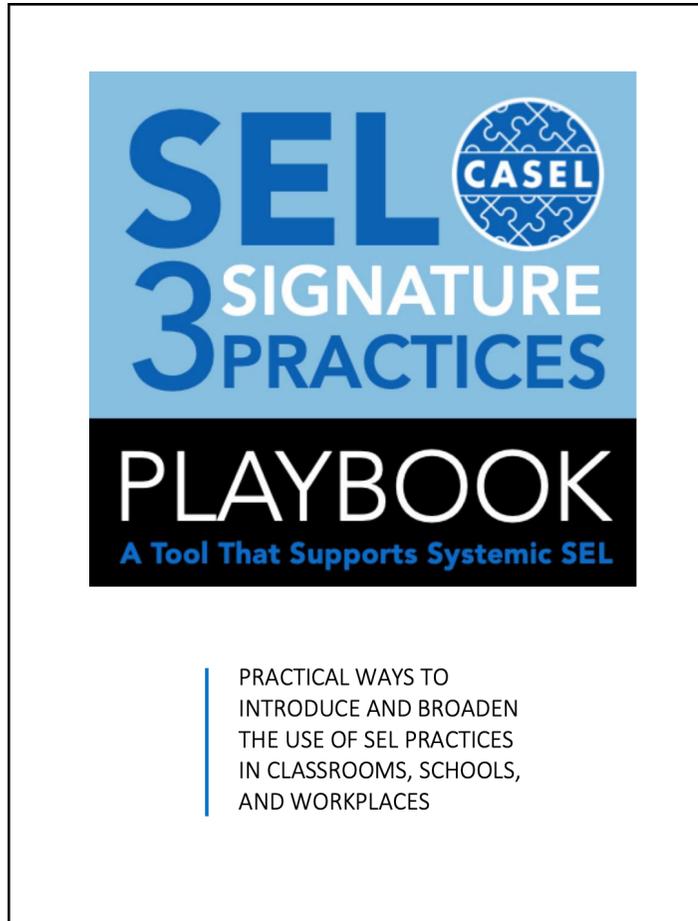
Themed Days

- Use a morning meeting or homeroom (secondary)
- Establish themes to support teaching SEB skills
- Easier for consistency and planning

Example Weekly Themes

- Music Monday (social, emotional)
- Tell Me About it Tuesday (social)
- What Would You Do Wednesday (emotional, behavioral)
- Think Break Thursday (emotional, behavioral)
- Dad Joke/Fun Fact Friday (social)

Resource for SEL Practices



Signature Practices:

1. Welcoming Activities
2. Engaging Strategies
3. Optimistic Closure

https://casel.org/casel_sel-3-signature-practices-playbook-v3/

Teaching considerations

- These strategies will need to be taught, modeled, practiced, and prompted to become routine
- Many of these can be embedded within the instruction of the day
- Keep it simple and start slow



Activity 4.2

- Reflect:
 - Do you already incorporate consistent routines around regulation, relationships, and self-awareness?
 - What additional routines might be worth prioritizing in your classroom?
- Record your goal for incorporating social-emotional routines in your *Classroom Plan*

5.0 Wrap-Up and Next Steps

Assignment

- **Teachers:** In the next few weeks, begin to develop the following:
 - Classroom Matrix
 - Developing lesson plans
 - Teaching routines and expectations
- **Administrators:** What will you do in the next week(s) to keep the focus on these concepts 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

- Locate the Classroom Management Observation Tool (CMOT) in your *Resource Guide for Classroom Plan*
- What concepts were addressed during this session?

Session 4 Preview

- Responding to Behavior
- Providing Feedback
- Data Use
- Next Steps and Additional Resources

References

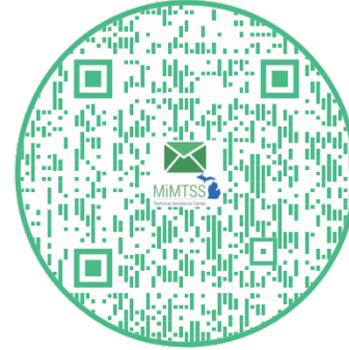
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www.pbis.org.

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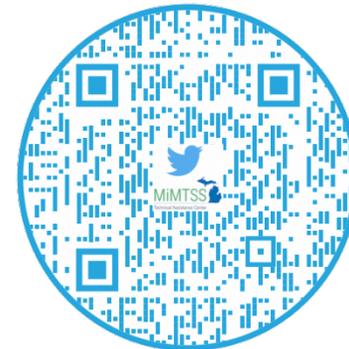
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