



Leveraging MTSS in the Classroom

Teaching and Reinforcing SEB Skills

Summer 2024

mimtsstac.org

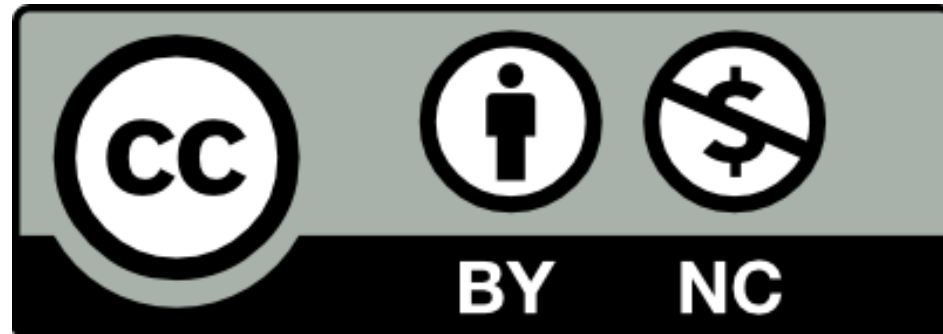


Acknowledgments

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)

Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

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)

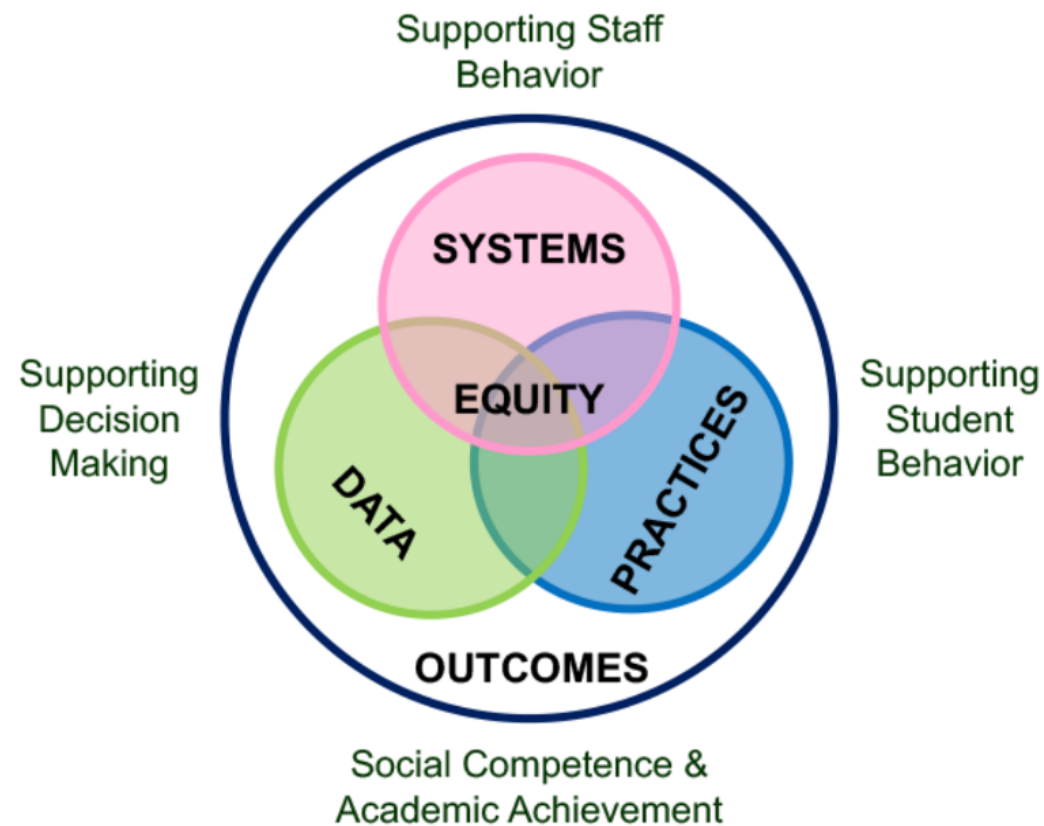
Intended Outcomes

- Reflect on the importance of teaching SEB skills and procedures
- Understand the components in lesson plans Teaching SEB procedures
- Determine SEB procedures and skills to teach
- Practice with ways to provide specific feedback on SEB skills

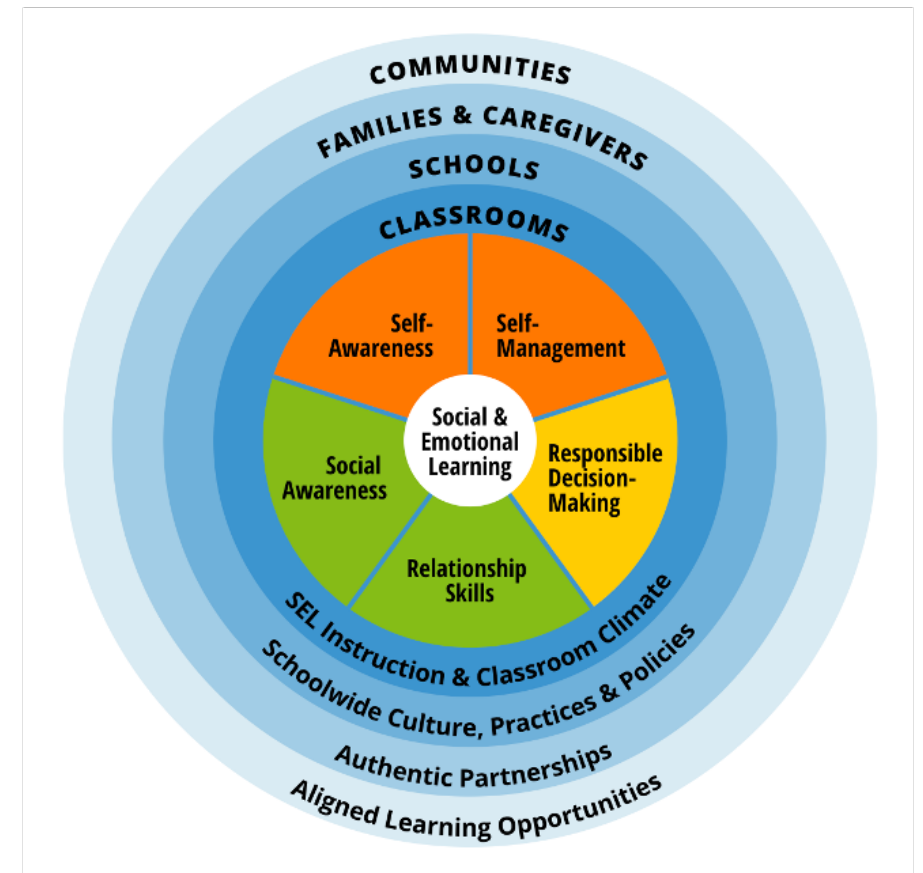
Getting Ready

- Electronic Materials
 - Presentation Slides
 - Example Classroom Lesson Plan
 - CASEL 3 Signature Practices

SEB Supports: Leveraging the PBIS and SEL Framework



+



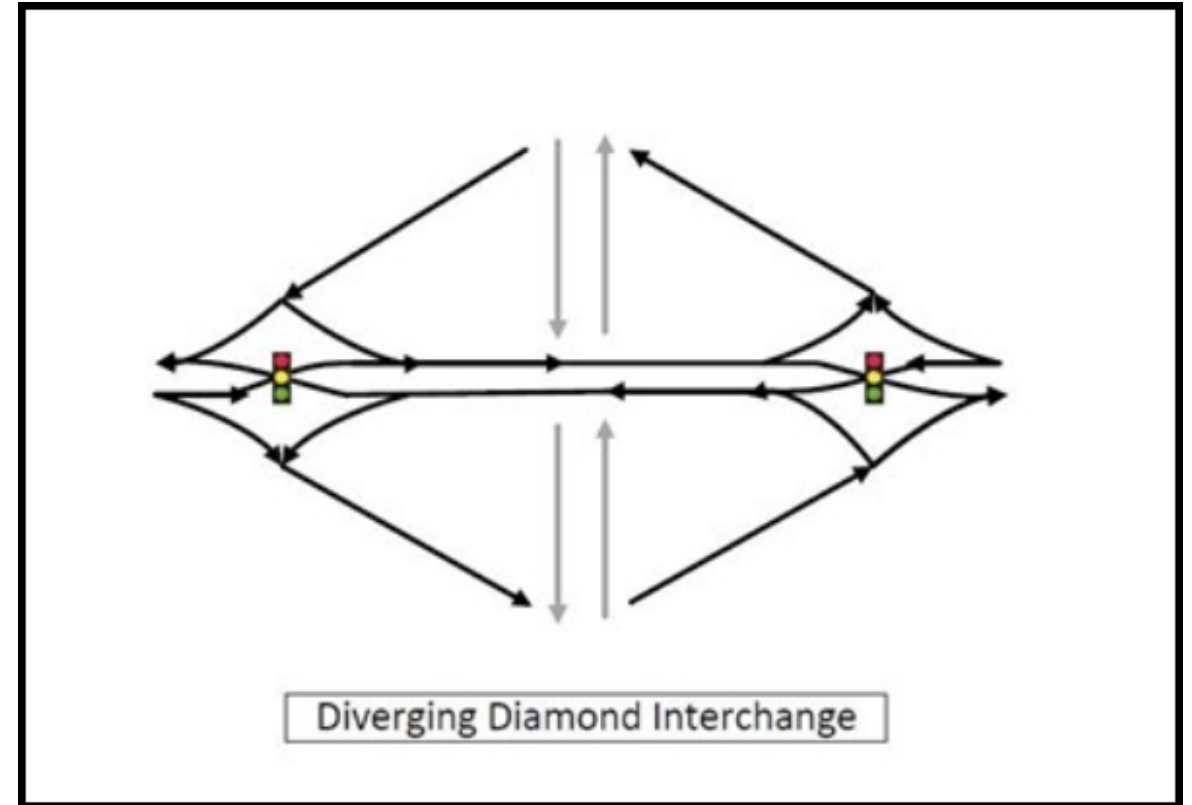
(National Center on PBIS; CASEL)

Classroom SEB Supports Components

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

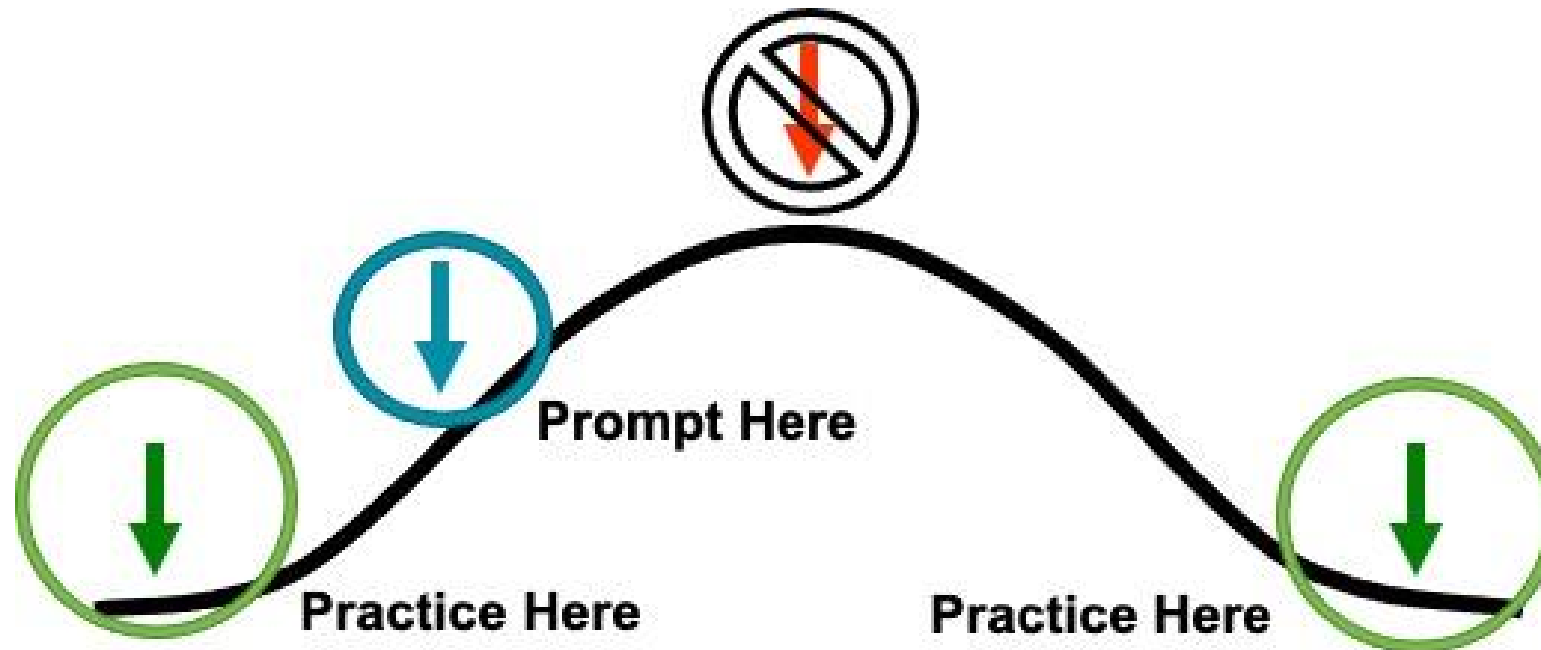
Importance of Explicitly Teaching

- 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

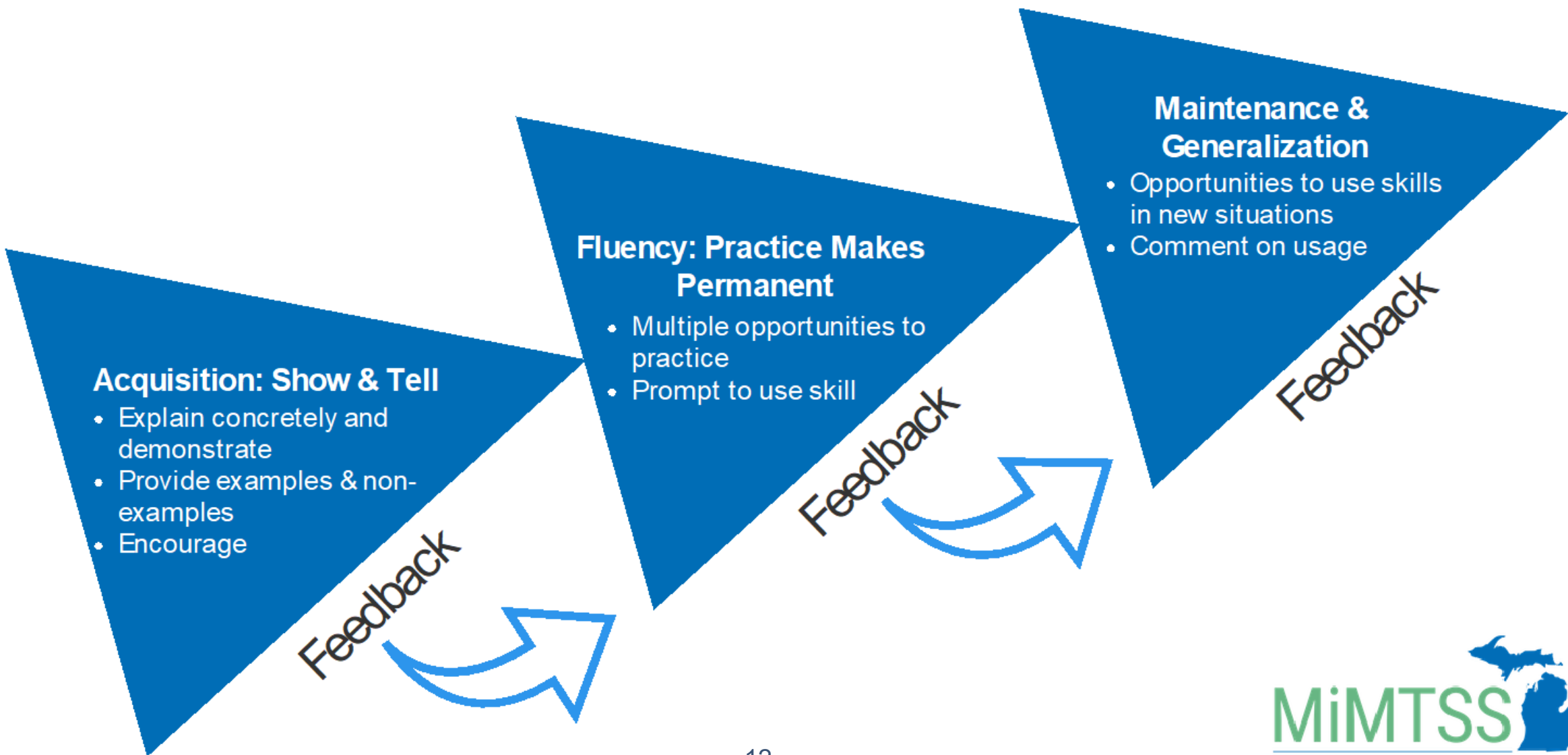


This is When We Teach

Teach **BEFORE**
there is a problem
behavior



Stages of Learning



Example Activities or Procedures

Elementary

- Whole Group Instruction
- Small-Group Instruction
- Seat Work
- Learning Centers
- Arrival
- Dismissal
- If I finish early
- When I get Upset

Secondary

- Whole Group Instruction
- Turning in Assignments
- If I finish early
- Partner Work
- Returning from an Absence
- Lab or Learning Centers
- Arrival
- Dismissal
- When I need help

Additional SEB skills

Social

- Handling conflict
- Asking for additional time on an assignment
- Helping others
- Disagreeing respectfully
- Sharing

Emotional

- Identifying emotions
- Identifying and using stress management strategies
- Goal setting

Behavior

- Following directions
- Working quietly
- Staying on-task
- Managing materials
- Staying in assigned area

Lesson Plan Components

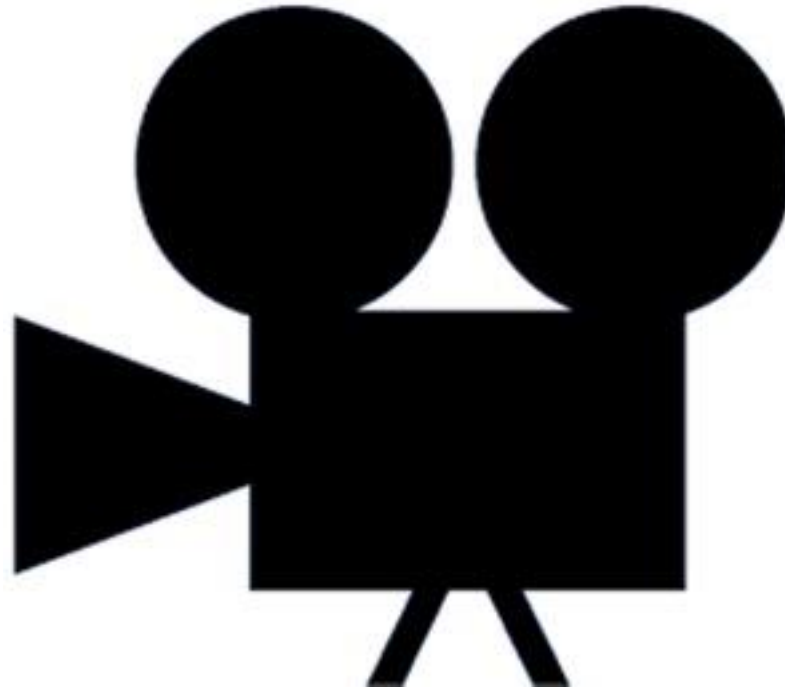
- **Rationale** for why the expectations exist for the procedure or activity
- All of the **steps** of the procedure (make it overt)
- **Examples** of what to do and **non-examples** of what should not happen
- Opportunities for students to **practice with feedback**
- **Check for understanding** with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



Activity 1

- Review the Sample Lesson Plan
- Identify specific examples of the following skills:
 - social (interact)
 - emotional (feel)
 - behavioral (act)

What Does it Look Like?



Specific Feedback: Positive

Features:

- Encourages a specific SEB skill, academic skill, and/or effort
- 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



Activity 2

Let's Practice

- Choose an activity in your classroom (e.g., circle time, cooperative group work)
- Create a **positive** specific feedback statement that you might provide
- Create a **corrective** specific feedback state that you might provide

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



Procedures that Promote SEB Skills

Example:

- Greet students at door (Social)
- Morning Mindfulness (Emotional)
- ELA writing stem (Social, Emotional, and Behavioral)
- After lunch brain break (Emotional and Behavioral)
- Daily gratitude (Emotional)

Daily SEB Skills

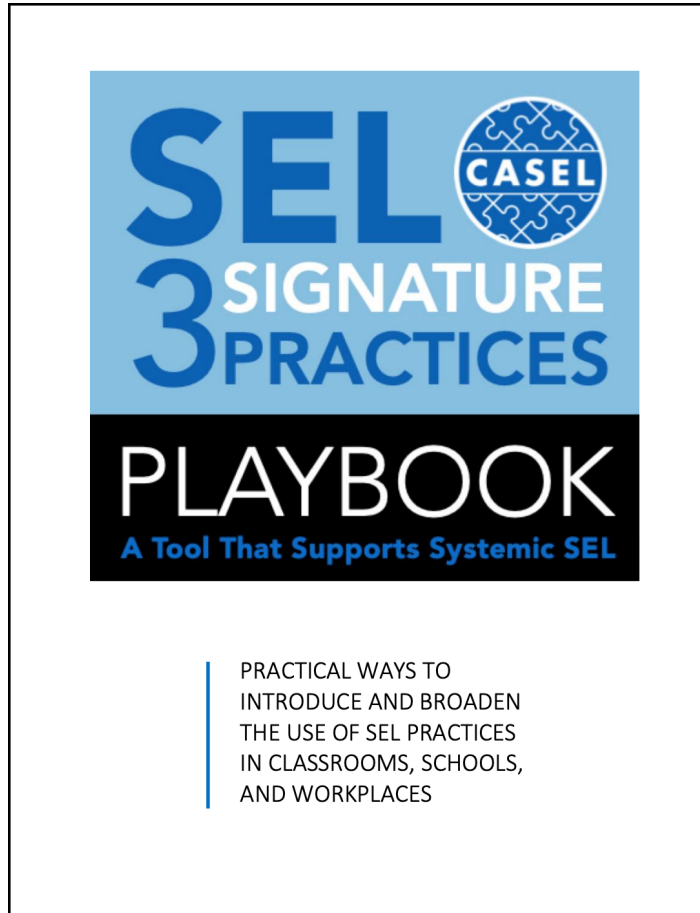
Themed Days

- 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)

3 Signature Practices



Intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills

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



Activity 3

- In the *SEL 3 Signature Practices*, choose one of the following to review:
 - Welcoming: 4 Corners (p. 11)
 - Engaging: Give One, Get One, Move On (p. 28)
 - Optimistic Closure: One Word Whip Around (p. 43)
- Identify one thing you like about this activity and one thing you need to be mindful of when using it in the classroom

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

Reflect and Plan:

- Teachers:
 - Consider your context and what procedures are already taught
 - What additional procedures or SEB skills might need to be added
 - What opportunities for generalization, practice, and feedback could be used
- Coaches/Administrators:
 - What can you do to support teachers with identifying procedures, developing lesson plans, and providing high rates of feedback

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.
- Simonsen, B., & Meyers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management*. The Guilford Press.