High-leverage Practice Series Overview
The High-leverage Practices for Inclusive Classrooms are 22 critical practices every K–12 teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

The HLPs are organized around four aspects of practice:

- **Collaboration**
- **Assessment**
- **Social/emotional/behavioral**
- **Instruction**
# High-leverage Practice Series Overview

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Session Date and Time</th>
<th>Registration Opens</th>
</tr>
</thead>
</table>
| Session 1: Using High-leverage Practices of Collaboration to Improve Outcomes for Students with Disabilities | Tuesday, Sept. 10, 2019  
                                 or  
                                 Tuesday, Oct. 22, 2019  
                                 9 a.m. – 12:30 p.m. | Closed             |
| Session 2: Implementing High-leverage Assessment Practices for Students with Disabilities | Tuesday, Nov. 19, 2019  
                                 or  
                                 Tuesday, Dec. 10, 2019  
                                 9 a.m. – 12:30 p.m. | Closed             |
| Session 3: Using High-leverage Practices to Establish Learning Environments that Promote Success for All Students | Tuesday, Jan. 21, 2020  
                                 or  
                                 Tuesday, Feb. 11, 2020  
                                 9 a.m. – 12:30 p.m. | Now                |
| Session 4: Implementing High-leverage Instructional Practices for Students with Disabilities | Tuesday, March 17, 2020  
                                 or  
                                 Tuesday, April 7, 2020  
                                 9 a.m. – 4 p.m. | Now                |
Objectives for the Series

This training series will provide LEAs with support to develop capacity among all educators serving students with disabilities (SWD) to implement evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for all learners, regardless of disability status.
Part 3: Social-Emotional Learning

In the third part of the series, participants will:

- Identify routines and procedures that support the development of a respectful, consistent, positive classroom environment that empowers students to take ownership of their learning.

- Identify key elements of effective social skills instruction that can be integrated into classroom routines, procedures, and delivery of content.

- Apply knowledge of these routines, procedures, and approaches to social skills instruction to develop a shared library of positive, prosocial classroom systems.
Today’s Agenda

• Consistent, Organized, Respectful Learning Environment
• Using Feedback to Improve Student Outcomes
• Teaching Social Skills
• Conducting Functional Behavior Assessments to Develop Individualized Behavior Support Plans
Consistent, Organized, Respectful Learning Environment
A consistent, organized, respectful environment requires:

Establish classroom expectations and rules that target multiple behaviors and develop clear classroom procedures that cover critical times of the day.
Classroom Expectations: specific guidelines for desired academic and social behaviors

- Five or fewer
- Positively worded
- Reflective of teacher’s tolerance and need for structure
- Inclusive of stakeholders in the development process
Classroom Rules: specific guidelines for meeting each expectation

These definitions are descriptions of desired behaviors that leave no doubt between teacher and student about exactly what needs to be done.

- Observable
- Measurable
- Positively Stated
- Understandable
- Always applicable
Classroom Procedures: the method or process for how things are done in a classroom

- Provide a pattern for accomplishing particular classroom tasks such as lining up, taking attendance, lunch, sharpening pencils, restrooms, and makeup work

- Classroom procedures should be established early in the school year
Encouraging Adherence to Expectations, Rules, and Procedures

• Explicitly teach and practice all procedures
• Post the expectations visibly in parts of the room where students are likely to see them
• Use the language of the expectations, rules, and procedures
• Create a menu/continuum of strategies for acknowledging student appropriate behavior
• Establish a hierarchy of response strategies that discourage problem behavior
Development of Classroom Teaching Matrix

- Engage students in development and commitment to rules and procedures (culturally responsive)
- Make a list of procedures that would help create predictability and structure in your classroom
- Define rules and procedures aligned with school-wide expectations using the guidelines
Development of Classroom Teaching Matrix

• Use a teaching matrix to organize rules and procedures aligned with school-wide expectations (teacher use)
• Create and display rules and procedures for student access and on-going reference
• Teach explicitly, model, practice, reinforce, and provide error correction using language reflected in the matrix
Using Feedback to Improve Student Outcomes
Feedback: Positive, Instructive, Corrective

- Specific
- Contingent
- Timely
- Sincere, Contextually and Culturally Relevant
- Applied within Phases of Learning
Positive Feedback: a statement demonstrating approval of a behavior

**Behavior-specific feedback:**
- Helps the student to connect positive acknowledgement to the behavior
- Increases the likelihood of the behavior reoccurring
- Serves as a prompt to other students to do the same

**Person-centered feedback:**
- Alludes to intelligence or behavior being fixed within the student

**Process-centered feedback:**
- Indicates students did well and provides a cue for what they can do in the future
- Indicates that students are in control of their behavior
- Fosters engagement, motivation, and perseverance
Instructive Feedback: a statement that teaches an academic skill by confirming and repeating correct student responses, emphasizing previously learned concepts, or adding new information

**Teacher:** What is 2 + 3?

**Student:** Five

**Teacher:** That’s right! 2 + 3 is 5. And, 3 + 2 is also 5. You can put the addends in any order and get the same answer!
Corrective Feedback: used to correct social or academic behavior errors by highlighting the error and then providing information on how to correct it.
Praise Makeover: Develop an example from the non-example within the given category.

<table>
<thead>
<tr>
<th>Non-Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>“No, that’s wrong.”</td>
<td>(positive general)</td>
</tr>
<tr>
<td>“We are missing a step.”</td>
<td>(corrective)</td>
</tr>
<tr>
<td>“Nice job, Marco.”</td>
<td>(positive process centered)</td>
</tr>
<tr>
<td>“Thanks for your help.”</td>
<td>(positive behavior specific)</td>
</tr>
<tr>
<td>“Good, a quadrilateral.”</td>
<td>(instructive)</td>
</tr>
</tbody>
</table>
Strategies to Increase Rates of Specific Positive Feedback

• Coaching
• Peer support
• Prompting/self monitoring strategies
Teaching Social Skills
Developing an Instructional Logic

**Instructional Logic**
- Step 1: Identify students and define targeted skills
- Step 2: Break skills into teachable steps
- Step 3: Use relevant examples
- Step 4: Sequence examples

**Engage Students**
- Step 5: Facilitate student engagement
- Step 6: Provide performance feedback

**Practice to Memory**
- Step 7: Guided practice
- Step 8: Facilitate maintenance and generalization
Using your assigned social skill domain, collaborate with your table group to develop a social skills lesson plan.
Social Emotional Skill Development

Motivation

Critical thinking

Relational skills

Emotional self-regulation

Self-concept
Teaching Social Skills

- Pure Edge Curriculum: pureedgeinc.org
Conducting Functional Behavior Assessments to Support Behavior Support Plans
Creating an Effective Behavior Support Plan

• Start with the Root!
  ▪ Collect A-B-C and frequency data multiple times several times in a day

• Develop a hypothesis statement.
  ▪ Results of both direct and indirect assessments are summarized to generate a hypothesis statement

• Develop a Behavior Support Plan.
Escalation Cycle

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

(Colvin & Scott, 2014)
Identifying Triggers: It’s as easy as ABC...

**Antecedent**
- When does the behavior occur?
- What specific events occur immediately before?
- What is the environment?

**Behavior**
- Specific actions that a student takes
- Note frequency

**Consequence**
- Events that follow the behavior
- Positive and negative consequences
A teacher hands out a spelling activity, starts the timer and tells students to complete the sheet as quickly as they can. A student takes the paper and crumples it up and puts her head down. The teacher makes the student go to a reflection desk and throw away their paper without completing the spelling sheet.

**ABC Data Example**

A   B   C

A The teacher gives out a spelling sheet and tells the students it will be timed.
B The student crumples the worksheet and puts her head down.
C Teacher sends the student to a reflection desk.
ABC Data Example

A student was asked to pick up their crayons that they had used for their assignment. The student yells, “NO! I didn’t put them there so I won’t clean them up!” and crosses their arms. The teacher responds by directing the student to the next activity (iPad) and the student complies.
Frequency Data

- Data that represents how often a specific behavior is occurring
- Different codes are needed for each target behavior
- Best if taken at different times of day over a period of time
## Frequency Data Trackers

### Tracker A

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer</th>
<th>Student</th>
<th>Target behaviors:</th>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

### Tracker B

<table>
<thead>
<tr>
<th>Student:</th>
<th>Observer:</th>
<th>Time:</th>
<th>Subjective/Activity:</th>
<th>Number</th>
<th>Minutes</th>
<th>% of Time</th>
</tr>
</thead>
</table>

#### Timer interval: 30 seconds

- 0:00:00 - 5
- 5:00:00 - 10
- 10:00:00 - 15

Behavior descriptions for each 30-second interval:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 
21. 
22. 
23. 
24. 
25. 
26. 
27. 
28. 
29. 
30.
Video

• Mark every 10 seconds whether the student is on task or off task
• ^ = off task           _ = on task
Dan’s Time Stamp

Student: Dan
Observer: Kushan
Date: 9/14/15
Subject/Activity: Reading Review

Time interval: 30 seconds

0:00-0:30 = 5
0:30-0:60 = 10
0:60-1:00 = 15

Behavior descriptions for each 30 second interval:

1. Leaning back
2. Talking
3. Leaning
4. 
5. Playing with binder
6. Out of seat
7. Working on floor
8. Run out of classroom
9. 
10. 
11. 
12. 
13. 
14. 
15. 

<table>
<thead>
<tr>
<th>Number</th>
<th>Minutes</th>
<th>% of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Task</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Off Task</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>

↑ = off task
↓ = on task
# Common Functions of Behavior for Students

<table>
<thead>
<tr>
<th>Function</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td>Stimulate or sooth oneself by initiating a sensory experience</td>
<td>Tapping pencil, walking around room, throwing items, touching other students, running</td>
</tr>
<tr>
<td>Escape Task or Environment</td>
<td>Removes unpleasant or non-preferred task by avoiding or escaping</td>
<td>Crumbling up or ripping work, putting head down on desk, off task behavior during a specific time, strategic bathroom breaks</td>
</tr>
<tr>
<td>Attention</td>
<td>Gain positive or negative attention from students or adults</td>
<td>Disrupting whole group instruction</td>
</tr>
<tr>
<td>Tangibles</td>
<td>Obtain object, activity, or person</td>
<td>Refuse to do activity until allowed to do it ‘their’ way</td>
</tr>
</tbody>
</table>
Start with the A – Antecedent

Can you…

- Remove the trigger?
- Shift the trigger?
- Manipulate when and how the student experiences the trigger?
What’s the function?

<table>
<thead>
<tr>
<th>Instead of…</th>
<th>Try…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Giving a consequence</td>
<td>• Ignoring</td>
</tr>
<tr>
<td>• Following the schedule strictly</td>
<td>• Allow a break</td>
</tr>
<tr>
<td>• Asking the student to sit on their bottom</td>
<td>• Creating an active seat plan</td>
</tr>
<tr>
<td>• Expecting all the work</td>
<td>• Prioritize important standards</td>
</tr>
</tbody>
</table>
Creating an Effective Behavior Support Plan

Develop a Behavior Support Plan.

Work collaboratively with stakeholders to develop a behavior plan that:

1. Teaches appropriate replacement behavior
2. Modify environment to prevent the occurrence of problem behavior
3. Modify environment to make replacement behavior more effective and efficient than problem behavior
4. Modify environment to prevent problem behavior form producing the previous consequence or outcome
5. Collect progress monitoring data for continued intervention planning
Thank you!
Professional Development Opportunities

The OSSE Teaching and Learning team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. Subscribe to the TAL Bulletin: [http://eepurl.com/gBFkKw](http://eepurl.com/gBFkKw)
2. OSSE Events Calendar [osse.dc.gov/events](http://osse.dc.gov/events)
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GET SOCIAL

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twitter.com/ossedc
youtube.com/DCEducation
www.osse.dc.gov
Additional Resources
Intervention Resources

- Intervention Central
- What Works Clearinghouse
- Least Restrictive Behavioral Interventions
- PBIS World
- Office of Juvenile Justice and Delinquency Prevention
- National Center on Intensive Intervention
  - Behavior Intervention Tools Chart
  - Identifying Functions Tools