High-Leverage Practices for Supporting ALL Learners

Part 3: Social/Emotional Learning

2020 | Division of Teaching and Learning

High-leverage Practice Series Overview

Overview of High-leverage Practices

- 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

Session Title	Session Date and Time	Registration Opens
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.
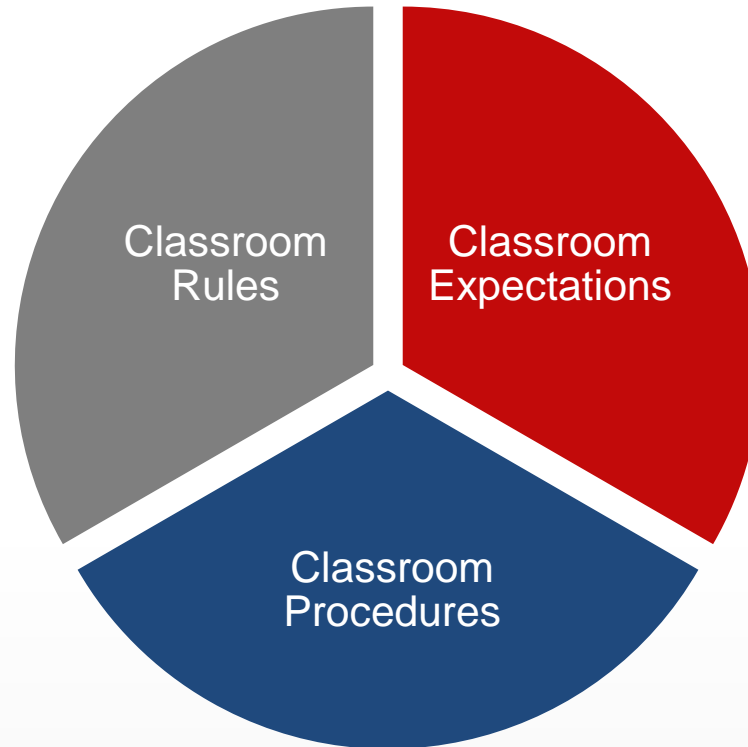
Today's Agenda

- 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
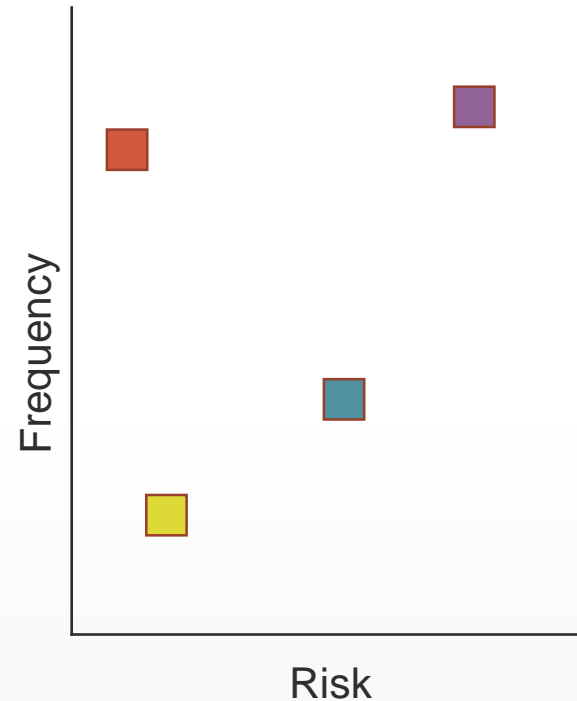
Development of Classroom Teaching Matrix

- 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

Make sure you're practicing behavior specific praise throughout the school day.

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Behavior Specific Praise in 3 easy steps:
1. Name the student.
2. Recognize the positive behavior.
3. Relate the behavior to the GRRR code.

Examples:

Anthony, thank you for walking with your hands by your side. You are being so respectful to others who are trying to learn. (Hallway)

Jaliyah, I noticed that you put your learning materials away quickly and quietly. You are responsible. (Classroom)

Marcos, I see that you are ready to learn because you used the bathroom in a timely manner. (Bathroom)

ALL SUBSTITUTES, PLEASE CHECK IN

- 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
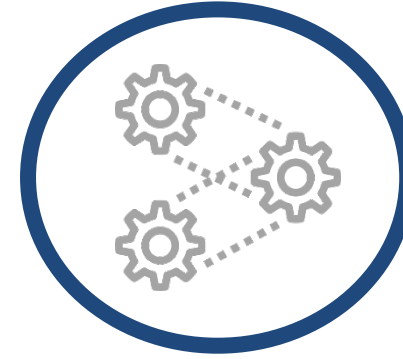
Process-centered feedback:

- 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

Reprimand

Feedback
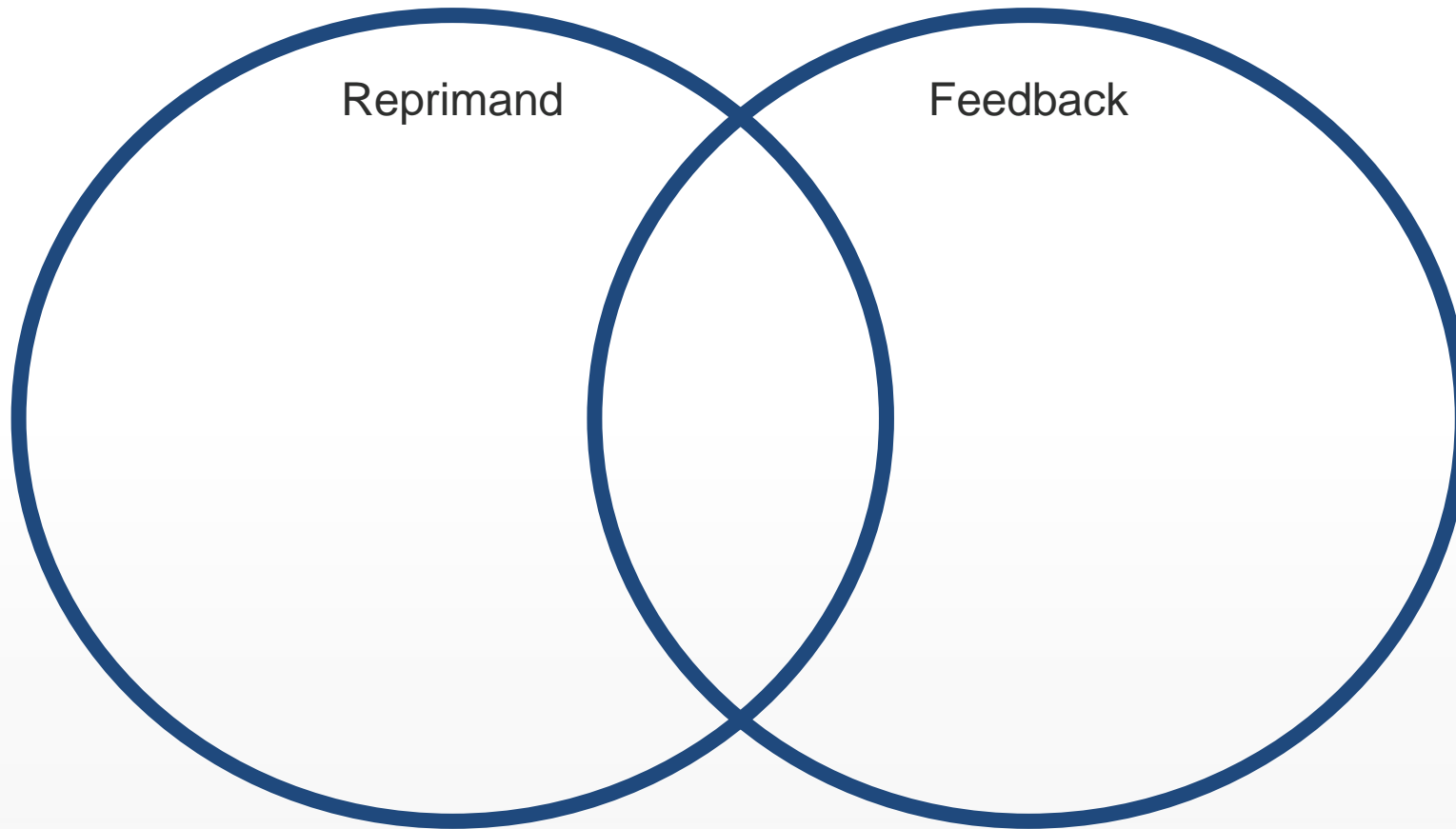
Praise Makeover : Develop an example from the non-example within the given category.

Non-Examples	Examples
"No, that's wrong."	(positive general)
"We are missing a step."	(corrective)
"Nice job, Marco."	(positive process centered)
"Thanks for your help."	(positive behavior specific)
"Good, a quadrilateral."	(instructive)

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
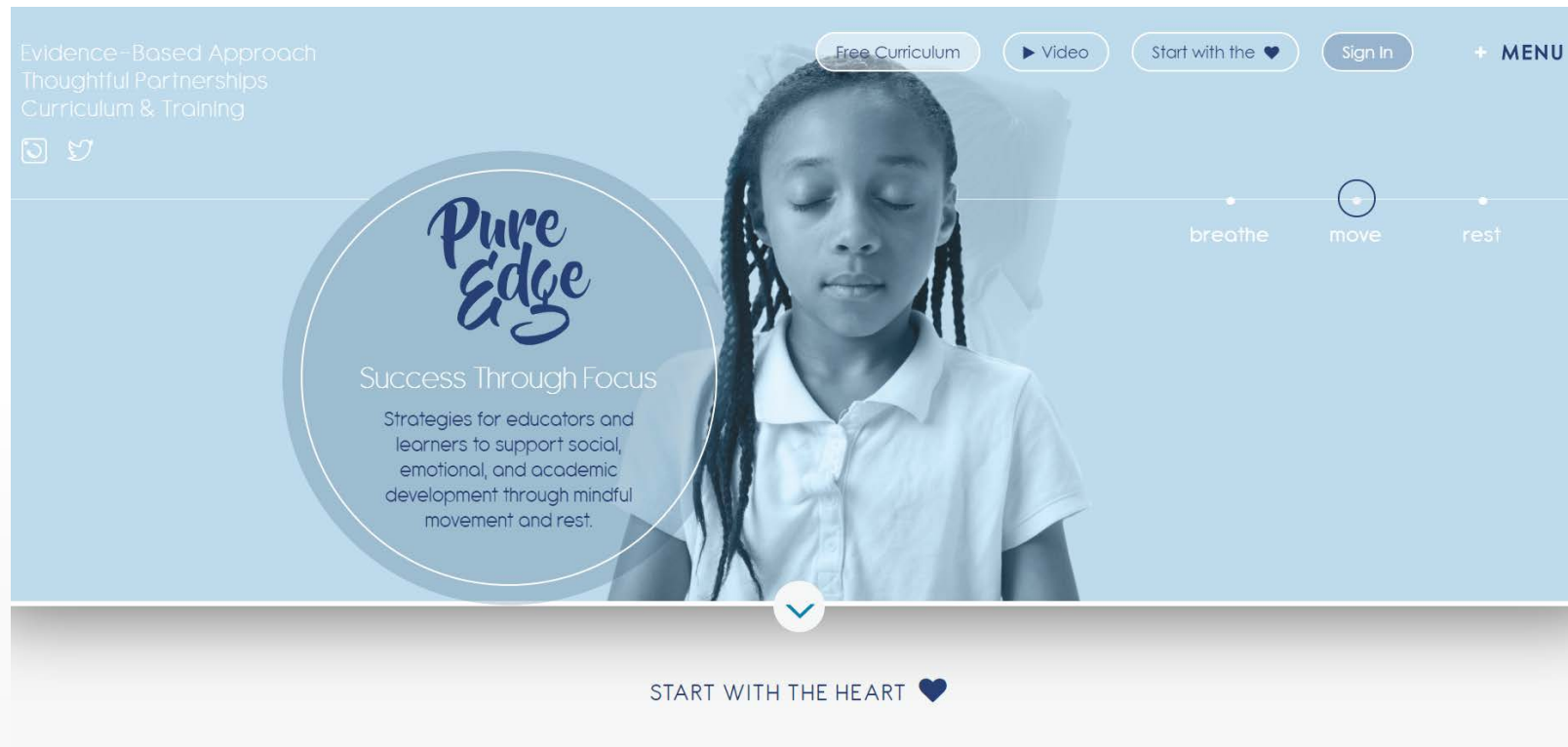
Motivation

Critical thinking

Relational skills

Emotional self-regulation

Self-concept

Teaching Social Skills
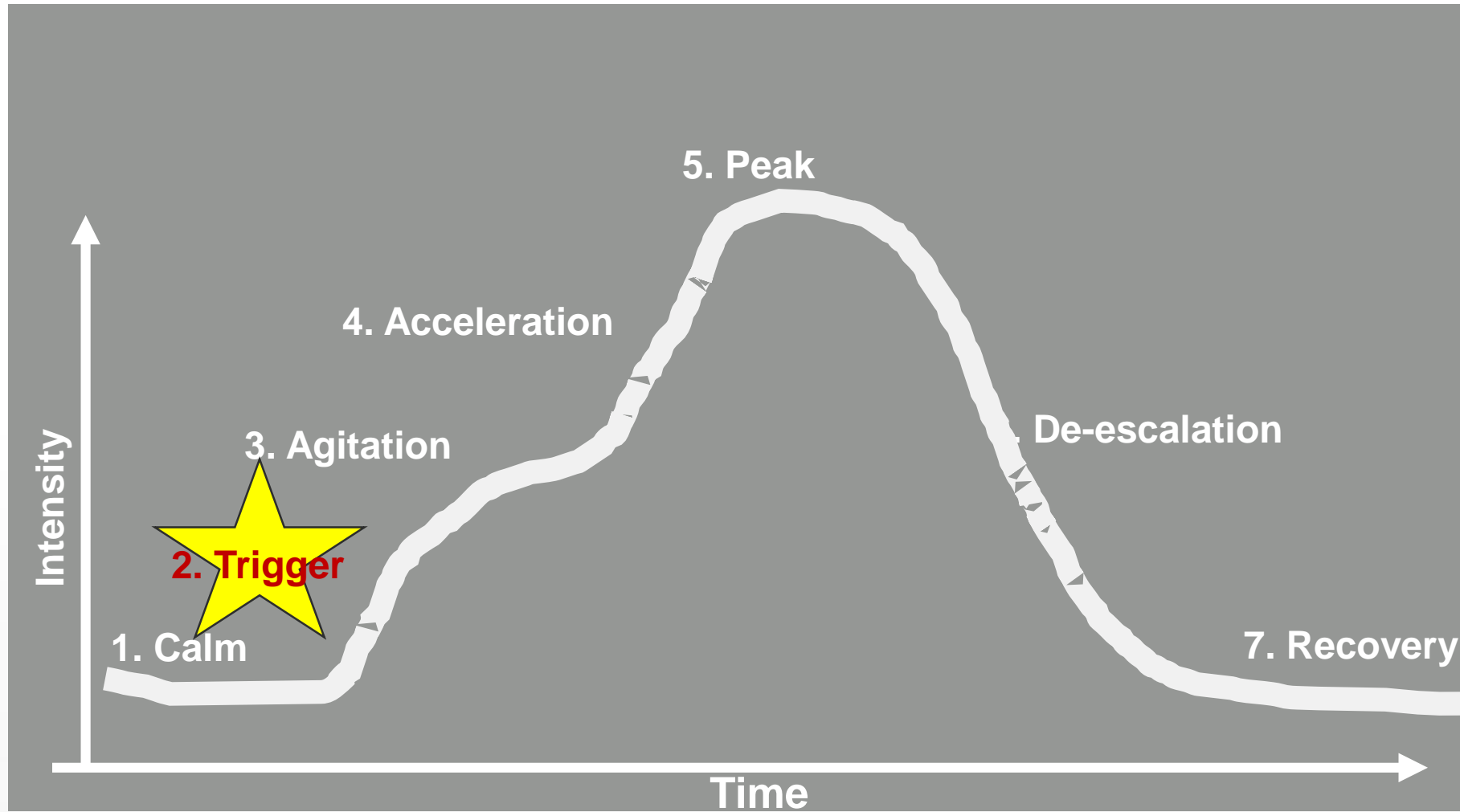
- Pure Edge Curriculum: pureedgeinc.org

Conducting Functional Behavior Assessments to Support Behavior Support Plans
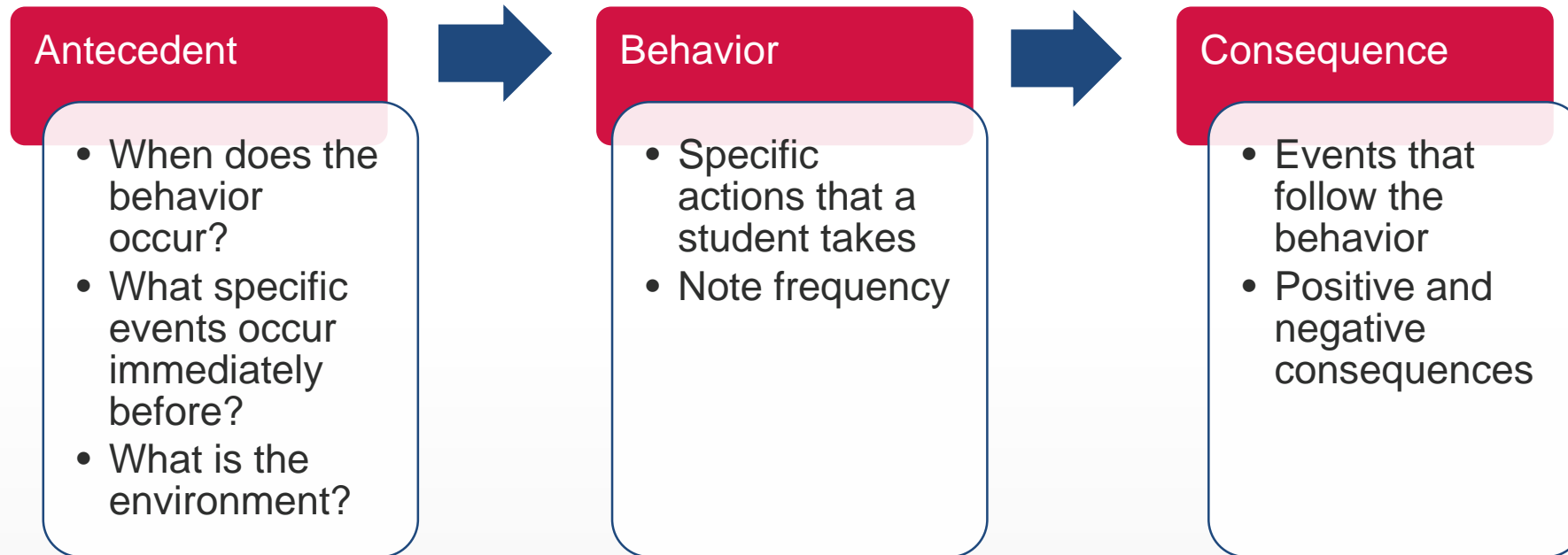
Creating an Effective Behavior Support Plan

- 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

(Colvin & Scott, 2014)

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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

ABC Data Example

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.

A ⟶ B ⟶ C

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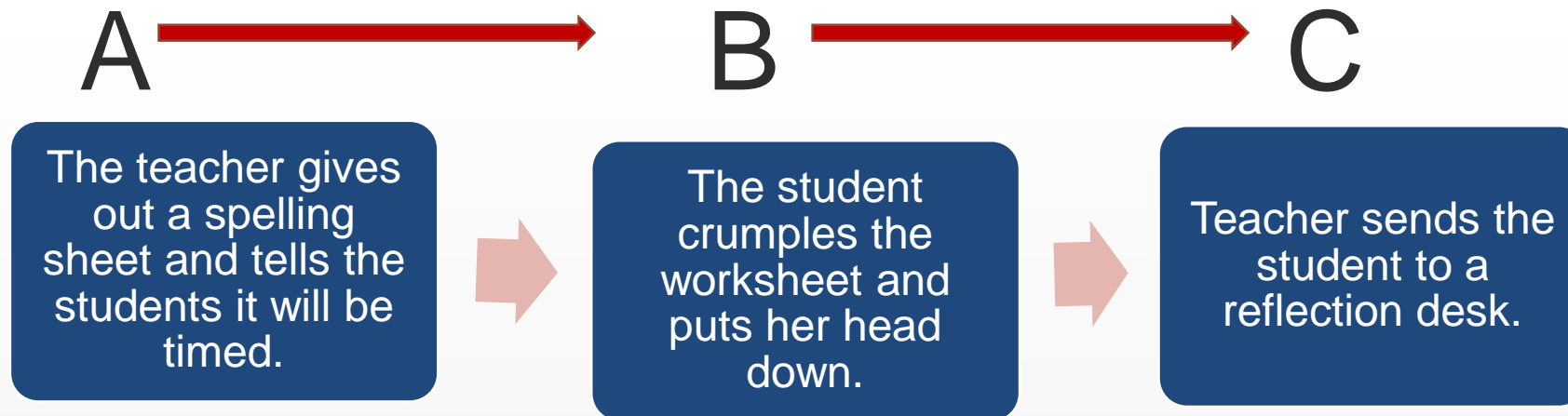
ABC Data Example

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

Date: _____   Observer: _____   Student: _____

Target behaviors:

_____ ☐   _____ ☐   _____ ☐   _____ ☐

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30										
8:30-9										
9-9:30										
9:30-10										
10-10:30										
10:30-11										
11-11:30										
11:30-12										
12-12:30										
12:30-1										
1-1:30										
1:30-2										

Behavior				
Total Frequency				

Tracker B

Student: _____

Observer: _____

Date: _____ Time: _____

Subjective/Activity: _____

Timer interval – 30 seconds

0 _ _ _ _ _ _ _ _ _ _ 5

5 _ _ _ _ _ _ _ _ _ _ 10

10 _ _ _ _ _ _ _ _ _ _ 15

	Number	Minutes	% of Time
On Task			
Off Task			
Total			

⌃ = off task
___ = on task

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: Kristian

Date: 5/15/19   Time: _____

Subjective/Activity: History Review

Timer interval – 30 seconds

0 /\/\/\/\/\/\/\ _ _ 5

5 _ _ _ _ _ _ _ _ _ _ 10

10 _ _ _ _ _ _ _ _ _ _ 15

	Number	Minutes	% of Time
On Task	0	0	0
Off Task	8	1.5	100%
Total			

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/\ = off task
‿ = on task
```

Behavior descriptions for each 30 second interval:

1. leaning back
2. talking
3. hiding
4. _____
5. Playing with binder
6. out of seat
7. binder on floor
8. ran out of classroom
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Common Functions of Behavior for Students

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

OSSE

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?

Instead of…	Try…
• Giving a consequence	• Ignoring
• Following the schedule strictly	• Allow a break
• Asking the student to sit on their bottom	• Creating an active seat plan
• Expecting all the work	• Prioritize important standards

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

Council for Exceptional Students

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

2. OSSE Events Calendar osse.dc.gov/events

FIND US

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GET SOCIAL

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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