



# TRAUMA INFORMED CLASSROOM PRACTICES

## Module Five

11.14.19



# TRAINER NOTES

- It is important for the trainer, PRIOR to training to discuss with the district person in charge how you will divide up your time during this module.
- For instance, does this audience need all of the practices, some of the practices, lots of time on the rationale, zero time on the rationale, etc.
- You will need to remind participants that this is not the full classroom practices training, this is an intro to practices and a focus on trauma informed strategies that make it possible to implement the identified strategy.
- HOWEVER, the trainer needs to ENSURE they set the stage with the section about adults needing to be regulated. **MAKE SURE TO KEEP THE REGULATION SECTION IN THE TRAINING.** The regulation of the adult is a non-negotiable and the foundation of ALL OF the other practices.

# TRAINER NOTES

- The trainer needs to be fluent in understanding what it means to be regulated and ideally will have some of their own examples. Additionally, investigate the trauma informed strategies and practice some of them on your own so you can speak to the experience of the strategy. It will be likely that you will want to pick a few of the strategies rather than covering all of them.
- Additionally, the trainer will need to decide how the information will be shared, for instance the trainer may present most of the content with activities to support adult learning, or the trainer may set up the time so the participants are divided up in to teams, read the material in the ppt and the attachments (also PLEASE make sure participants know about the dsnapshots in the classroom practices content on the [midwestpbis.org](http://midwestpbis.org) website)

# Objectives

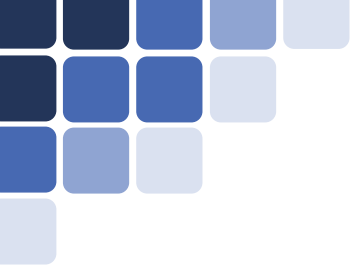
- Participants will be able to
- Understand the importance of state dependent functioning and the importance of adults staying regulated
- Define 8 classroom management practices
- Explain how each practice is trauma informed
- Know when to select strategies that correspond with each practice and why they would be selected

# A FEW REMINDERS ABOUT OUR JOBS IN EDUCATION



# It's Our Job

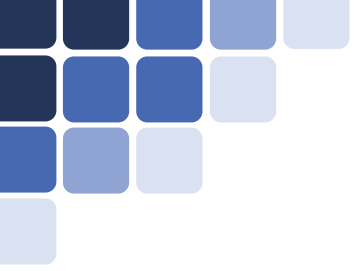
Supporting youth and staff mental health is  
**EVERYONES** job.



# It's Our Job

To INTEGRATE MENTAL HEALTH into our current  
MTSS System.



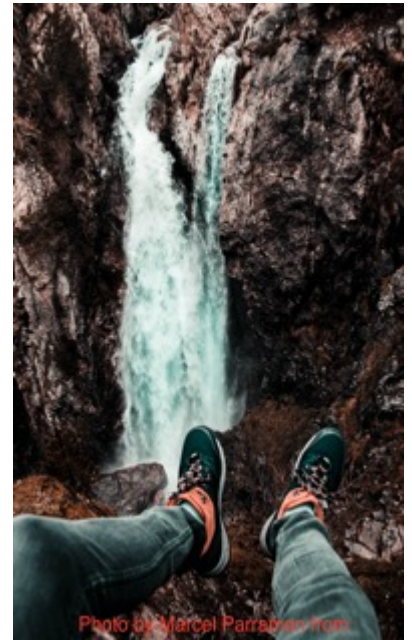
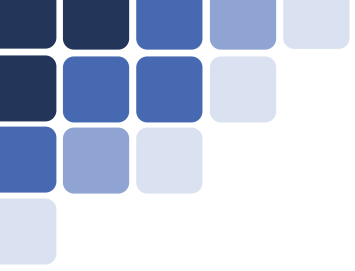


# It's Our Job

To REMEMBER all of this work has to be  
INTEGRATED!







# It's Our Job

To REMEMBER we are always on the edge of  
misunderstanding a student's behavior  
and  
every interaction matters.

The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma Christine R. Ludy-Dobson Bruce D. Perry

From Working with Children to Heal Interpersonal Trauma: The Power of Play. Edited by Eliana Gil with Foreword by Lenore C. Terr. Copyright 2010 by The Guilford Press. All rights reserved.





## It's Our Job

“Dealing with their primary pain without inflicting secondary pain through punitive or controlling reactions” -- James Anglin

<https://www.cyc-net.org/cyc-online/cyconline-dec2008-anglin.html>



# It's Our Job

To learn how to reflect on our own behavior  
because personal state of mind is part of  
strong classroom management practices.



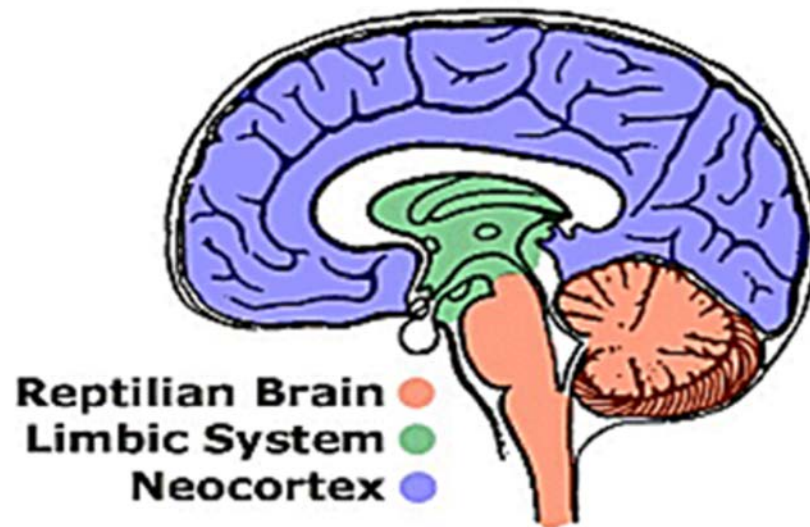
# It's Our Job

To stay regulated (calm) even when students are dysregulated.

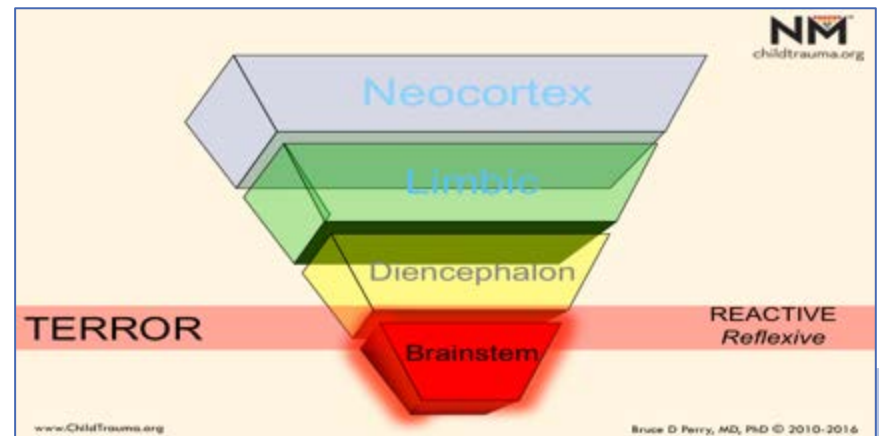
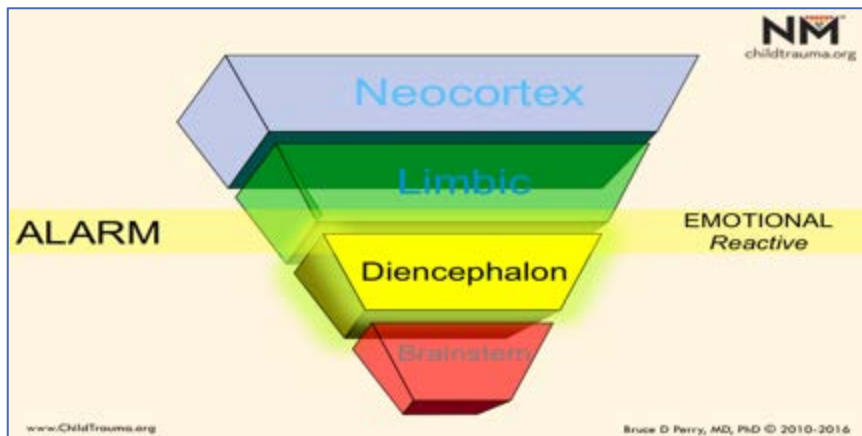
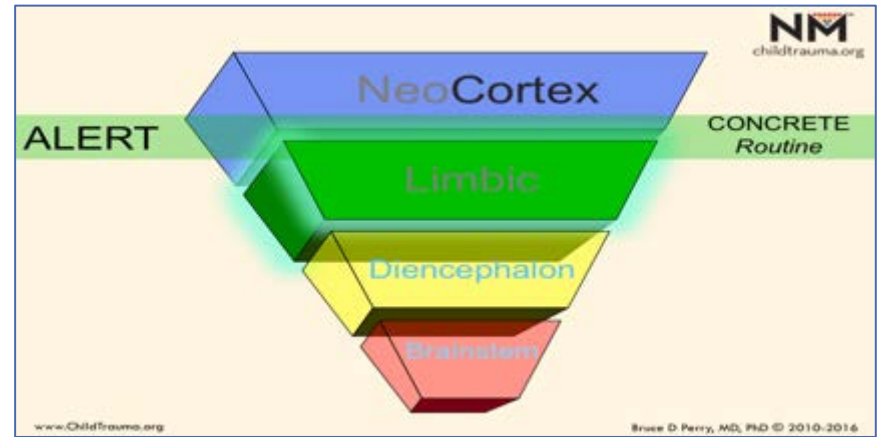
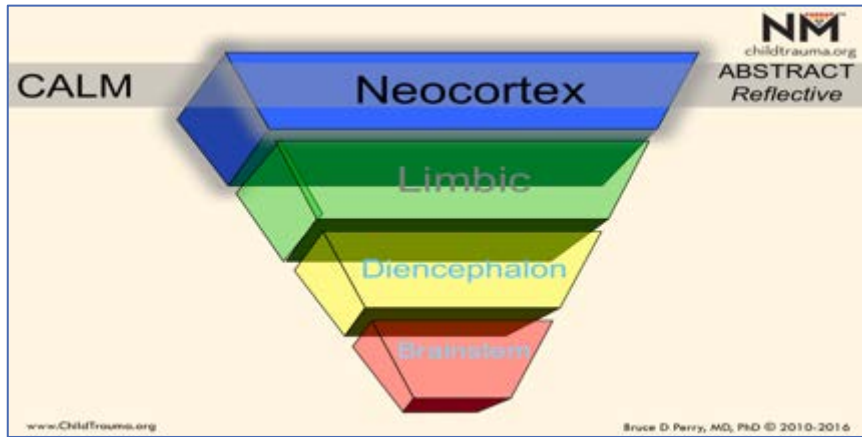
# **REGULATION in the Classroom**

# STATE DEPENDENT FUNCTIONING

- What state are they in?
- What state are we in?

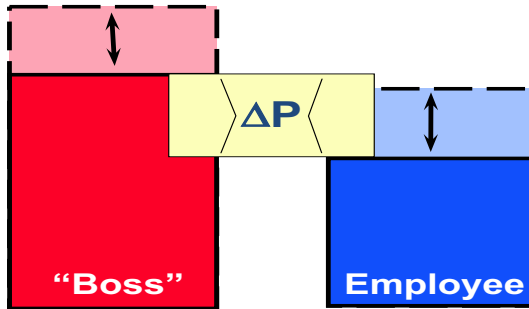


# State-dependent Functioning I



# Power Differential & State Dependent functioning

## The Power Differential



All rights reserved © 2010-2017 Bruce D. Perry

## State Dependence Cognition & Capacity for Engagement

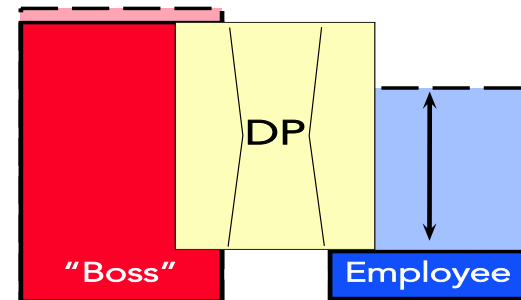
Functional IQ	120-100	110-80	90-60	70-50
PRIMARY Secondary Brain Area	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Diencephalon	DIENCEPHALON Brainstem
Cognition	Abstract Reflective	Concrete Routine	Emotional Reactive	Reactive Reflexive
Mental State	CALM	ALERT	ALARM	FEAR
Sphere of Concern	Community Clan	Clan Family	Family Self	Self Body Integrity

All rights reserved © 2007-2017 Bruce D. Perry

Organizational Pressures	Resource-surplus Predictable Stable/Safe	Resource-limited Unpredictable Novel	Resource-poor Threatening Inconsistent
Prevailing Cognitive Capacity	Abstract Creative (IQ = 120)	Concrete Superstitious/Defensive (IQ = 100)	Reactive Regressive (IQ = 80)
Prevailing Affective 'Tone'	CALM	ANXIETY	FEAR
Systemic Solutions	Reflective INNOVATIVE	Concrete SIMPLISTIC	Fear-based REACTIONARY
Focus of Solution	FUTURE Intentional Inflection	SHORT-TERM Serendipitous Inflection	PRESENT Forced Inflection
Policies and Practices	Abstract Conceptual	Concrete Superstitious Intrusive	Restrictive Punitive
Staff & Supervisory Practices	Nurturing Flexible Enriching	Ambivalent Obsessive Controlling	Apathetic Oppressive Harsh

All rights reserved © 2007-2017 Bruce D. Perry

## The Power Differential



All rights reserved © 2010-2017 Bruce D. Perry





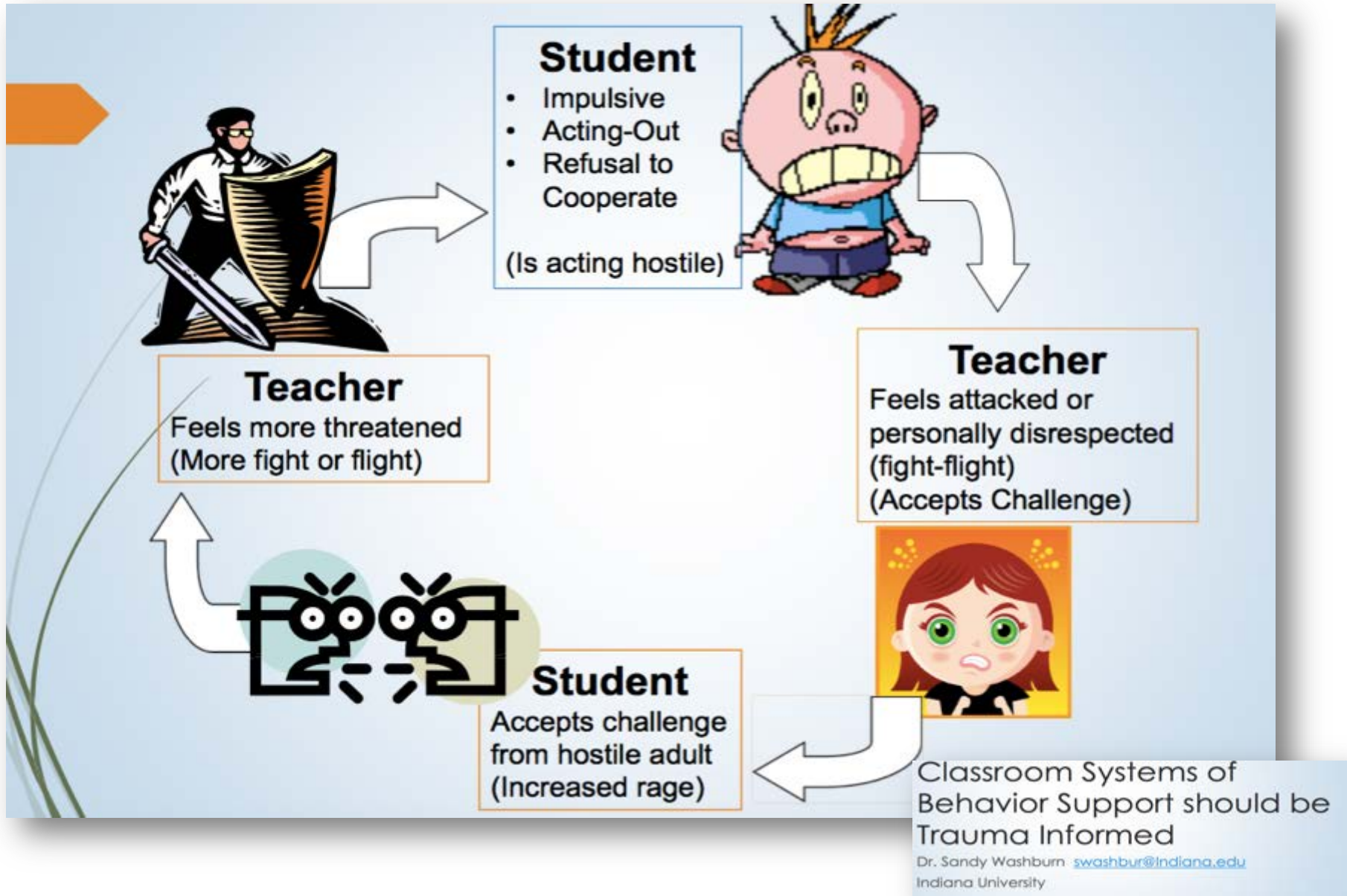
# Self-Regulation

“The ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst...”

<https://childmind.org/article/can-help-kids-self-regulation/>



# Dysregulation

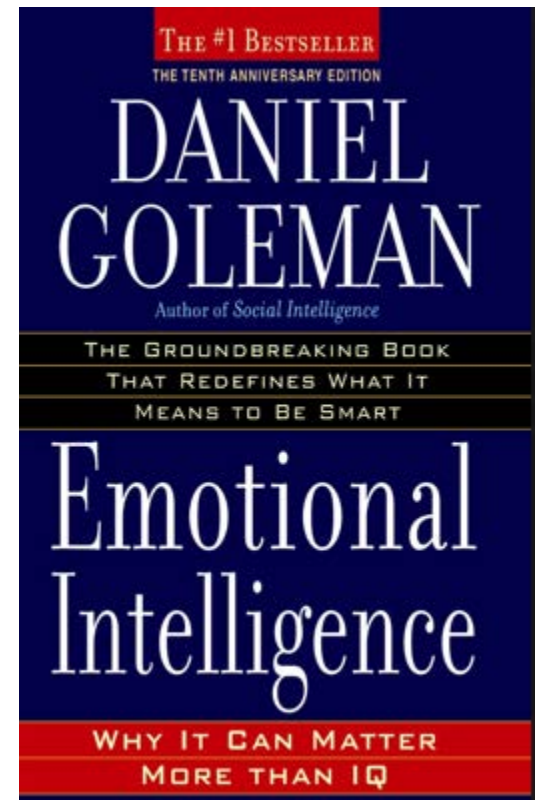


To help a student self-regulate,  
*we have to be regulated first.*

"When *little* people  
are overwhelmed by  
*big* emotions,  
it's our job to share  
our calm, not to  
join their chaos."

– L.R. Knost

Kindermusik®



# Reflect & Discuss



- Think-Pair-Share
  - Think: Individually for 60 seconds
  - Pair: Shoulder partner (3 minutes)
  - Share: Report out
- 
- What are some strategies you use in your classroom to help you stay regulated?

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practices**

Rationale,  
Self-assessment, & Rubric

# Classroom Management is linked with:

- positive student outcomes academically & behaviorally
- increased risk of preventing more serious problems among at-risk students
- prevention of possible current & future behavior problems
- **signals** to kids the class is a safe place to learn
- **having more positive climates**

(Aber et al., 1998; Mitchell, Bradshaw & Leaf, 2009)



# Student Engagement

- Most studies that measure effective teaching strategies use student engagement as the measure.
- Wong and others analyzed over 11,000 statistical findings to determine those factors that correlated the highest with student engagement, and rank ordered 28 variables. **Classroom management** was at the top of the list.
- Despite this statistic, only a third of teaching colleges teach classroom management.



# What We Know

- Lack of discipline is one of the biggest problems facing public schools
- More time is being spent on reactive classroom and behavioral management and less time on academic instruction
- Effective Classroom Management strategies and practices implemented by classroom teachers are the foundation of behavior and academic three-tiered interventions...



# Research-Based Benefits of Relationships

## **DISCIPLINE**

In a meta-analysis of more than 100 studies- teachers who had high-quality relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year's time than did teachers who did not.

(Marzano, Marzano, and Pickering 2003)



# Research-Based Benefits of Relationships

## **LEARNING OUTCOMES**

John Hattie's Visible Learning research is based on a meta-analysis of 800 studies where he ranked 138 influences on student learning. The average effect size of all influences studied was .40. Teacher-Student relationship had an effect size of .72, which is in the high zone of desired effects. (just below "feedback"- .73)



# Research-Based Benefits of Relationships

## **RESILIENCY**

“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult”

(Center on the Developing Child at Harvard University)



# What Flight, Fight, or Freeze Looks Like in the Classroom

Flight	Fight	Freeze
• Withdrawing	• Acting out	• Exhibiting numbness
• Fleeing the classroom	• Behaving aggressively	• Refusing to answer
• Skipping class	• Acting silly	• Refusing to get needs met
• Daydreaming	• Exhibiting defiance	• Giving a blank look
• Seeming to sleep	• Being hyperactive	• Feeling unable to move/act
• Avoiding others	• Arguing	
• Hiding or wandering	• Screaming/yelling	
• Becoming disengaged		

**Fostering Resilient Learners**  
 Strategies for Creating a Trauma-Sensitive Classroom  
 Kristin Souers with Pete Hall



# Let's Define **Safety** Together



With Shoulder Partner:

What makes you feel safe...

- at school?
- in the community?
- with friends?

**Safety:** freedom from harm or danger; a place that is free from harm or danger

—Merriam-Webster Dictionary

*Safety is about being valued and having predictable relationships.*

# Reflect & Discuss



- Review [Trauma Aligned Classroom Practices](#)
- Highlight what ‘pops’ for you.
- Consider what that might look like in a classroom.

Learn more about all practices  
on [Classroom Practices](#) page.



# Trauma Lens Crosswalk with the 6 Classroom Practices

<b>1. Physical Environment</b>	A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma.
<b>2. Classroom Teaching Matrix</b> (Expectations, Rules, & Routines)	A well-designed teaching matrix creates consistency and predictability through clearly stated positive expectations with examples (rules). Routines support regulation, and can develop social-emotional competencies.
<b>3. Active Supervision</b>	Active supervision provides a sense of safety as well as frequent opportunities for relationship development for students impacted by trauma.
<b>4. Encouraging Appropriate Behavior</b>	These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.
<b>5. Continuum of Responses to Inappropriate Behavior</b>	The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason).
<b>6. Engagement &amp; Opportunities to Respond</b>	Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)





# Self-Assessment your current classroom

## ■ Step 1:

- Rate your overall classroom behavior on a scale of 1-5.
  - 1 = off-task, disruptions, low prosocial skills
  - 5 = academically engaged, effective routines, respectful behavior to each other and teacher, pro-social skills



# Self-Assessment your current classroom

- Step 2:
  - With your 1-5 rating in mind, reflect on your practices, and consider these questions:
    - Do my students know my expectations?
    - Do my students know the routines for the classroom?
    - Do my students feel comfortable and safe in my classroom?
    - Do I acknowledge my students good behavior?
    - Do I know how to handle inappropriate behavior?
  
- Step 3: Discuss with partner or table



# Self-Assessment of 6 Classroom Practices

## First: on your own (~15 min)

1. Download the “[Classroom Self-Assessment/Observation Tool](#)” (for all six practices)
2. Think of your typical classroom day. Or think of your day yesterday.
3. Complete the rubric portion of the observation tool as a self-assessment (Skip the data-collection tools at the end)

## Second: with a partner, then table: (~10 min)

4. Which practices do we have more fully in place?
5. Which practices could we improve?
6. How do these practices create safe, predictable, and consistent environment?

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

Physical Environment

# Arrange Orderly Physical Environment

## ■ Design classroom to:

- Minimize distraction and conflict
- Allow for mobility and proximity
- Emotionally, socially, cognitively safe environment that encourages connections
- Ensure all students can be seen by teacher and they can see the teacher and instructional displays
- Allow easy access to frequently used materials AND the exit

# Rationale

- Increases on-task behavior
- Increases perception of safety
- Supports a respect of others' personal space
- Makes it easier to use the curriculum visuals
- Allows for teacher movement (Active Supervision)

***The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom.***

*– Scheuermann & Hall, 2008*



# Important Reminders

- Keep high-traffic areas free from congestion
  - group work areas
  - space around the pencil sharpener
  - doorways
  - students' desks and teacher's desk

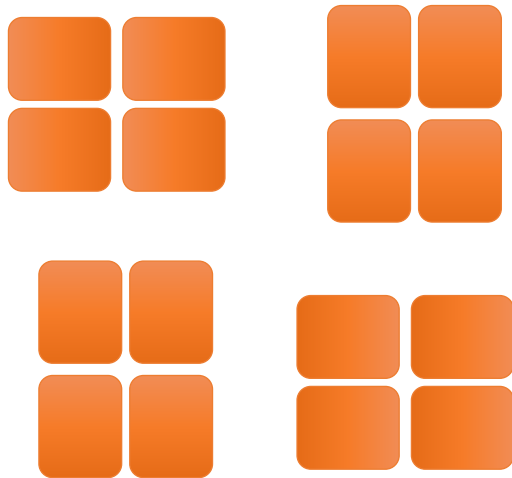


# Important Reminders

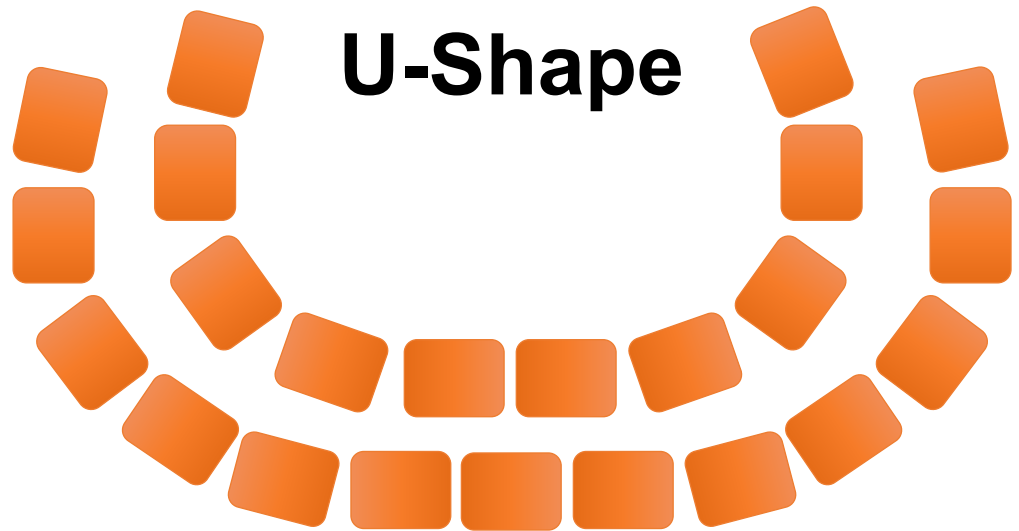
- Be sure all students can be easily seen and they can see the teacher
  - Teacher should sit down at every desk before the first day of school
- Make sure that frequently used materials and supplies are clearly labeled and easily accessible
- Display only current or relevant materials

# Discuss Uses for Various Arrangements

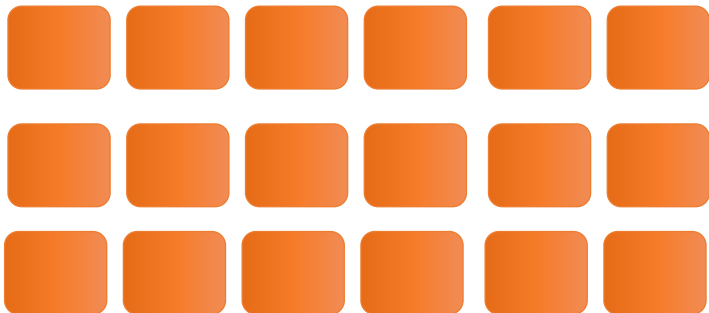
## Clusters



## Circle/ U-Shape



## Rows



## Other?

# Hints for Success

- Have a variety of physical arrangements planned and diagramed before students arrive
- Have students practice setting up classroom for whole class instruction, small group activities, and small group instruction combined with independent work

# Hints for Success

- Be sure all students can see instructional presentations and displays
- Plan for “desk creep” by having floor markers or posters of seating arrangements for self-correction
- Protect the floor by placing old tennis balls on the feet of chairs and desks

# Quiet Reflection

- Think how you currently use this practice in your classroom.
- What does this strategy look like in your classroom?
- Think of a time you used this practice intentionally?
- Think of a time you could have used this practice?



## **How is the practice trauma informed?**

Orderly physical environment

# Orderly Physical Environment is trauma informed

- Promotes feeling of safety and predictability
- Supports students in respecting personal space of others

# **Strategies for the practice**

Orderly Physical Environment



# Arrange Orderly Physical Environment

- Keep in mind that touch is one of most common triggers of a stress response
- Intentional seating arrangements
- Ensure ample space to walk through all areas
- Consider physical arrangement when problem behaviors arise and make changes as necessary

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

Establishing and Teaching Expectations, Rules  
& Routines

# Establishing and Teaching Expectations, Rules & Routines

- Expectations defined early in the year based on PBIS school-wide expectations
- Positively stated (what you want them to do, rather than what you don't)
- Easy to remember
- Posted in the classroom
- Taught directly by the classroom teacher
- Functional
- Observable and measurable

# Rationale

- A dependable system of rules and procedures provides structures for students and help them to be engaged with instructional tasks.
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement

# Rationale

- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority

# Quiet Reflection

- Think how you currently use this practice in your classroom.
- What does this strategy look like in your classroom?
- Think of a time you used this practice intentionally?
- Think of a time you could have used this practice?



**practice is trauma informed**



# Is trauma informed because

- Thrive from established expectations
- Show student capable and worthy
- Help differentiate purposeful rules from unpredictable rules
- Create predictable adult behaviors
- Establish a sense of security

# Is trauma informed because

- A well-designed teaching matrix creates consistency and predictability through clearly stated rules.
- Routines support regulation, and can develop social-emotional competencies.
- When teachers are consistent in expectations from class to class, it results in a predictable environment for students, helping them to regulate and operate in a state of calm.

## **Strategies for the practice**



# Sample School-wide Teaching Matrix

Midwest PBIS Network, 11/4/2019. Adapted from: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

School-wide ROAR Expectations	Rules (examples)						rev 11-4-19
	All Settings	Hallways	Classroom	Bus	Online	Classrooms	
Respectful	Be on time Assume positive intent	Walk to my destination	Stand in line Sitting in my seat	Stay in my seat Use level 1 volume	Be respectful of others' feelings of privacy		
Responsible	Feel safe Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.	See classroom specific matrices for classroom rules and routines	
Responsible	Be prepared	Pick up litter	Use my technology responsibly	Watch for my stop	Double check before I post		
Teacher's Role (Conditions for Learning)	Use specific praise to reinforce behavior		Use my technology responsibly (move, share, interact)		Use my technology responsibly (move, share, interact)	Develop classroom matrix • Post; teach; reinforce	

1. 3-5 School-Wide Expectations

2. Natural Context

4. Add Teacher role to increase the conditions for learning

3. Behavior Examples (Rules)

5. Build out Classrooms Rules and Routines (see classroom matrix)



# Sample School-wide Teaching Matrix

Midwest PBIS Network, 11/4/2019. Adapted from: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

School-wide ROAR Expectations	Rules (examples) <span>rev 11-4-19</span>					
	All Settings	Hallways	Lunch	Bus	Online	Classrooms
Respectful	Be on time Assume positive intent	Walk to the right Use level 2 volume	Invite those sitting alone to join	Stay in my seat Use level 1 volume	Consider feelings of others before I post Be an upstander – speak up when I see unsafe behavior	See <b>classroom</b> specific matrices for classroom rules and routines
Organized and Achieving	Hands and feet to self Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.	
Responsible	Recycle Be prepared	Pick up litter	Use my breathing technique Listen to my signals	Watch for my stop	Double check sources before I post Think before I forward	
Teacher's Role (Conditions for Learning)	Use specific praise to reinforce behavior	Stand in hall during passing periods	Use active supervision (move, scan, interact)	Ensure students enter bus calmly	Teach and practice routine monthly	<ul style="list-style-type: none"><li>• Develop classroom matrix</li><li>• Post; teach; reinforce</li></ul>

**INCORPORATE social emotional competencies, pro-social skills, etc...**



# Sample Classroom Teaching Matrix

Midwest PBIS Network. (2019). Tier 1 Team Training: TFI 1.3 PPT [PowerPoint slides]. Retrieved from <http://www.midwestpbis.org/materials/tier-i-team-training>

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines					rev 11-4-19
		Welcome	Group Work	Online	When you feel upset...	How to Transition	
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Raise hand</li> <li>Track the speaker</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Say "good morning" to teacher and classmates</li> <li>Talk in soft voices</li> </ul>	<ul style="list-style-type: none"> <li>Listen to your peers</li> <li>Take turns speaking</li> <li>Say "I like"</li> </ul>	<ul style="list-style-type: none"> <li>Consider feelings of others before I post</li> <li>Standers</li> <li>Ask for</li> <li>ers</li> </ul>	<ul style="list-style-type: none"> <li>Ask for a break if you need a moment</li> <li>Express your feelings appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area</li> </ul>	
<b>Organized and Achieving</b>		<ul style="list-style-type: none"> <li>Take your seat</li> </ul>	<ul style="list-style-type: none"> <li>Do your fair share</li> <li>Manage time carefully</li> </ul>	<ul style="list-style-type: none"> <li>Double check sources before I post</li> <li>Think before I forward</li> </ul>	<ul style="list-style-type: none"> <li>Talk to someone if you need help</li> <li>Talk to someone if it will make you feel better</li> </ul>	<ul style="list-style-type: none"> <li>Stand, Push in your Chair</li> <li>On, listen for direction to next activity</li> </ul>	
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Offer to help</li> <li>Apologize for mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Turn in homework</li> <li>Put materials in desk</li> <li>Begin work</li> </ul>	<ul style="list-style-type: none"> <li>Do your fair share</li> <li>Manage time carefully</li> </ul>	<ul style="list-style-type: none"> <li>Double check sources before I post</li> <li>Think before I forward</li> </ul>	<ul style="list-style-type: none"> <li>Stop and take a few deep breaths</li> <li>Recognize what you're feeling "I feel..."</li> </ul>	<ul style="list-style-type: none"> <li>Eyes on me</li> <li>Wait to be called</li> </ul>	
<i>Teacher's Role (Conditions for Learning)</i>	<i>Supervise all areas of classroom</i>	<i>Greet Students warmly Bell to bell activity posted</i>	<i>Actively supervise small group activities</i>	<i>Teach &amp; practice routine monthly</i>	<i>Use Active Supervision to predict triggers</i>	<i>Teach, practice, reinforce transitions</i>	

**Classroom is also anchored to the SAME School Wide expectations**

# Guidelines Creating Classroom Rules

- Involve students in reviewing rules, and understanding examples and non-examples
- Teach classroom rules by demonstrating examples and discussing non-examples
- Monitor and give frequent feedback when students follow rules
- Share rules with families and others

# Classroom Rules

## EXAMPLES

- Turn in completed assignments on time.
- Keep hands, feet, and objects to yourself.
- Raise your hand and wait for permission to speak.
- Be in your seat when the bell rings.
- Be on task during work times.

## NON-EXAMPLES

- Be responsible
- Be a good citizen
- Respect authority
- Pay attention
- Be ready to learn
- Do your best
- Be kind to others
- Be polite
- Be safe

**The non-examples are vague, unmeasurable and subject to interpretation. In contrast, the examples are explicit, unambiguous, and indisputable statements of appropriate behavior for the classroom.**



# Activity: Create a Classroom Matrix

- Use the template on the next slides to begin creating your Classroom matrix. Start with the classroom rules sections first.

Insert school Exp./mascot name here	Classroom Rules ( Aim for 3 or less per exp.)	Classroom Routines (Can add room number)			
		Routine 1	Routine 2	Routine 3	Routine 4
Be Responsible					
Be Respectful					
Be Safe					
Conditions for Learning					

# Template of a Classroom Teaching Matrix

Insert expectation system name here	Classroom Examples (Rules)	Classroom Routines					rev4-16-19
		Getting Attention	Transitions				
Teacher's Role/ Conditions for Learning							

# Teaching Skills

- Expanding skills beyond procedural to social-emotional
- Develop your own lessons
- Connect a curriculum to your SW Expectations

## Lesson : 4

### Thoughts, Feelings, Behavior

<b>A. Primary Subject Area, Interdisciplinary Connections/Grade Level/Lesson Duration</b>
Emotional Awareness
<b>B. Content Standard(s) and/or Common Core Learning Standard(s):</b>
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. HAWK expectation - Have Respect
<b>C. Academic Vocabulary:</b>
<b>Emotions:</b> A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others
<b>Decision making:</b> the action or process of making decisions, especially important ones.
<b>Positive attitude:</b> A positive attitude doesn't mean ignoring life's troubles. It just means being an optimist and looking for the good in things, rather than being a pessimist and concentrating on the bad in things.
<b>D. Outcomes/Objectives:</b>
1. Understand the cycle of thoughts, feelings, behavior 2. Identify ways to have a more positive attitude in all areas of your life
<b>E. Relevance/Rationale:</b>
Our thoughts influence how we feel which influences how we behave
<b>F. Student and Class Information:</b>
Students in grades 7-12.
<b>G. Anticipated Difficulties:</b>
Understanding the concept of thought influence feeling influences behavior
<b>H. Lesson Procedures:</b>
1. Teacher draws Graphic 1 (see below) on the board (thoughts create feelings, feelings create behavior, behavior reinforces thoughts). 2. Teacher says, "Take a minute to look at this chart. What do you think it means?" Allow two or three students to share out thoughts. 3. Teacher says, "We all have times where we get stuck in a cycle where we think and feel like something is too hard or impossible, or have a negative attitude about it. This impacts our decision

# Cues for Transition

- Daily Agendas
- Visual timers



Today's Schedule		
8:15		Reading
9:00		Math
9:45		Writing
10:30		Recess
11:15		Lunch
12:00		Social Studies
12:45		Music
		Science
		Gym

<p><b>STANDARD</b> NAT 1.0: EXPLAIN HOW IDEAS OF DEMOCRACY, FREEDOM, &amp; INDIVIDUALISM FOUND EXPRESSION IN THE DEVELOPMENT OF CULTURAL VALUES, POLITICAL INSTITUTIONS, &amp; AMERICAN IDENTITY.</p> <p><b>OBJECTIVE</b></p> <p>UNDERSTAND TO WHAT EXTENT WAS THE REVOLUTIONARY WAR A REAL "REVOLUTION"</p> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>INTERPRETATION</li> <li>COMPARISON</li> <li>ARGUMENTATION</li> <li>CONTEXTUALIZATION</li> </ul>		<p><b>MON</b> 9/29</p> <ul style="list-style-type: none"> <li>WARM-UP - FOCUS QUESTIONS</li> <li>REVOLUTION DBQ PACKET</li> <li>HW - CH. 7 OUTLINE + VOCAB.</li> </ul>
		<p><b>TUES</b> 9/29</p> <ul style="list-style-type: none"> <li>WARM-UP - FOCUS QUESTIONS</li> <li>REVIEW CH. 6 TEST</li> <li>REVOLUTION DBQ PACKET (IF TIME PERMITS)</li> <li>HW - CH. 7 OUTLINE + VOCAB</li> </ul>
		<p><b>WED</b> 9/30</p> <ul style="list-style-type: none"> <li>WARM-UP - FOCUS QUESTIONS</li> <li>REVOLUTION DBQ PACKET</li> <li>HW - STUDY CH. 1-7</li> </ul>
		<p><b>THURS</b> 10/1</p> <ul style="list-style-type: none"> <li>WARM-UP - DISCUSSION QUESTIONS</li> <li>REVIEW CH. 1-7 TEST (UNIT 1)</li> <li>HW - STUDY FOR UNIT 1 TEST</li> </ul>
		<p><b>FRI</b> 10/2</p> <ul style="list-style-type: none"> <li>UNIT 1 CH. 1-7 TEST</li> <li>HW - CH. 8 OUTLINE + VOCAB</li> </ul>

# Code Switching Example

- Comes from equity work
- Expectations differ from home/community and school
- Example: Kyle, using curse words to express frustration may be acceptable at home or among your friends. At school, remember being safe looks like choosing a calming strategy from our list.

(PBIS Cultural Responsiveness Field Guide)



# Wrap-up



- FIRST: Look at first two columns of the classroom practices resource map and reflect on what you are already doing in your classroom?
- Classroom Practices Resource Map
- Second: Turn a shoulder partner and share your observations.



# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# classroom practice

Establishing and Teaching Expectations,  
Rules & **Routines**



# Define, Teach Classroom Routines

- Procedures explain the accepted process for carrying out a specific activity such as:
  - individual seat work
  - group work
  - sharpening pencils
  - lab experiments
  - going to the restroom
- Classroom procedures are steps for accomplishing classroom tasks
- Routines are procedures that have become habits

# Quiet Reflection

- Think how you currently use this practice in your classroom.
- What does this strategy look like in your classroom?
- Think of a time you used this practice intentionally?
- Think of a time you could have used this practice?



**practice is trauma informed**

# Is trauma informed because

- When students know what to expect, it helps them operate in state of calm
- Increases adults prompts of possible change in routine
- Consider routines to support:
  - Brain regulation
  - Self-awareness
  - Relationship development

## **Strategies for the practice**

Define, Teach &  
Develop Classroom Routines  
for the following:

**1. REGULATION**

**2. RELATIONSHIPS**

**3. SELF-AWARENESS**

# EXAMPLE ROUTINE

## Schedule for REGULATION

- Establishing a schedule for regulation:
  - During transitions
  - Before important lesson
  - Restoring equilibrium

# EXAMPLE DAILY ROUTINE Schedule

## Relationships, Regulation & Self-Awareness

- 8:05: Greet students at door (Relationship)
- 8:15: Morning Mindfulness (Regulation)
- 10:00: ELA writing stem (Self-Awareness)
- 12:15: After lunch break break (Regulation)
- 1:30: Before Math Brain Break (Regulation – prime the brain)
- 2:50: Daily gratitude in agenda (Self-Awareness)



# ADDITIONAL ROUTINES Schedule

## Relationships, Regulation & Self-Awareness

### Monday:

- SEL lesson in Circle (Relationship and Self-Awareness)

### Tuesdays/Thursdays:

- Brain Break after PE (Regulation)

### Friday:

- End of Week Circle (Relationship and Self-Awareness)

# EXAMPLE ROUTINE Schedule

## Relationships, Regulation & Self-Awareness

- Modified Morning Meeting themes to support:
- Regulation, Self-Awareness, and Relationship
- 8th grade ELA classroom

### Thursday-8/23

1:45 dismissal schedule-Fundraiser  
Assembly after 8th hour!

Think Break Thursday

1. Greet the people next to you with a high-5, handshake, or thumbs up!
2. Throwback Thursday with a little dance sesh :)  
Here's a hint....

### Agenda

- Collect any Contact Forms
- Throwback Thursday
- Escape Room Activity
- Mantras-What is a Mantra?
- Decorate ISN and Folders



# EXAMPLE ROUTINE Schedule

## Relationships, Regulation & Self-Awareness

### Themed Days:

- Monday: Music Monday
- Tuesday: Tell Me About it Tuesday
- Wednesday: What Would You Do Wednesday
- Thursday: Think Break Thursday
- Friday: Dad Joke/Fun Fact Friday

# REMEMBER & NEXT

## Remember:

- the classroom practice we just focused on was **scheduling a routine for regulation, relationships and self-awareness.**

## Next:

- we are going to share examples for regulation relationships and self-awareness.

# **Regulation Strategies**

# Regulation Strategy

## Focused Attention Practices

- Practices to quiet the thousands of thoughts that distract us.



- Control our behavior
- Think through problems
- Weigh right and wrong
- Think about consequences
- Organize and plan ahead
- Focus on the present

Used with permission from Warren Township School District, Indianapolis



# Regulation Strategy

## Focused Attention Examples

- Breathing practices
- Quiet time
- Movement
- Colors
- Focus
- Sound
- Taste



<https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels>

# Regulation Strategy

## Place & Signal

- Create a place for regulating
  - (e.g.: Calm Corner, Amygdala First Aid, stepping out in hall)
- A signal for regulation
  - (e.g.: card on desk, a hand-signal)

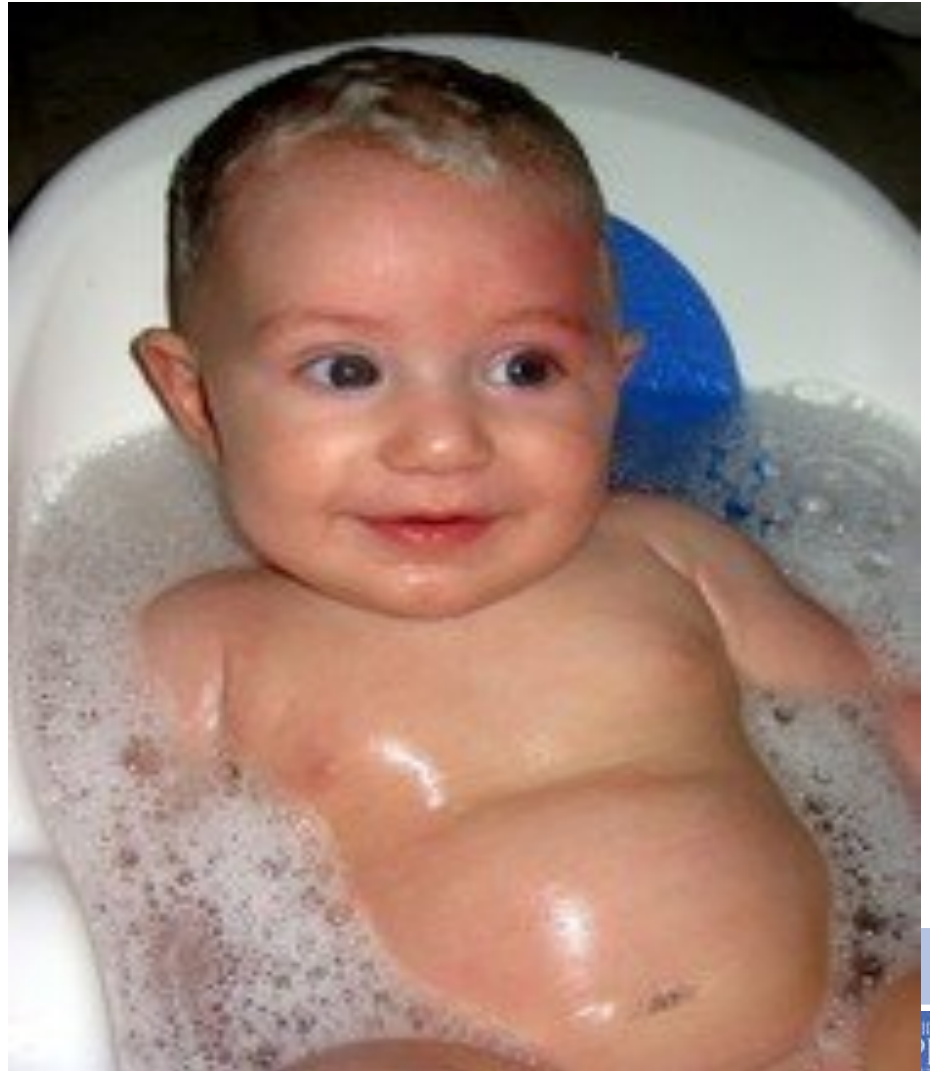
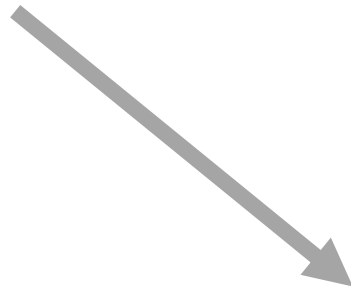




# Regulation Strategy

## Belly Breathing

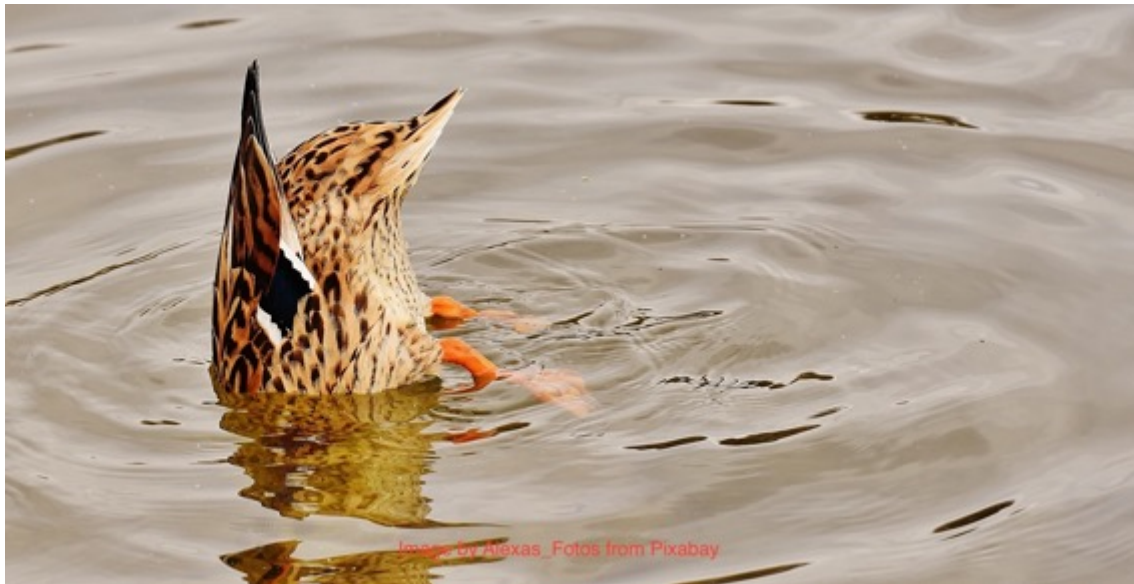
Baby's naturally  
breathe from  
their bellies!



# Regulation Strategy

## Deep Dive Breaks

- Inhale for four counts
- Hold for four counts
- Exhale slowly for four counts.



# Regulation Strategy

## Feeling My Feet Activity



Mindful Games: Sharing Mindfulness and Meditation with Children,  
Teens and Families –Susan Kaiser Greenland

# Regulation Strategy

## FIVE THINGS

- Look around you, identify and name:
  - 5 things you see
  - 4 things you feel
  - 3 things you hear
  - 2 things you smell
  - 1 thing you taste





# Regulation Strategy

## Brain Intervals

- Thumb wars
- Rhythm patterns
- Hidden pictures
- Squiggle story
- Junk bag
- Mental math
- <https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels>



## **Self-awareness strategies**

# Self-Awareness Strategies

- General emotions poster
- Same language identifying emotions decided by teacher and youth consistent across all classrooms

The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control



# Self-Awareness Strategies

- Positive attitude, happy sing-alongs (S. Craig)
  - Whistle a Happy Tune ; You've Got to Have Heart
- Journaling / Bell-Ringer routines
  - Build “resilience muscles” or “rebound skills” (S. Craig)
    - “I have....”, “I am....”, “I can...”, and “I like...”



# Self-Awareness Strategies

- Journal prompt about emotions
- Connecting character in story (asking what emotions the character was feeling/displaying)
- Debriefing a situation with a student
- Debriefing a situation with an entire class or sub-group
- Morning meetings
- Circles

## **Relationship Strategies**

# Relationship Strategies

## Morning Meetings & Community Circles

- Greeting
- Connecting
- Sharing
- Check-ins

<https://www.responsiveclassroom.org/what-is-morning-meeting>

<https://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs>



# Relationship Strategies

## Holistic View of Students

Name	Passion	Family	Activities	Academics	Food Drink	Physical	Skills	other
Will	Cubs Dogs	Lives with mom, step-dad, 16 y.o. cousin, two cats one dog	Baseball Checkers Uno	Hates to read  Loves math	Pizza  M&M  Coke	Asthma  Allergies to everything outside	Likes puzzles	Moved here from NY  dog died last year

# Relationship Strategies

## Student & Family Surveys

### Parent Survey with Contact Information

You know your student best Thank you so much for taking the time to provide me with this information I look forward to working with you this year!

What are your student's strengths? Be specific and don't be bashful include as many as you can think of-academic, social, athletic, artistic, musical, etc.

-strengths

What can you tell me about how your student learns best? What kinds of classroom learning environments have helped him/her to learn in the past?

-learning environment

What can you tell me about things that get in the way of your student's learning? What kinds of classroom learning environments have made it more difficult for him/her to learn?

-learning difficulties

Is there anything else you want me to know about your student? This might include but is not limited to current medications, medical or emotional conditions, situations at home, past experiences, etc.

-background info.

**Student Survey:** asks for how they want to be praised, how they learn best, what their home environment is like, and what they see as their strengths and weakness among other things.

- Name one person you look up to and why
- What is one thing you like about yourself and why?
- What do you like about Reading and what intimidates you?
- 3 words you'd use to describe yourself
- 3 words others would use to describe you
- Are you able to access the internet? If so, where?
- Favorites-food, book, movie, subject, singer



# Relationship Strategies

## Classroom Professions

- **Giver:** gives encouragement, affirmation and acts of kindness
- **Storyteller:** seeks books to share, leads class in creating a story with pictures, journals, or turning stories into screen plays
- **Noticer:** notices what is going well or right (as opposed to tattling) and reports to class

Unwritten, The Story of a Living System:

A Pathway to Enlivening and Transforming Education ,Dr. Lori Desautels

(<https://www.edutopia.org/blog/new-roles-building-environments-cooperation-lori-desautels>)



# Relationship Strategies

## Classroom Professions

- **Kindness Keeper:** records all of the kind acts seen during the day or week and shares with the class
- **Resource Manager:** suggests ideas, resources, or ways to solve a problem or locates information for either academically or behaviorally
- **Collaborator:** collaborates with another teacher, staff member or student who needs an emotional, social or cognitive boost

Unwritten, The Story of a Living System:  
A Pathway to Enlivening and Transforming Education ,Dr. Lori Desautels

(<https://www.edutopia.org/blog/new-roles-building-environments-cooperation-lori-desautels>)



# Relationship Strategies

- Copy Cat
- Hot/Cold
- Multi-player thumb war
- Group drumming
- Side walk chalk
- Board games
- 2 x 10 strategy





# Wrap-up



## Classroom Practices Resource Map

### ■ First:

- Look at first two columns of the Classroom Practices Resource map and reflect on what you are already doing in your classroom? [Classroom Practices Resource Map](#)

### ■ Second:

- Turn to your shoulder partner and share your observations.

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

Employ Active Supervision

# Rationale

- Allows for the provision of immediate learning assistance to students
- Increases student engagement
- Reduces inappropriate behavior; increases appropriate
- Provides knowledge on whether students are using expectations
- Allows for frequent use of encouragement
- Allows for timely correction of behavioral errors
- Builds positive adult-student relationships

# Active Supervision + Quality Components = Relationship Building

- Proximity
- Listening
- Eye Contact
- Smiles
- Pleasant Voice Tone
- Use of Student's Name
- Expressing care
- Others?

# Movement Examples and Non-Examples

## Examples

- While students are working independently or in small groups/centers, scan and move around the classroom, checking in with students.
- While monitoring students on the playground, move around, interact with students, and observe behaviors of individuals and the group. Scan the entire area as you move around all corners of the area.

## Non-Examples

- Sitting or standing where you cannot see the entire room/space, such as with your back to the group or behind your desk.
- Walking the same, predictable route the entire period of time, such as walking the rows of desks in your classroom in the same manner every period
- Stopping and talking with a student or students for several minutes
- Interacting with the same student or groups of students every day

(Simonson, 2014)

# Quiet Reflection

- Think how you currently use this practice in your classroom.
- What does this strategy look like in your classroom?
- Think of a time you used this practice intentionally?
- Think of a time you could have used this practice?



**practice is trauma informed**



## Is trauma informed because

- Provides a sense of safety for students
  - More likely to identify trigger and prevent problem behavior
  - Creates frequent opportunities to interact with students for relationship development
- 
- Remember 15 seconds is long enough to have a meaningful connection with a student

## **Strategies for the practice**

# Components of Active Supervision

- **Moving:** Continuous, random teacher movement throughout all parts of classroom. It could be random or target predictable problems, proximity.
- **Scanning:** Frequent and intentional visual sweep of all parts  
classroom; look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact.
- **Interacting:** Frequent and positive communication to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.

# Active Supervision

- Move
  - Avoid touching or startling students
  
- Scan
  - Watch for potential triggers
  
- Interact
  - Emotion check-ins

# Wrap-up



## Classroom Practices Resource Map

### ■ First:

- Look at first two columns of the Classroom Practices Resource map and reflect on what you are already doing in your classroom? [Classroom Practices Resource Map](#)

### ■ Second:

- Turn to your shoulder partner and share your observations.

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

Encouraging Appropriate Behavior

# Class and School-wide Practices to Encourage Appropriate Behavior

- Teach Behavior/ Routines: written plan/schedule for teaching and practicing expectations, rules, or procedures
- Preventative Prompts: Prompting expected behavior just prior to when it is needed. “Before we transition to group work, remember showing respect looks like...”
- Behavior Specific Praise: “Diane, Awesome! You are showing Listening to the speaker by leaning in, that's being respectful.”



# Class and School-wide Practices to Encourage Appropriate Behavior

- Individual Reinforcers: Tiger tokens, bulldog bucks, table points, etc.
- Group Contingencies: After 20 Tiger Tokens are earned among the group, everyone gets a 5-10 min social reward

## **Strategy: Teaching Classroom Expectations and Rules**

# Teach Classroom Expectations & Rules

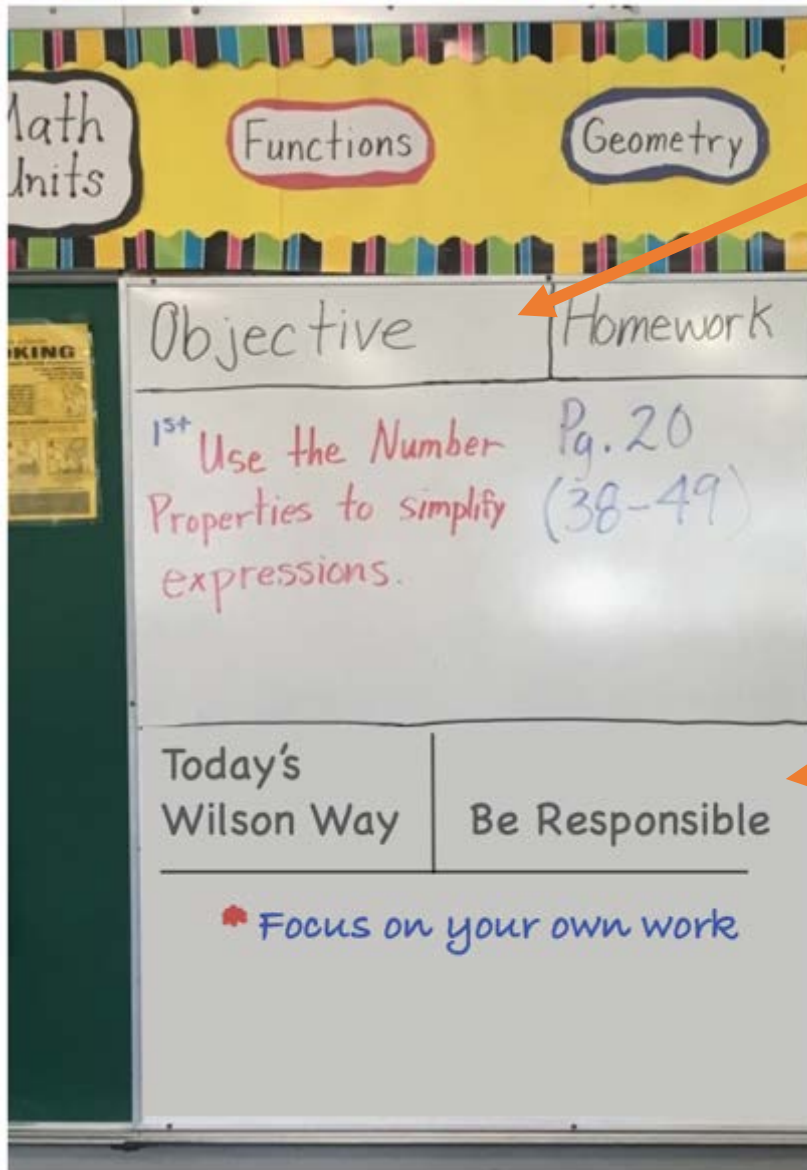
- Introduce the expectation during neutral time & provide rationale
- Embed rules into daily lessons and activities
- Post the rules (with large font) and refer to it often
- Model what the expectation looks like and discuss non-examples
- Practice with the students and provide specific feedback
- Acknowledge students who demonstrate the expected behavior
- Prompt, pre-correct and review as often as necessary

# Strategy for Direct Teaching

## Teaching students how stop their behavior when asked (showing respect)



# Embed into Daily Curriculum



Objective for the Subject Matter Lesson

Objective for a paired Behavioral/Social/emotional skill (taken from the school's teaching matrix)

Serves as a visual cue to remind Teacher to prompt students and give specific praise.

## **Strategy: Behavior specific Praise**

# Rationales for Behavior Specific Praise

- Contingent praise is associated with increases in a variety of behavioral and academic skills (Partin, Robertson, Maggin, Oliver, & Wehby, 2010)
- Behavior specific praise has an impact in both special and general education settings (Ferguson & Houghton, 1992; Sutherland, Wehby & Copeland, 2000)
- When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem (Davis, 2007)
- Teacher praise has been supported as among one of the most empirically sound teacher competencies (Maag, 2001)

# Rationale: Using Behavior Specific Praise

- Create positive climate, interactions, rapport, and relationships with students by focusing the adults and students on positive social behaviors and actions.
- It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior.

(Cameron, 2002; Cameron & Pierce, 1994, 2001;  
Cameron, Banko, & Pierce, 2001)





# Rationale for Using Behavior Specific Praise

- Create **positive climate**, interactions, rapport, and relationships with students by focusing the adults and students on positive social behaviors and actions.
- It makes that behavior more likely to occur in the future, and is one of the most important factors for changing behavior.
- Spending time on acknowledging and focusing the attention on positive behaviors minimizes attention to negative behaviors, and reinforces **it is an instructional moment.**
- It increases instructional time and minimizes time students are out of the classroom.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances understanding of self, and helps build internal focus of control.

# Behavior Specific Praise

*30 seconds or less!*

## Provide Specific Praise for Behavior:

- Step 1: Identify the student or group
- Step 2: Include a term of praise
- Step 3: Describe/Acknowledge specific behavior/rule being recognized
- Step 4: (best practice): Link to school-wide expectation
- Step 5: (optional): Provide tangible reinforcement, DPR points, etc.

The Wilson Way	Classroom Rules
Be Responsible	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Clean up area</li><li>• Apologize for mistakes</li></ul>
Be Respectful	<ul style="list-style-type: none"><li>• Raise hand</li><li>• Listen to speaker</li><li>• Follow directions</li></ul>
Be Safe	<ul style="list-style-type: none"><li>• Walk quietly</li><li>• Keep hands and</li></ul>

## Non-examples:

- “Brian is sitting in his seat.”
- Saying “good job” without connecting to school-rule.
- Giving ticket without saying anything
- Only giving a ticket for “above and beyond” behavior

“Diane, Awesome! You are demonstrating Listening to the speaker, that's being ‘respectful!’”

“This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show ‘responsibility.’”

MS Before & After Video Example:

<https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUxMlpnM2pEc2M/view>

# Specific Praise for Behavior Strategy

- Providing preferred feedback
  - In front of class
  - Verbal individual
  - On a post-it
- Establishing group choral response

# Quiet Reflection

- Think how you currently use this practice in your classroom.
- What does this strategy look like in your classroom?
- Think of a time you used this practice intentionally?
- Think of a time you could have used this practice?



**Strategy: Class wide Group  
Contingency**

# Defining Group Contingencies

- A group contingency acknowledges students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers (Murphy et. al, 2007).
- Group reinforcement contingencies are employed when a common expectation is set for a group of learners and a common positive outcome is earned by engaging in the expected behavior.

# Classwide Group Contingency

- Teacher selects and teaches star behavior
- Class plays as team
- Teacher provides pre-correction before challenging transitions or routines
- When teacher observes student engaging in star behavior, class gets a point
- Points are displayed on board
- As students need reminders, teacher re-teaches star behavior

# Rationale: Group Contingencies

- Creates a sense of community (we are all in this together)
- Can be used to focus on the positive use of the skill/rule/expectation, rather than the deficit
- Increases teachers use of Specific Praise for Behavior
- Harnesses social relationships to encourage positive behavior
- Allows the teacher to be efficient by rewarding everyone for a few examples of the behavior, instead of rewarding every student individually.

(Simonsen, B., & Myers, D., 2015)



# Guidelines for Group Contingencies

- There are six guidelines for implementing a group contingency:
  - choose a powerful reinforcer
  - determine the behavior to change and collateral behaviors that might be affected
  - set appropriate performance criteria
  - combine with other procedures
  - select the most appropriate group contingency
  - monitor individual and group performance

PEARSON online resource to accompany *Applied Behavior Analysis*, Second Edition,  
by John O. Cooper, Timothy E. Heron, and William L. Heward



# Classwide Group Contingency is trauma informed because

- Establish and maintain expectations and positive climate
- Provides limit setting and predictability
- Strengthen sense of community in classroom
- Increases dosage of BSPS

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

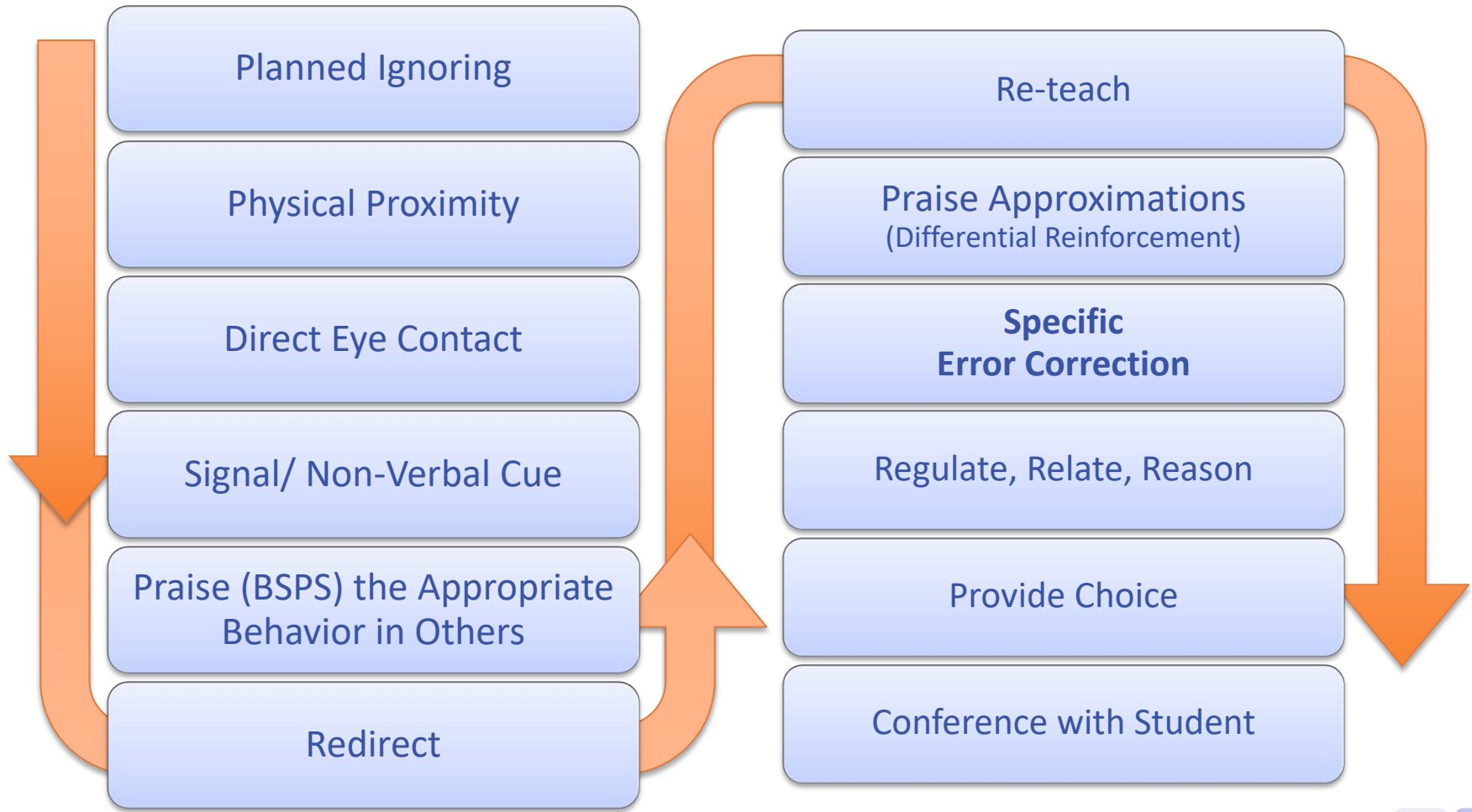
Continuum of Response Strategies for  
Inappropriate Behaviors

# Rationale

## Using a Continuum of Strategies to Respond to Inappropriate Behavior

- Highly effective teachers have a toolkit of respectful strategies that diminish the frequency, intensity, and/or duration of inappropriate behaviors.
- A continuum is necessary because no single strategy is effective for all students or all behaviors.
- Strategies should recognize the function of the behavior and be applied with a growth mindset toward student development.

# Develop a Continuum of Strategies to Respond to Inappropriate Behavior



**practice is trauma informed**

# CONTINUUM OF STRATEGIES TO RESPOND TO INAPPROPRIATE BEHAVIOR

is trauma informed because

- Empower students and teach resiliency skills
- Replace learned responses with appropriate behavior
- Helps students regulate their emotions



## **Strategies for the practice**

We are going to do the 3R's



**Regulate**  
**Relate**  
**Reason**

# What does it mean to REGULATE

- “QUIET” THE STRESS RESPONSE SYSTEM
- LOWER STATE OF AROUSAL



Perry, 2010

<http://www.thinkkids.org/regulate-relate-reason/>

# Examples of Regulation Strategies

- Rhythmic Activities

- Music
- Dance
- Walking
- Drawing
- Run
- Bounce ball
- Rocking

- Repetitive Breathing activities


- Body Awareness activities

- Brain Breaks/Intervals

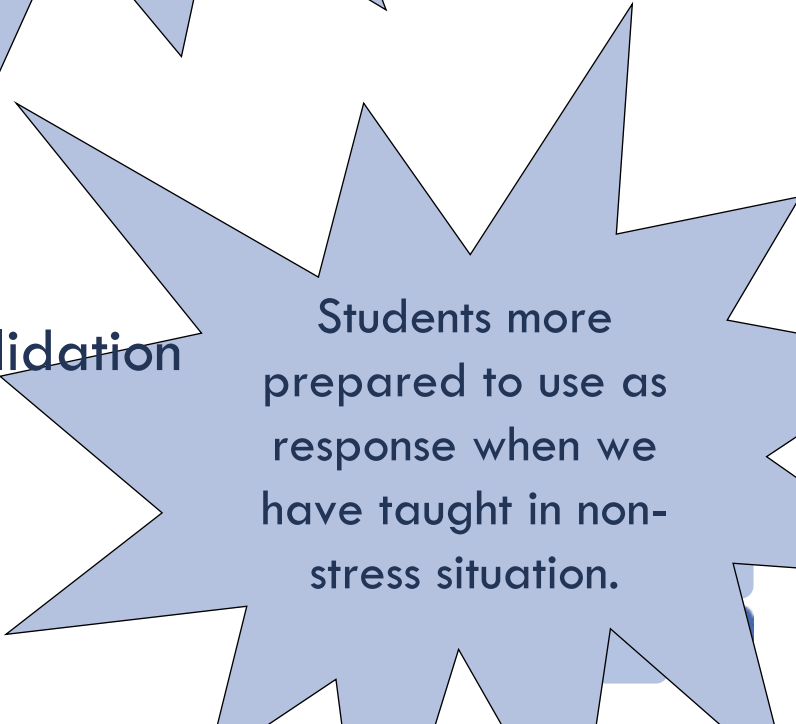
- Trauma informed statements & validation

- Focused attention strategies

- Engage, Don't Enrage



Same strategies  
as Regulation  
Routines.



Students more  
prepared to use as  
response when we  
have taught in non-  
stress situation.

# Trauma Informed Statements

## Alternatives to “Calm Down”

- I see you are having a difficult time. Let me try to help you.
- Take a deep breath.
- That can be so frustrating.
- Let's figure this out together.
- I can see you are mad. How does that feel in your body.
- Count to 10.
- Want to squeeze my hand?
- Let's focus on fixing the problem together.

## Continued: Alternatives to “Calm Down”

- If you are feeling sad, you can tell me about it.
- I can see you seem really upset. What do you need from me to help get back to to calm?
- You seem really agitated. What’s really going on?
- How about I come back to you in five minutes? I want to make sure you are okay.
- I can see this assignment is really hard for you. Is it okay if I sit with you an and help you?

# Using Trauma Informed Validation

Student Statement	Common Adult Response	Validating Response
I can't do anything right!	That's not true! You do many things right.	It must feel frustrating to feel like you never do anything right.
My parents are going to kill me!	I highly doubt they are going to kill you. Your parents love you.	So you're really feeling like your parents are going to be extremely upset because of this...

Used with permission from Warren Township School District, Indianapolis



# What does it mean to RELATE?

- Meaningfully connected
- Developing, Educating and Healing
- Being able to internalize learning new things
- Rhythm & Relationship = Regulation

<http://www.thinkkids.org/regulate-relate-reason/>





# When working to relate with students

- Students who have experienced trauma may set Intimacy barriers and boundaries. They may use words to establish distance.
- Relational wealth/relation poverty

History of relationships is best predictor  
of social emotional wellness

Dr. Perry research on relational wealth



Bruce Perry conference, April 2018

# REASON

- Inquiry
- Conversation
- Reflection Sheets



<http://www.thinkkids.org/regulate-relate-reason/>

# Dual Thought Sheets

completed by both the student and adult  
when reconnection is needed

- What is our challenge?
- What led up to this challenge?
- How can we handle this together and/or apart
- Could we have prevented this situation?
- What are 2 adjustments we will make next time?

# Restorative Questions

- What happened?
- What were you thinking?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

# Wrap-up



## Classroom Practices Resource Map

### ■ First:

- Look at first two columns of the Classroom Practices Resource map and reflect on what you are already doing in your classroom? [Classroom Practices Resource Map](#)

### ■ Second:

- Turn to your shoulder partner and share your observations.

# Classroom Practices

## Physical environment

### Establishing and Teaching Expectations, Rules & Routines

*Strategy examples:*

- Classroom Matrix

## Active Supervision

### Encouraging Appropriate Behavior

*Strategy examples:*

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

### Continuum of Responses for Inappropriate Behaviors

*Strategy examples:*

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason

## Engagement & Opportunities to Respond



# **classroom practice**

Provide Multiple Opportunities to Respond



# Increase Academic Engagement

- Use of Multiple Opportunities To Respond (OTR) includes strategies to increase all students being engaged in the content simultaneously through various group engagement strategies.
- Examples of group engagement strategies: think, pair, share; response boards; choral response, computer programs (e.g. Kahoot); small group work; etc.

# Multiple Opportunities to Respond

- A teacher behavior that prompts or solicits a student response
- OTRs include:
  - Individual or small group questioning
  - Choral response
  - Non-verbal responses
- Teacher talk should be no more than 40-50% of instructional time

# Rationale Increasing Academic Opportunities to Respond

- Research indicates that using high rates of OTRs during instruction results in increases in accurate academic responses and desired behaviors and decreases in undesired behaviors.
- The more students spend involved in learning activities, the more they learn.
- Increase the amount of material that can be covered.

# Rationale for Increasing Academic Opportunities to Respond

- When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases.
- Shown to improve reading and math performance.
- Provides continual feedback for the teacher on student learning and the effectiveness of teaching strategies.

**practice is trauma informed**

# Is trauma informed because

- Differentiated response supports all students to engage in ways which are comfortable
- Provides processing time, which allows neural networks to be strengthened
- Increase child's self-awareness
- Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

## **Strategies for the practice**

# Non-Verbal Response Strategies

- **White Boards:** students have personal white board to write answers to teacher's questions with an erasable pen.
  - Letters, words, numbers, draw symbols, or solve problems and when cued, hold up board to display answers.
- **Response Cards:** pre-printed cards that have choice words on each side.
  - Yes/No or True/False or Odd/Even
- **Signaling or Movement Activities:**
  - Thumbs up/thumbs down
  - Stand up/sit down
  - Move to four corners, etc.



# Apps for Non-Verbal Responses

- Many apps, programs and websites can help teachers diversify ways to engage students in their lessons. This helps meet the needs of the teacher (to motivate students, keep students engaged, continually assess and give feedback) and of the students (for staying engaged, learning concepts and completing work).
- Remember to always pre-correct expectations for using the apps, as well as the equipment. “An ounce of prevention is worth a pound of cure”.

# Developing Guided Notes

- Guided Notes: teacher prepared handouts leading students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts.
  - Increases attention and engagement
  - Provides a standard set of notes
- Identify key facts, concepts, or relationships that could be left blank for students to fill in.
- Consider inserting concept maps or a chart, diagram, or graph to help with understanding. Provide students with formatting clues such as blank lines, numbers, bullets, etc.

# Other Strategies

- Individual or small group questioning: use a response pattern to make sure that all students are called on (tally on seating chart/popsicle sticks etc...)
- Choral Response: all students in a class respond in unison to a teacher question. Suitable for review, to teach new skills, as a drill, or as a lesson summary. Use wait/think time by pausing after asking a question for five seconds. Count inaudibly, use a stopwatch or follow second hand on a clock or use peer coaching/video-taping which helps develop awareness.

# Other Strategies

- Activities to process content
  - Draw a picture to symbolize
  - Think-Pair-Share
  - Interactive note taking
  
- Activities to develop self-awareness
  - Charades
  - Write the end of story

# Wrap-up



## Classroom Practices Resource Map

### ■ First:

- Look at first two columns of the Classroom Practices Resource map and reflect on what you are already doing in your classroom? [Classroom Practices Resource Map](#)

### ■ Second:

- Turn to your shoulder partner and share your observations.

# Summary of Strategies citations previously provided

- Holistic 360
- Morning Meetings
- Circles
- Classroom matrix
- Cues to start a transition or routine
- Coping skills for responding to fight, flight and freeze

# Summary of Strategies

citations previously provided

## ■ Rhythmic Activities

- Music
- Dance
- Walking
- Drawing
- Run
- Bounce ball
- Rocking

## ■ Repetitive Breathing activities

## ■ Body Awareness activities

# Summary of Strategies citations previously provided

- Brain Breaks/Intervals
- Trauma informed statements & validation
- Focused attention strategies
- Copy Cat
- Hot/Cold
- Multi-player thumb war
- Group drumming
- Side walk chalk



# Summary of Strategies

citations previously provided

- Board games
- Borrow your cortex
- Be there and be consistent
- Dual thinking sheets
- 2 x 10 strategy
- Classroom professions

# Summary of Strategies

citations previously provided

- Inquiry
- Conversation
- Reflection Sheets
- Trauma informed statements
- Trauma validated statements
- Response to full group rather than individual student
- Individual student earns points for whole class

# Summary of Strategies

citations previously provided

- Choral response
- Non-verbal responses
- Activities to process content
  - Draw a picture to symbolize
  - Think-Pair-Share
  - Interactive note taking
- Activities to develop self-awareness
  - Charades
  - Write the end of story

# Reflect & Discuss



- Classroom Practices Resource Map
- Develop a classroom action plan
- Analyze what you have added on your Classroom Practices Resource Map
  - Reflect on what gaps you see.
  - Identify practices you want to focus on and strategies that may support

# Did we meet our objectives?

- Understand the importance of state dependent functioning and the importance of adults staying regulated
- Define 6 classroom management practices
- Explain how each practice is trauma informed
- Know when to select strategies that correspond with each practice and why they would be selected

# ADDITIONAL SOURCES

American Institutes for Research (AIR). (2019). *Trauma-Sensitive Schools Training Package*. Retrieved from: <https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>

Brandi Simonsen, D. M. (2015). *Class-wide Positive Behavior Interventions and Supports*. New York, New York, United States: The Guilford Press.

Craig, S. E. (2016). *Trauma-sensitive schools: Learning communities transforming children's lives, K-5*. New York, NY: Teachers College Press.

DeWitt, Peter (2011). *Ed Week: What Great Educators Do Differently: A Conversation with Todd Whitaker*.

Kent McIntosh, S. G. (2016). *Integrated Multi-Tiered Systems of Support, Blending RTI and PBIS*. New York, New York, United States of America: The Guilford Press.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information*. Eugene, OR: University of Oregon. Retrieved from [www.pbis.org](http://www.pbis.org).



# ADDITIONAL SOURCES

Nakazawa Jackson, D. (2015). *Childhood Disrupted: How Your Biography Becomes Your Biology, and How You Can Heal.*

Siegel, D. J. & Bryson, T. P. (2012). The whole-brain child. New York, NY: Bantam Books Trade Paperback Edition.

Souers, K. & Hall, P. (2016). Fostering resilient learners: Strategies for creating trauma-sensitive classroom. Alexandria, VA: ASCD.

Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014

Wolpow, R., Johnson, M. M., Hertel, R., Kincaid, S. O. (May 2016).

The heart of learning and teaching: Compassion, resiliency, and academic success. Washing State Office of Superintendent of Public Instruction.

