**You’re in the Driver’s Seat:**

**A Classroom Roadmap for Supporting ALL Students**

***Participant Guide***

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**Why support students’ social-emotional-behavioral (SEB) skills in the classroom?**

| NOTES |  |
| --- | --- |
| What is YOUR why? |  |
| What is your key takeaway from this section? |  |
| How will you apply it to your setting? |  |

**What are the key SEB practices?**

| NOTES |  |
| --- | --- |

**Creating Effective Classroom Practices Template**

Center on PBIS (2020, July). *Creating Effective Classroom Environments Plan Template*.

*Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts*

| **Positive Classroom Expectations Look Like, Sound Like, Feel Like in….** |
| --- |

| **Expectations** | **Routines** | **Teacher-****Directed Instruction** | **Small Group Activities** | **Independent Work** | **Transitions** | **…** |
| --- | --- | --- | --- | --- | --- | --- |
|  **1. Kind to self** | * Use whole body listening
 | * Share your ideas
 | * Do your best
* Ask for help if you need it
 | * Bring what you need to be ready for what’s next
 |  |
|  **2. Kind to others** | * Calm body & quiet voice
* Mute tech
 | * Actively listen
* Take turns
* Wear a mask
 | * Calm body & quiet voice
* Stay in your own space
 | * Quiet voice
* Keep a 6’ space bubble
 |  |
|  **3. Kind to environment** | * Take care of your space
 | * Take care of your space & materials
 | * Take care of your space & materials
 | * Leave space better than you found it
 |  |
| **…** |  |  |  |  |  |

| **Plan high rate/quality of opportunities to respond (active engagement) for students.** |
| --- |
| **Academic content** | **Strategy to use** |
|  |  |
|  |  |
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|  |  |

| **Prompt Expected Behavior…** | **Prompt Examples:** |
| --- | --- |
| ...at the beginning of each activity  | * “While I’m reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me. “
 |
| …prior to the end of each activity  | * “In 1 minute, we’re going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it.”
 |
| …before each transition | * “Remember, as we walk, we will be kind by keeping our voices quiet and a 6’ bubble of space around our bodies. ”
 |
|  |  |
|  |  |

| **Give Specific Feedback …** | **Praise/Correction Examples:** |
| --- | --- |
| ...for desired behavior (praise) | * “Wow. I like how you are being kind by helping you friend with her materials.”
* “Class, you are being kind to yourselves by being ready to learn…this is going to be a fun and important lesson.”
 |
| …for undesired behavior (correction) | * “I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it.”
* “I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas.”
 |

**Social Skills Lesson Plan Template**

**Lesson Focus**:

Demonstrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting/routine*).

**Teaching Objective**:

Following instruction, students will demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting/routine*) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*describe behaviors*) across \_\_ out of \_\_ sampled opportunities (*criteria*).

**Teaching Examples**:

| ***Positive Examples*** *(Looks, sounds, & feels like…)* | ***Negative Examples*** *(Does NOT look, sound, & feel like…)* |
| --- | --- |
| *
*
 | *
*
 |

**Lesson Materials**:

**Lesson Activities**:

***Model (I do)****:*

***Lead (We do)****:*

***Test (You do)****:*

**Follow-up Activities**:

***Strategies to prompt****:*

***Procedures to reinforce context-appropriate behavior****:*

***Procedures to correct errors (e.g., context-inappropriate behavior)****:*

***Procedures to monitor/supervise****:*

***Procedures to collect and evaluate student data****:*

| What is your key takeaway from this section? |  |
| --- | --- |
| How will you apply it to your setting? |  |

**How do I know if I’m doing them?**

| NOTES |  |
| --- | --- |

**Supporting and Responding to Student’s Social, Emotional, and Behavioral Needs: Evidence-based Practices for Educators** *(Self-Assessment and Action Plan)*

Center on PBIS. (2021). Supporting and responding to student’s social, emotional, and behavioral needs: Evidence-based practices for educators (Version 2.0). Center on PBIS, University of Oregon.

Complete the self-assessment to gauge current implementation of classroom practices. For each item: (a) review the supporting table; (b) **self-assess** whether practice is fully, partially, or not at all implemented; (c) **rate** priority (low, medium, high) for action planning; (d) **celebrate** fully implemented high-priority practices; and (e) **action plan** to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

| **Steps to Support and Respond to Students’ SEB Needs** | **Self-assess implementation** | **Priority for action planning** |
| --- | --- | --- |
| **Create positive teaching and learning environments (Table 1)** | Fully | Partially | Not at all | Low | Med | High |
| **1.1** The classroom environment (layout, furniture, materials, visuals) is safe and accessible. |  |  |  |  |  |  |
| **1.2** I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families. |  |  |  |  |  |  |
| **1.3** I post, teach, practice, and review predictable routines collaboratively with students. |  |  |  |  |  |  |
| **1.4** I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students. |  |  |  |  |  |  |
| **1.5** I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports. |  |  |  |  |  |  |
| **Actively promote social, emotional, and behavioral growth (Table 2)** |  |  |  |  |  |  |
| **2.1** I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning |  |  |  |  |  |  |
| **2.2** I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner |  |  |  |  |  |  |
| **2.3** I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/ supervising, and individualizing prompts when helpful. |  |  |  |  |  |  |
| **2.4** I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (≥5:1 ratio). |  |  |  |  |  |  |
| **2.5** I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/ respond to SEB and academic errors |  |  |  |  |  |  |
| **Monitor fidelity & use data to guide implementation (Table 3)** |  |  |  |  |  |  |
| **3.1** In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time. |  |  |  |  |  |  |
| **3.2** Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices |  |  |  |  |  |  |
| **Monitor student outcomes & use data to guide response (Table 4)** |  |  |  |  |  |  |
| **4.1** I collect, disaggregate, and review data to monitor student outcome and guide support. |  |  |  |  |  |  |
| **4.2** If many students demonstrate on-going risk/need, I enhance Tier 1. |  |  |  |  |  |  |
| **4.3** If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support. |  |  |  |  |  |  |

**Action Plan**

| **Why?**(Priority) | **What?**(Action steps to enhance implementation) | **Who?**(Implementer) | **When?**(Due date) | **What else?**(Notes or additional details) |
| --- | --- | --- | --- | --- |
| ***Sample***My self-assessment of item 2.4 and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific feedback is high priority (item 2.4) | * Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine
* Use Be+ App to track positive and corrective feedback during that routine
* On days where my ratio is >5:1, celebrate by stopping by my favorite coffee shop on the way home
* On days where my ratio is <5:1, practice praise statements to use the next day
 | * Me
 | * Monitor daily (enter
* data by end of each day)
* In 2 weeks,
* review data with mentor
 | * Continue daily monitoring until I’ve met my goals for 10 days in a row
* Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1)
* If my ratio does not improve, ask mentor for help
 |
|  |  |  |  |  |
|  |  |  |  |  |

| What is your key takeaway from this section? |  |
| --- | --- |
| How will you apply it to your setting? |  |

**How do I know if I’m impacting student outcomes?**

| NOTES |  |
| --- | --- |

| **Differentiating Student Behavior Support in the Classroom** |
| --- |
|  | **Student 1** | **Student 2** |
| Operationally DEFINE the behavior*What does it look and sound like?* |  |  |
| Identify 1-2 strategies you will implement over the next month to differentiate behavior support  |  |  |
| How will you monitor your implementation of those strategies? |  |  |
| How will you monitor student response to those strategies? |  |  |

| What is your key takeaway from this section? |  |
| --- | --- |
| How will you apply it to your setting? |  |