

Session 1: School Opening: September Only Happens Once!

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Life Transitions and Stress

"Who are *you*?" said the Caterpillar.

Alice replied, rather shyly, "I — I hardly know, sir, just at present — I know who I *was* when I got up this morning, but I think I must have changed several times since then."

"What do you mean by that?" said the Caterpillar sternly. "Explain yourself!"

"I can't explain, I'm afraid, for I can't understand it myself -- being so many different sizes in a day is very confusing."

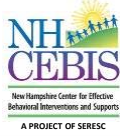
"It isn't," said the Caterpillar.

"Well, perhaps you haven't found it so yet," said Alice; "but when *you* have to turn into a chrysalis and then after into a butterfly, I should think you'll feel it a little strange, won't you?"

"Not a bit," said the Caterpillar.

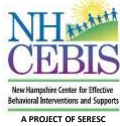
"Well, perhaps your feelings may be different," said Alice; "all I know is, it would feel very strange to me."

Lewis Carrol from Alice in Wonderland



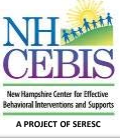
School Opening: September Only Happens Once!

- This session will identify a specific set of practices for the “First Weeks” of school and will include a work session for participants for action planning (and coaching from presenters) regarding school opening.
- The principal from a Elm Street Elementary School will present their “First 7 Weeks” model for school year 2015-16 and will share how they plan to strengthen their opening in 2016-17.



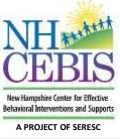
Agenda

- 10:15 – 10:55 Eric Mann
- Introductions
 - Preview Strand B
 - Quick MTSS Overview
 - Transitions and Stress
 - Introduce Tara Beauchemin
- 10:55 – 11:10 Tara Beauchemin
- Opening Weeks Example at Elm Street ES in Laconia, NH
 - 2015-16 Strengths and Challenges
 - Changes for 2016-17
- 11:10 Team Planning and Roaming Q and A
- 11:30 Adjourn



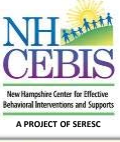
Introductions

- Who is here today?
- Roles?
- Locations?
- Experience with Multi-Tiered Systems of Support (MTSS; PBIS; RtI)?



Big Ideas for This Session


- Learn the Multi-Tiered Systems problem-solving framework.
- Introduce key ideas:
 - The importance of ***Executive Skills*** on student success in school.
 - The impact of ***Stress*** on the Executive Skills.
 - The connection of Transitions and Stress.
- The Case for **Tier 1** Focus on Transitions.
- Each Year's Major Life Transition: ***The Opening Weeks of School.***



“Ready to Learn”
(Socially, Emotionally and Academically)

Ready to Learn

is the Primary Goal of
Systems of Support at
Tier 1, Tier 2, and Tier 3

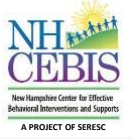


**Executive Skills are as
Fundamental to “Ready to Learn”
as the “3 R’s”**

Executive skills comprise a set of
skills that regularly impact success in
school, at work and in relationships.

*These skills may have more to do
with school success than a student’s
ability to read, write or do math.*

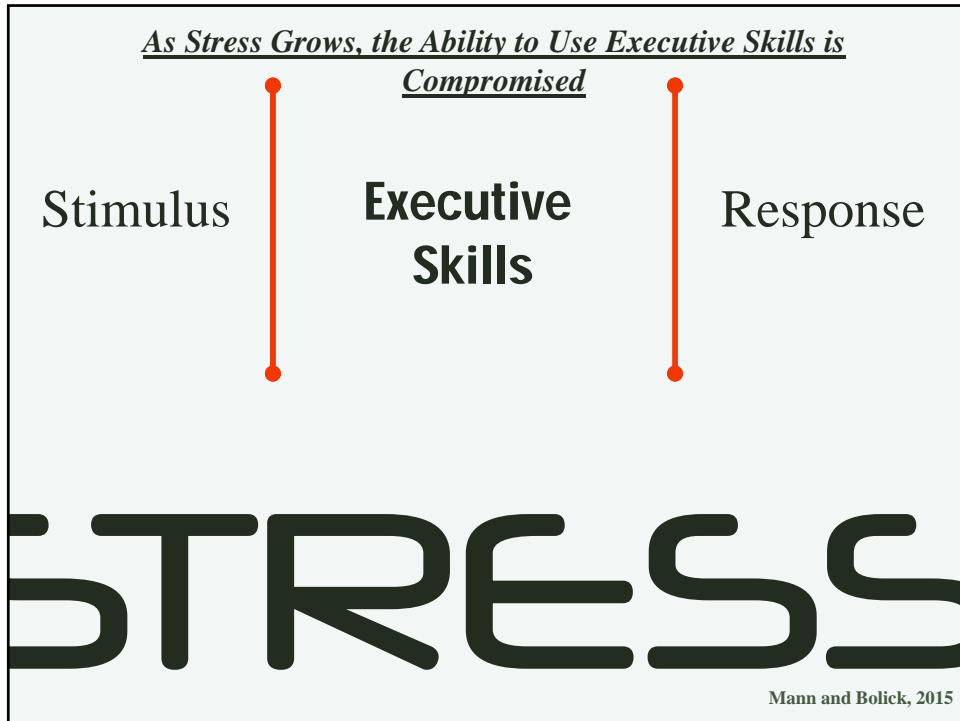
Executive Skills Definitions	
<small>(Adapted by Mann, 2014 from Peg Dawson, Center for Learning and Attention Disorders, Portsmouth, NH)</small>	
Executive Skill:	Definition:
Response Inhibition	The ability to inhibit inappropriate, irrelevant or impulsive responses or reactions to stimuli.
Salience Determination	The ability for a student to select and attend to the most important (or most salient) information that is presented in social or academic contexts.
Organization	The ability to create and maintain well-ordered systems to keep track of information or materials.
Time Management	The ability to estimate how much time one needs to complete a task and stay within time limits and deadlines.
Planning and Prioritizing	The ability to create a sensible roadmap to reach a goal or to complete a task. This skill includes the ability to determine what is more and less important to focus on.
Mental Flexibility	The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It includes the ability to adapt/adjust to changing or unexpected conditions.
Thoughtful Decision-Making	As opposed to impulsive, spontaneous decision-making, thoughtful decision-making means that a thinking process is utilized to make every day decisions. The thinking process, if most effective, incorporates consideration of positive and negative immediate, short and long-term consequences from possible choices.
Task Initiation	The ability to begin tasks without too much procrastination in an efficient or timely fashion.
Sustaining Attention	The ability to maintain attention to a situation or task despite distractibility, fatigue, disinterest or boredom.
Working Memory:	Working memory is used to hold information in our mind as we work on it. If working memory skills are weak for a student, he/she may struggle to manage (remember) some aspect of needed information. The more information given or requested, the more working memory skills are needed to successfully complete the task.
Goal-Directed Persistence	The capacity to have a goal and follow through to the completion of the goal without being distracted by competing interests.
Emotional Regulation	Emotion regulation refers to the ability to use and respond to emotions in a healthy manner.
Self-Understanding or Metacognition	The ability to assess how well you understand yourself and to observe how you do things. A person with self-understanding is able to stand back and take a birds-eye view of oneself in a situation. It includes the ability to observe how you solve problems, how you monitor behavior and how you evaluate your actions and choices.



Stress Defined

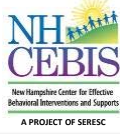
Any external or internal mental, physical or emotional factor that causes tension and uses up mental or physical energy.

**Unfinished business? Sleep? Food? Health?
Money? Weather? Relationships? Unique worries?**



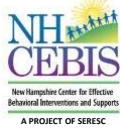
Well-Managed Stress is Required for Children to be *Ready to Learn!*

...and for Adults to be Ready to Do Their Jobs



Academic and SEB Concerns are Usually Interconnected

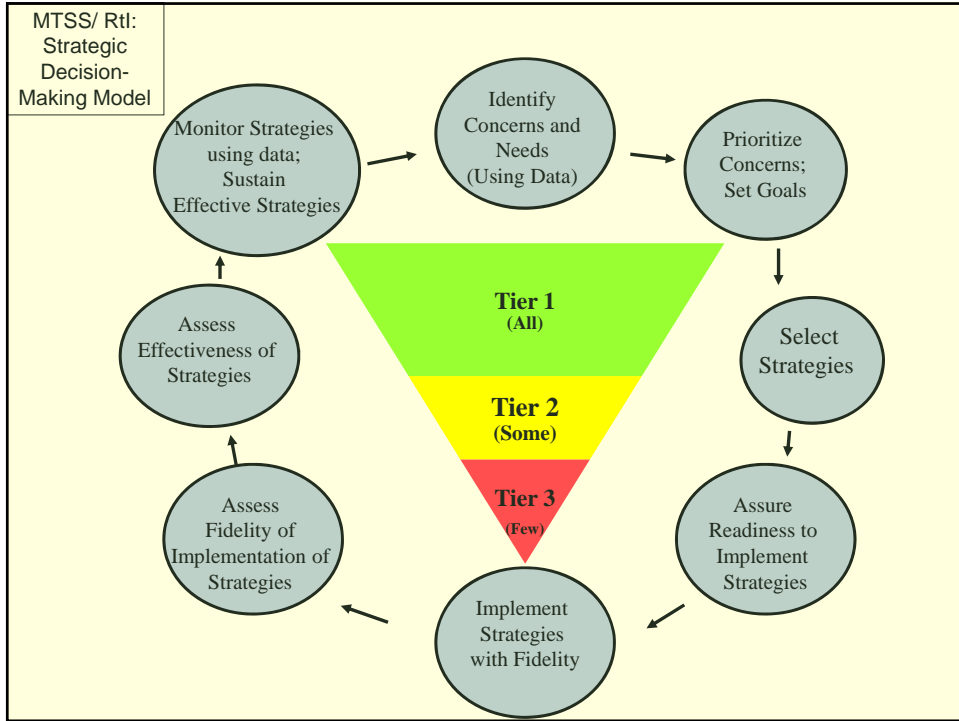
- Today's focus is on ***Social, Emotional, and Behavioral (SEB)*** supports in a multi-tiered system, but *Academic* and *SEB* concerns are inexorably linked.
- Sometimes the best “academic” intervention is a SEB support.
- Sometimes the best “SEB” intervention is an academic support.



Why Multi-Tiered Systems of Support?

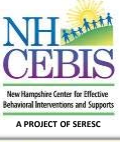
Strategic development of MTSS helps create the optimal conditions for:

1. Well-Managed Stress
2. Executive Skills Development



Importance of Transitions

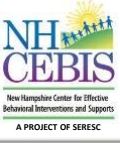
Transitions are Big Stress Producers



Everyday Transitions

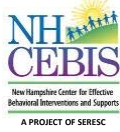
- Home to Bus
- Bus to School
- Arrival to Classroom
- Group Task to Individual Task
- Centers Transitions
- Classroom to Cafeteria/ Specials
- Classroom Dismissal
- School to Bus
- Bus to Home

Others???



Common Routines or Strategies that Address Transitions:

- Arrival Routine
- Positive Greetings (Glad to see them; Present with them)
- Morning Meeting
- Signal for Attention
- Advance Warnings (Pre-Corrections)
- Closing Circle
- Dismissal Routines

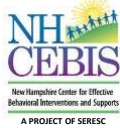


Teaching Classroom Transitions (from www.responsiveclassroom.org/)

“In many classrooms, it’s during transitions that things get chaotic, resulting in behavior problems that frustrate in the moment and spill over into the rest of the day”


- Teach Pacing (*Time management; Planning/Prioritizing/Organizing*)
- Teach Expectations (*Planning; Mental Flexibility*)
- Provide Advance Warnings (*Mental Flexibility; Response Inhibition*)
- Teach What to do After the Advance Warning (*Task Initiation*)
- Teach What to do If/When Stressed (*Emotional Regulation*)
- Structure the Transition Routine with Pacing Reminders and Time Cues (*sustained attention; Time management*)
- Model Consistency and Predictability (*emotional regulation*)

-Tina Valentine, Northeast Foundation For Children



School-Related Life Transitions

- Home/Daycare to First Year in School
- Grade to Grade Transitions
- School to School (elementary to middle...) Transitions
- School to Post-School Transition



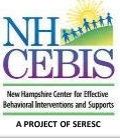
**Optimal Transitions
Large and Small
Depend upon Effective
Planning and
Preparation**



**A Huge Transition
Opportunity**

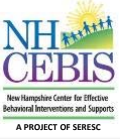
**Transition to the New
School Year:**

2016-17



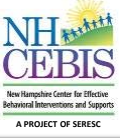
Opening Weeks: Establish Common School-Wide Practices

- Teach Pro-Social Behavioral Expectations in Key Non-classroom Areas or within Key Routines using common methodologies that include interactive modeling:
 - Common Language: Big Expectations
 - Hallways
 - Bathroom
 - Cafeteria
 - Playground
 - Arrival/ Dismissal
- Establish Whole School Meeting Routines and Rituals



As Tier 1 Evolves: Use Opening Weeks to Address *Tier 1 Classroom Practices*

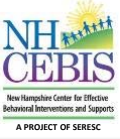
- Develop Classroom Behavioral Matrices (unique to each classroom using individual teacher routines).
- Establish Classroom Transition Routines and Rituals.
- Identify any School-Wide Practices to be Implemented with Fidelity. For example:
 - Morning Meeting
 - Signal for Attention



T1 Team Opening Weeks of School

Considerations Check:

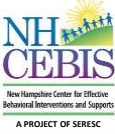
- Are school and district administrators supportive of the *time and priority* needed for an effective transition to the new school year?
- Are **all** staff on-board for a planned, strategic and enthusiastic opening of the school year?
- Have you considered how families will be oriented to, and could support, Tier 1 implementation
- Have you identified the key non-classroom locations/routines to target in the first weeks of school (e.g., Hallways; Lunch/Recess; Bathroom...)?
- Have you identified universal routines that you want all staff to teach in the first weeks of school and then implement with fidelity (e.g., Morning Meeting; Signal for Attention;...)?



T1 Team Opening Weeks of School


Considerations Check:

- Have you determined any School-Wide practices that all staff should implement to address:
 - Problem-Solving
 - Emotional Regulation or Stress Management
 - Cognitive-Behavioral Strategy for Listening/Attending (beyond signal for attention)
 - Social Thinking



T1 Team Opening Weeks of School Considerations:

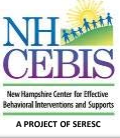
- Have you determined how to orient all staff to the school-wide Tier 1 “Response” System:
 - Minor and Major Definitions
 - Common preventative and early responses to behavioral concerns
 - What to do about “internalizing” behavioral concerns
 - Process for referring a student to behavioral support or to an administrator (“Major” Response process)
 - Administrative or Behavioral Support protocol for responding to a Major (includes communication protocols)
 - Teacher Nomination to Tier 2



Important Note About Connection Between Tier 1 and Tier 2

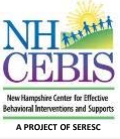
Tier 2 Interventions Need to “Live” in Tier 1

- **Best Practice:**
 - Tier 2 interventions build from curricula/strategies that are taught and practiced regularly with ALL students.
 - So as you develop Tier 1, consider that school-wide curricula that are used should be adaptable to Tier 2 small group interventions.
 - At Tier 2, at-risk students get boosted support and practice in strategies that already are “alive” in Tier 1.



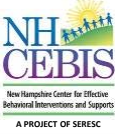
Example: Opening Weeks

- See Handout Example:
- Weeks 1 and 2:
 - General grade-wide instruction in cafeteria and playground routines.
 - Build Classroom Matrix
 - Introduce and Teach common routines or strategies
 - Classroom teacher instructs and practice expected behaviors in non-classroom locations (Hallway; Bathroom; Assembly; Library...)




Example: Opening Weeks

- Weeks 3 through 7 *Focus Weeks* (variable number of weeks depending on school decisions).
Note: For each week use documented classroom lesson plan, recognition plan, sustainability plan, and assess for fidelity and impact.
 - *Week 3 Focus Week:* Build spirit and knowledge base regarding the Language of the Big Expectations and behavioral themes.
 - *Week 4 Focus Week:* Hallway
 - *Week 5 Focus Week:* Cafeteria
 - *Week 6 Focus Week:* Playground/Recess
 - *Week 7 Focus Week:* Bathroom
 - *Week 8:* Celebrate and Continue to Implement Sustainability Plans



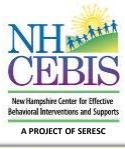
Opening Weeks: Assessment

- Establish How to Assess the ***Fidelity of Implementation*** and the ***Impact*** of the School Opening:
 - Was the School Opening plan implemented as planned (what unexpected barriers emerged)?
 - Was the School Opening effective?
 - How will your data be used to strengthen School Opening next year?



What you do for your opening is up to you, but...

- Be sure you are thinking strategically about the transition to the new school year
- Be sure you document what you are planning to do.
- Be sure everyone who has a role in implementation knows their role and is ready to implement.
- Be sure to consider how families can be oriented to, and support, tier 1 implementation.
- Be sure you assess fidelity of implementation and address impact through staff survey.



Opening Weeks: Elm Street Elementary School

Tara Beauchemin, Principal