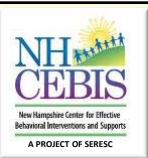


Session 3: Exploring Effective School-Wide Prevention Strategies including Classroom Routines Matrix and Whole School Meetings

August 11, 2016

Eric Mann, MSW
Education and Behavioral Consultant
NH Center for Effective Behavioral Interventions and Supports (NH CEBIS)
(603) 206-6820 emann@seresc.net

Jennifer Hersom, Principal,
School Street Elementary School
Rochester, NH



Agenda

2:15 – 3:10 Eric Mann

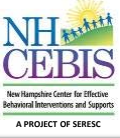
- Introductions
- Check-in with Participants
- Preview the Session
- T1 Prevention and Relationship-Building
- Classroom Matrix
- McClelland Elementary School: School-Wide Meetings

3:10 – 3:25 Jenn Hersom, Principal, School St ES

- Community Meetings at School Street ES

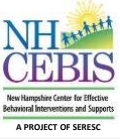
3:25 – 3:30 Q and A

3:30 Adjourn



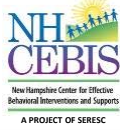
Strand Check-in

- How's it going so far?
- Getting needs met?
- Let me know if there is anything I can do to help.



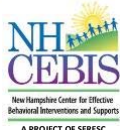
Exploring Effective School-Wide Prevention Strategies

- This session will describe the use of effective school-wide and classroom prevention strategies:
 - 1) Developing a *Classroom Routines Matrix* as an early classroom strategy;
 - 2) Examples of the use of *Whole School Student Meetings* that promote positive culture and community, and provide an in-culture vehicle for teaching and noticing positive social behavior.
- This session will also address other prevention strategies that foster a culture of positive relationship-building.



Big Ideas for This Session

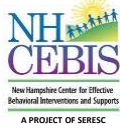
- Creating optimal contexts for relationship-building
- Using a *Classroom Routines Matrix* to:
 - Align classroom with school-wide expectations
 - Increase classroom predictability
 - Strategically address teaching classroom routines
- Provide examples of *School-Wide Community Meetings* for building positive school community.



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

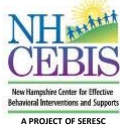
Ready to Learn

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



“Tier 1” *Stress-Reducers*

1. Establish and Embed Common Language, Core Values, Social/Emotional Curriculum.
2. Identify and ***Teach*** (instruct, practice, reinforce, sustain) Expected Behaviors in Non-Classroom Locations and Common Routines.
3. Identify and ***Teach*** Expected Behaviors within Classroom Routines (see classroom routines matrix).
4. Cultural Framing: Notice *Expected Behaviors* at least as often as *Concerning Behaviors*.
5. Establish consistent and effective responses to concerning behaviors (but don't continue doing what isn't working).
6. Establish Cultural Strategies for Relationship-Building.



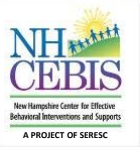
Basic Prevention Strategies to Promote Adult-Student Relationship

- **“Choose Your Weather” (Be Proactive)**

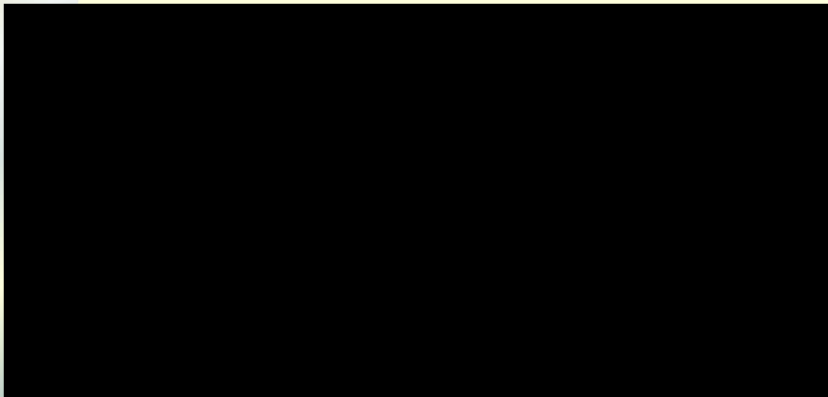
I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate; it's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous.

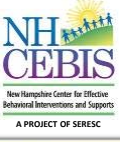
I can be a tool of torture, or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated or a child humanized or de-humanized.

--Haim Ginott



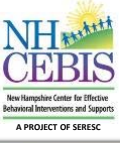
**Positive Thinking:
Be Proactive:
Choose Your Weather**





Basic Prevention Strategies to Promote Adult-Student Relationship

- **Be Glad to See the Student.**
- **Be ‘Present’ with students when speaking with them.**
- **Use Active Supervision:**
 - **Move**
 - **Scan**
 - **Positively Interact**



Basic Prevention Strategies to Promote Adult-Student Relationship

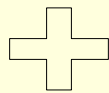
- **Notice expected behaviors at least as often as you notice problem behaviors.**
 - **Strive for 4:1 *positive contacts to negative contacts*** (e.g., reprimand, signs of disappointment, negative judgments).
- **Reduce negative *non-verbal* messages.**
 - **Awareness of body language:**
 - **Tone; Cadence; Volume**
 - **Facial Expression**
 - **Body positioning**

Verbal & Non-Verbal Communication

The meaning transmitted from any interaction is the result of:

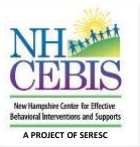
Facial Expression 55%

Tone of Voice 38%



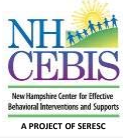
Words 7%

100% Communication



Basic Prevention Strategies to Promote Adult-Student Relationship

- **Discover and acknowledge each student's value to the classroom/school community.**

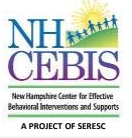


Knowing What Matters, Matters

15

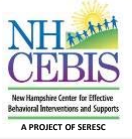
- It matters for goal-setting, motivation, and persistence
- It matters for achieving alignment with parents, teachers, therapists, regarding goals... *SYNERGY!*
- It matters for recognizing the value of each individual to the community.

Importance of Goals and Values			Mann, 2013
Values Assessment (what is important to me?): Elementary	Name:		
Item:	Matters to me:		
Spending time with my family	A Lot	A Little	Not at All
Playing with friends	A Lot	A Little	Not at All
Playing with my pet(s)	A Lot	A Little	Not at All
Taking care of my pet(s)	A Lot	A Little	Not at All
Spending time alone	A Lot	A Little	Not at All
Being noticed when I do something well	A Lot	A Little	Not at All
Peace	A Lot	A Little	Not at All
Participating in sports or exercise	A Lot	A Little	Not at All
Participating in dance or cheerleading	A Lot	A Little	Not at All
Participating in scouts (cub scouts , brownies, girl scouts, boy scouts)	A Lot	A Little	Not at All
Getting good grades in school	A Lot	A Little	Not at All
Honesty	A Lot	A Little	Not at All
Being well-liked by my teachers	A Lot	A Little	Not at All
Being well-liked by my peers	A Lot	A Little	Not at All
Having a neat and clean room	A Lot	A Little	Not at All
Staying up late	A Lot	A Little	Not at All
Love	A Lot	A Little	Not at All
Cooking or Baking	A Lot	A Little	Not at All
Being listened to	A Lot	A Little	Not at All
Improving the world	A Lot	A Little	Not at All
Going to church or synagogue (your place for worship)	A Lot	A Little	Not at All
Power	A Lot	A Little	Not at All
Texting friends or Talking to friends on the phone	A Lot	A Little	Not at All
Reading books or magazines	A Lot	A Little	Not at All
Listening to music	A Lot	A Little	Not at All
Earning money	A Lot	A Little	Not at All
Courage or Bravery	A Lot	A Little	Not at All
Eating healthy foods	A Lot	A Little	Not at All
Watching TV shows or Movies	A Lot	A Little	Not at All
Playing video games	A Lot	A Little	Not at All
Art (drawing; coloring; painting; clay,...)	A Lot	A Little	Not at All
Building things (Legos; models; Lincoln Logs,...)	A Lot	A Little	Not at All
Learning new things	A Lot	A Little	Not at All
Happiness	A Lot	A Little	Not at All
Helping others	A Lot	A Little	Not at All
Fairness	A Lot	A Little	Not at All
Humor or Laughing	A Lot	A Little	Not at All




Basic Prevention Strategies to Promote Adult-Student Relationship

- **Use Validation and Empathic Listening.**




See Prevention and Response Strategies



A Suggested Opening Week Prevention Practice:

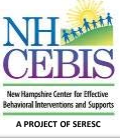
Developing a Classroom Routines Matrix



Structure is the degree to which a student can predict what is going to happen next.

Bob McLaughlin

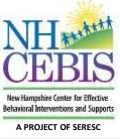
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Effective Routines

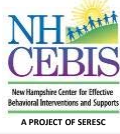
Anderson (2010)

- Routines should be clear and predictable
- Staff role in the routines should be consistent
- Distinct behaviors exist for different routines



Aligning School-wide and Classroom Expectations

- Identify your key classroom routines
- Use your school-wide expectations to create a Classroom Routines Matrix

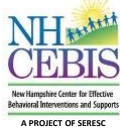


Activity: Identify Classroom Routines

Individually or with your team:

5 Minutes:

Create a quick list of distinct classroom routines that you use in your classroom.

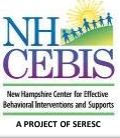


Classroom Routines Examples

- Transition to (Arrival) to Class Routine
- Transition from (Dismissal) from Class Routine
- Morning Meeting
- Activity Start-up Routine (Preparation and Planning)
- Assigning Homework Expectations / Recording assignments
- Homework review routine
- Bathroom Pass Routine
- Sharpening Pencil
- Using Take-a-Break
- Snack
- Done with assignment but others are working
- In-Class Transitions: Whole to small group; small group to independent work, etc.
- Asking for help; Asking a question
- Whole group discussion protocol
- Group work expectations
- Closing Circle
- When visitors enter classroom (welcoming visitors)
- What to do if a someone is bothering you

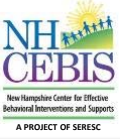
Routines Matrix	Arrival to Class Routine	AM Meeting	Group Discussions	Individual Work	Silent Reading	Signal for Attention	What to do when you are done but others aren't	Sharpen Pencil	Closing Circle
Respectful									
Responsible									
Safe									

Routines Matrix									
Routines:									
Expectations:									
Safe									
Responsible									
Kind									



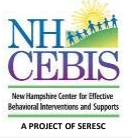
2-Minute Discussion:

1. Which of the routines on your list are taught using a documented plan?
2. Are there any routines that all staff should teach?
 1. If so, who has (or can create) a lesson plan to teach this routine?



School-wide Expectation (All Classrooms)

- By (date), all classrooms will have a visible classroom matrix that displays the classroom's routines and behavioral expectations.
- Classroom routines are taught using the science of teaching:
 1. Engaging Instruction
 2. Practice (students actively practice)
 3. Feedback:
 1. Positive feedback for correct responses or correct behavior.
 2. Kind corrective feedback in response to behavioral errors.
 4. Assessment (did I implement the teaching plan with fidelity? Did it work?)
 5. Monitor/Sustain

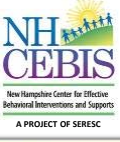


Identify positively stated behaviors for each expectation within the classroom routines

Complete the matrix
Two Options:
1. Teacher completes the routines matrix
 (i.e., adds specific behaviors on his/her own).
2. Teacher uses student input to create the matrix collaboratively (recommended).

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Routines Matrix			
Routine:	Arrival	Silent Reading	Computer Time
Behavior Expectation:			
Safe	<ul style="list-style-type: none"> ■ Safe Walking ■ Hands and feet to self ■ Careful with backpacks 	<ul style="list-style-type: none"> ■ Stay in your area 	<ul style="list-style-type: none"> ■ One person per computer station ■ Hands on keyboard (not on electric cords or power supply)
Respectful	<ul style="list-style-type: none"> ■ Kind Words and Actions ■ Positive Greetings 	<ul style="list-style-type: none"> ■ Quiet Voices (Level 0 = Silent) ■ Respect property by taking care of your book ■ Listen for adult instructions 	<ul style="list-style-type: none"> ■ Wait turn ■ 10 minutes per station when someone is waiting
Responsible	<ul style="list-style-type: none"> ■ Bring homework, writing utensil and books 	<ul style="list-style-type: none"> ■ Have your book ready ■ Read something you are interested in 	<ul style="list-style-type: none"> ■ Return to log-in screen when finished ■ Take all materials with you ■ Raise hand when you need help



The Classroom Routines Matrix: “Behavior Rules”

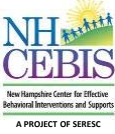
- Use behaviors you *want* to see.
- Not the “don’ts” or the incorrect behaviors.
- No more than 3 behaviors in any box.
- Craft the language so that you are describing behaviors in observable, measurable, and teachable terms.
- As needed, you’ll want to teach the behavioral routines as thoroughly as you’d teach any academic lesson.

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School-Wide Meetings Examples

- McClelland Elementary School, Rochester, NH
- School Street Elementary School, Rochester, NH



Evolution of School-Wide Morning Meeting @ McClelland ES Phase 1

- A School-Wide Morning Meeting was first established at McClelland on a weekly basis in response to an identified need to promote school community. Need for improving student and staff connections to school-wide expectation was determined through anecdotal reports.
- Initial Process (Phase 1):
 - Students and Staff say the Pledge of Allegiance together.
 - Students acknowledged for “Great Calls Home”:
 - Staff nominate students for positive behavior
 - Call is made by administration to home
 - Student’s name is announced at the AM meeting.
 - Staff recognized for outstanding performance
 - “Traveling Trophies” to staff members for being a Team Player, Kindness, and Creativity.
 - Behavior teaching roll-outs kicked off.
 - Sometimes a student would share writing or tell a joke.



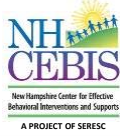
Evolution of School-Wide Morning Meeting @ McClelland ES Phase 2

- Each classroom teacher asked to lead a SW Morning Meeting by creating a presentation that embodied the three core expectations: **Safe, Respectful, and Responsible**.
 - Presentations were minimum 3 to maximum 10 minutes.
- Tier 1 team created a song and performed it at first SW morning meeting as example for students and staff.

Classroom Presentation Examples:

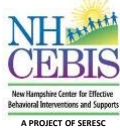
- Classrooms created songs to sing in front of their peers.
- Created Videos.
- Created animated story books to present on large screen.

Many staff members were initially resistant to this kind of presentation. Some did not want to get up in front of the school; others felt that it was just one more thing added to a laundry list of expectations. Once they saw the students enjoying the activities there was much more engagement and investment from all staff.



Phase 2 Continued

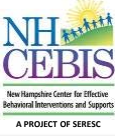
- During “Phase 2” students regularly shared writing at morning meeting as a way to spotlight the good writing that students are doing. This has encouraged writing schoolwide.
- Also created “*teacher trivia*”:
 - At the beginning of the year teachers gave information to morning meeting leader.
 - She would read one or two each week at SW Morning Meeting.
 - The students then vote which teacher they think it is.
 - The office announces who it is the next morning.



Evolution of School-Wide Morning Meeting @ McClelland ES Phase 3


Phase 3 (upcoming school year):

- Classroom presentations at SW morning meeting will continue, but to *deepen student understanding of the core expectations*, staff brainstormed words and attributes that represent our core expectations.
- Teachers will now pull from this expanded list to create morning meeting presentations (making connections that deepening understanding of the core values)
- Staff also decided to include a Mindfulness component in SW Morning Meeting.
 - Each SW Morning Meeting will begin with a quiet moment for Mindfulness practice (experience thoughts, feelings and body sensations; hopes for the day ahead).
- Opportunity for Mindfulness practice will be incorporated into the start of every school day.



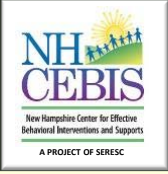
Teacher Community

- As an off-shoot of community-building that began in SW Morning Meeting, the Tier 1 team began taking a minimum of five minutes at every *staff meeting* to talk about how to implement PBIS in the classroom.
- Each Tier 1 team member now brings something from their own “toolbox” on classroom management to share. This has encouraged veteran teachers and informed new teachers.
- A staff-wide commitment to learning and utilizing Mindfulness began in 2015-16 and will continue in 2016-17.



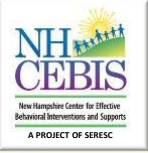
A Few Notes About SW Morning Meeting

- Parents are always welcome!!! To be encouraged more this year!
 - Parents are personally invited if their child is presented with something or is presenting something.
- Teachers are encouraged to sit near or with their students.
- Administration is present at these meetings 99% of the time (it is considered a high priority).
- The meeting is always led by a teacher or someone who is not an administrator.
- All presentations and activities are short enough to not take away too much classroom time, but long enough to have a positive impact on the school community:
 - About 15 minutes seems to be the optimal timeframe.




School Community Meetings: School Street School

Jennifer Hersom, Principal
School Street School
Rochester, NH




School Community Meeting Origins

- Responsive Classroom roots
- Protected, framework for fun, pro-social connections between peers and staff
- Opportunities to practice social skills
- Community experience



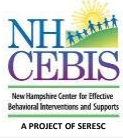
Purpose

- Provides a chance to share a space, a common experience, make/extend connections, practice skills in real time and feel the pleasure, pride and possibility of community



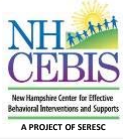
Why

- We realize the value of community
- We realize the need for students and staff to feel/be connected
- We realize community meetings provide rich opportunities for students to practice social and assembly skills in a safe, supervised space




Process

- Teacher Selection
- Classroom Choice
- Students & teachers as building leaders
- Recognition
- Shared Messaging



Assessing Fidelity

- Simple template
- Impact Indicators- timely attendance, the “building buzzes” engaged students and staff




Adaptability

- Template that aligns with mission
- Framing- part of tier one offerings
- School community as important at larger schools as it is with smaller schools
- Messaging Opportunity



Next Steps

- Mindfulness Component
- Parent involvement



Q and A

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