






Evidenced-Based and Practical: Class Level Strategies to Start the School Year

The Boggs Center on Developmental Disabilities
 Rutgers, The State University of New Jersey
In Partnership with the
 Office of Special Education
 New Jersey Department of Education 
 2020-2021 School Year

In partnership with NJDOE OSE funded by IDEA funds - Part B 2020-2021



Our **thanks** to our New Jersey school personnel partners whose commitment and caring for students has informed and inspired this work


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Session Purpose



- This session will present both evidenced-based and practical strategies that teachers can use in the classroom to create a responsive and supportive learning environment to support students’ transition back to school
- In this session wellness is defined as having daily, skills, habits, and routines that support one’s ability to maintain a positive and healthy social and emotional outlook

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Anticipating New Needs in the New Normal





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A New Kind of Flexibility

- The events of this past year has resulted in an increased need to notice and attend to ever changing social and emotional circumstances of students as they transition back
- We can anticipate that there will be a need for both planned as well as flexible and differentiated opportunities to address emerging class and individual student needs





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First Things First....Take Care of Yourself

- Know and notice your cues and signals
- Plan for strategies that attend to your self care
 - Strategies to use in the moment (e.g., breathing)
 - Strategies that occur routinely (e.g., going for a walk)









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Using Prevention Practices to Support Students' Transition to the New School Year

1. Welcoming students
2. Defining and teaching wellness skills
3. Implementing wellness routines
4. Using break routines
5. Using prompts and cues





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Welcoming Students







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Welcoming and Inclusive Class Environment

- It may be years until we understand the full impact of the events of this past year
- As students return, it will be necessary for us to help them return to typical social routines with adults and peers
- More than ever before, we need to be intentional in how we welcome and include students







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Strategies Welcoming and Inclusive Classroom

1. Send a welcome video ahead of the start of school
2. Use positive greetings at the door to welcome students to the classroom everyday







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Welcoming and Inclusive Classroom

3. Attend to the responsiveness of the classroom setting – For example:
 - I am represented?** *Images, materials, and names reflect student racial, ethnic, and gender diversity.*
 - Do I have an opportunity to use my strengths?** *Instructional decisions use a strengths-based approach that reflects the array of students' cultural learning styles.*
 - Is my voice included?** *Ongoing opportunities for students, parents, and community partners to shape decision making.*







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Involve Students and Parents in Shaping the Focus of Expectations and Routines: Priority Survey


Item Examples	Low Priority 1	2	3	4	High Priority 5
Staying positive					
Healthy snacking					
Managing assignments					
Social interactions among peers					
Recognizing when students need help					
Learning the new 'new normal' routines					
Adjusting to a structured day					
Other:					






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Define and Teach Culturally Responsive Expectations



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Classroom

- ✦ Electronic devices stored away & off
- ✦ Use kind & positive words
- ✦ Follow adult directions/expectations
- ✦ Keep hands, feet, and objects to yourself
- ✦ Listen when someone else is speaking
- ✦ Have class material ready



RAMS RISE CLASSROOM


- Use appropriate words
- Keep cell phones away
- Begin work immediately
- Stay quiet when someone else is speaking
- Throw away garbage
- Wait for a break before asking for a pass



CLASSROOM

- Enter the classroom quietly
- Unpack and begin work immediately
- Stay quiet and listen when someone else is speaking
- Follow adult directions
- Keep materials organized and put away when finished


Kindness • Responsibility • Respect



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Review and Refresh Expectations and Routines


- What did I have in place prior to remote instruction?
- What worked well and had a high response rate?
- What didn't work so well and why do I think that was?
 - Represents student and parent voice?
 - Operationalized into actions?
 - Expectations and routines were taught?
 - Routine prompts and cues were used to support use?



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Operationalizing Expectations

- Is the expectation/skill action oriented (i.e., uses verbs)?
 - The student will.....
- Can the expectation/skill be broken down in single discrete steps (i.e., task analysis)?
 - First,, Second,, Third,.....
- Does the expectation/ skill rely on knowing related or prerequisite skills?





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Adding Wellness to Your Class Expectations

Pause & Breath
Identify Your Needs
Make a Wellness Choice


Related & Prerequisite Skills
 Breathing Techniques
 Recognize and Name Feelings and Needs
 Thinking Positive
 Knowing Your Preferences






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Talk Time Request		
<i>I would like to schedule a time to talk with someone this week</i>		
Today's Date:	My preferred person to talk to is:	
I would describe my need to talk with someone as:		
<p>___ Immediate <i>I need to talk with someone today</i></p> <p>Examples: I'm very upset or very sad Something has happened I feel unsafe</p>	<p>___ Pretty Soon <i>I would like to talk with someone by tomorrow</i></p> <p>Examples: Something is on my mind I'm worried about something</p>	<p>___ It Can Wait <i>It can wait until later in the week</i></p> <p>Examples: I have news I want to share I would like get some advice I have a problem I want to solve</p>
Talk Time Schedule		
Date:	Day:	Time/Period:
Location:		With:









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Teacher Managed Check-In Routine

- At key points in the day's routine, the teacher prompts students to update their status using thumbs up / thumbs down index cards
- The teacher walks around and scans students' status
- Intervention:
 - Class-wide If more than 30% of the class indicates thumbs down the teacher implements a class-wide strategy
 - Individual student: offer a break, wellness menu choice, meet with school counselor







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Develop a Teaching Plan to Teach Expectations and Routines

- TELL:** Describe and explain the expectations providing examples and non examples
- SHOW:** Model the expectations
- DO:** Provide practice and application opportunities
- REVIEW:** Answer questions, recap walk away points
- ASSESS:** Assess that the learning objective has been met







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Lesson Planning Reflection Tool

Lesson Planning Reflection Tool	
<p>PLANNING AND ACTIVITIES</p> <p>Objectives, materials, and activities are clearly articulated. If new skills, strategies, materials, resources and activities are introduced, the objectives, activities, and materials are clearly articulated. Instructional materials use a strengths-based approach that reflects the prior knowledge and experiences of students.</p> <p>Assessments are differentiated, aligned to standards, and provide evidence of learning. Assessment is used to inform instruction and to provide feedback to students. Assessment is used to inform instruction and to provide feedback to students.</p> <p>The lesson is designed to be effective whether in-person or learning remotely.</p> <ul style="list-style-type: none"> Adjustments for learning remotely have been anticipated. There is a plan to create and practice ongoing specific, measurable, and observable learning objectives across grade levels or grade bands (e.g., different activities for different grades). <p>DIFFERENTIATION AND SUPPORTS</p> <p>Each component of the lesson is designed to provide support for all learners across the lesson.</p> <p>All of the needed materials and resources (e.g., Power Point slides, worksheets, activities, handouts, etc.) are included in the description of the lesson.</p> <p>Lesson plans are shared in a shared drive that all team members and administrators are able to access.</p> <p>LEARNING OBJECTIVE & ASSESSMENT</p> <p>The lesson includes a measurable and observable learning objective (i.e., what are students expected to know and do) prior the instruction is completed.</p> <p>The lesson includes a plan to assess the learning objective (i.e., how).</p> <ul style="list-style-type: none"> Assessments/activities are aligned. Rubric for products are developed. Feedback is provided. <p>ASSESSMENT AND MODEL THE EXPECTED SKILLS & KNOWLEDGE</p> <p>The lesson includes a combination of strategies to assess the expectations and reflect on any of culture learning cycle. For example:</p> <ul style="list-style-type: none"> Verbal expression of the expectations Non-verbal and/or observable non-verbal Written description of the expectations Using PowerPoint slides with visuals, examples, and non-examples Provide students with a clear and explicit rubric Formal expression of the expectations Practice Self-reflection 	<ul style="list-style-type: none"> Classroom Use of video recordings of instruction Materials and resources, activities, and materials <p>The lesson includes a plan to assess the learning objective (i.e., how) and includes considerations for using the expectations in routine.</p> <ul style="list-style-type: none"> Strategies that have students apply what they have learned Strategies that promote students generalizing from instruction to use Include potential obstacles students may encounter and how to overcome the obstacles <p>STUDENT FEEDBACK AND SUPPORTS</p> <p>The lesson includes a plan to assess the learning objective (i.e., how) and includes considerations for using the expectations in routine.</p> <ul style="list-style-type: none"> Brainstorm examples and non-examples Problem-solving Contribute suggestions or feedback to shape a decision <p>PRACTICE</p> <p>Students have an immediate opportunity to practice what they have learned.</p> <ul style="list-style-type: none"> In-person practice: Instructional materials in-person (e.g., offering and students have an opportunity to practice the expectations and/or through observation of the learning) Distance practice: Instructional materials in the classroom and students practice the expectations in a virtual setting or application setting <p>The lesson uses a variety of response strategies that allow students to express what they have learned (e.g., verbal, written, or other) (e.g.,</p> <ul style="list-style-type: none"> Response cards, response signals, or choral responding Games (e.g., Jeopardy) Technology (e.g., Kahoot, selecting pictures, etc.) Movement (e.g., manipulatives, etc.) Creative expression (e.g., art, etc.) <p>CONCLUSION</p> <p>The lesson includes a non-routine activity that reflects the interests, preferences, and cultural learning cycle of all students.</p> <ul style="list-style-type: none"> Games (e.g., Jeopardy, Bingo, Tic Tac Toe, Memory, Risk, etc.) Art (e.g., drawing, painting, etc.) Act (e.g., create a poster, create a play, etc.) <p>CONCLUSION</p> <p>The lesson concludes with clear and explicit and a reflection of the learning objective.</p>



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Implement a Planned Wellness Routine



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Planned Wellness Routine


- Successful use of skills and expectations requires the development of habits
- We are more likely to use wellness skills in urgent moments, when we have regular routines to practice these skills


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Planned Wellness Routine




- Plan for a routinely occurring time within the class period to focus on supporting student social and emotional wellness. For example:
- Start and end of routines
- Natural pauses in the routine
- Pivotal transitions (e.g., after lunch)


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Planned Wellness Routine

- Wellness routines are personal, include a variety of activities and experiences so that all students make a personal connection with the wellness experience:
 - Mindful minute
 - Yoga and stretching
 - Rapport building activities
 - Team building activities




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Sample Schedule Elementary School

Monday 1-2 min.	Tuesday 15 min.	Wednesday 2-3 min.	Thursday 15 min.	Friday 1-2 min.
Mindful Minute:	Rapport Building Activity	Yoga Poses	Team Building Activity	Mindful Minute:
Breathing	What is your favorite...?	Tree, Mountain, Crescent Moon, & Dancer Poses	Stack Attack & Ping Pong Bounce	Gratitude




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Sample Secondary Example

- Whole school start to the day with a mindful minute embedded in homeroom
- Teachers embed an intentional activity into class periods at least once a week
 - Mindful minute
 - Rapport building
 - Team building
 - Yoga and stretching




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Use Planned and Differentiated Breaks Routines



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Using a Break Routine

- Breaks provide students with an opportunity to pause and refocus
- To be used effectively, it will be important to define what the break routine will look like for your class
- Implement planned instruction to teach students the break routine



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Different Types of Breaks

- Breaks in-seat
- Breaks in the classroom
- Breaks outside the classroom (e.g., to going to the bathroom)
- Breaks with other personnel (e.g., school counselor)



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Planning Questions for 'Breaks'

- How many breaks in what period of time?
- When in the routine will the break be planned?
- How long will breaks last?
- Where will the break occur?
- What signal will be used to let the student know it is time to return to routine?
- How will you teach the break routine?



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Sample Break Options










- **Whole Class Break**
 - 1 break in a block or period
 - Up to 5 minutes
 - Planned wellness activity or Choice from the wellness menu
- **Student-Initiated Break**
 - Up to three 1-minute breaks in a block or day
 - Occurs at-desk
 - Choice from the wellness menu






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Wellness Choice Options Anchors the Break

<p>Dump the Worries</p>  <p>Write down a worry or worries on a piece of paper. Then crumple the paper and throw it away. Tell yourself you are letting the worries go.</p>	<p>Think Positively</p>  <p>Shine a light on the positives. What are two positives about your situation?</p>	<p>Write About It</p>  <p>Make an entry in your journal Write a friend or family member a note Make a list</p>
<p>Stretch It Out</p>  <p>Stretching Yoga flow</p>	<p>Puzzle It Out</p>  <p>Tease your brain with (non-electronic) puzzling tasks: Puzzles Word search</p>	<p>Breathe It Out</p>  <p>Take a deep <u>breath</u>-in, hold for 4 and breath out; repeat</p>
<p>Oodles of Doodles</p>  <p>Draw your own picture or use a coloring book. Focus on the details of your picture.</p>	<p>Activate Your Senses</p>  <p>What are 5 things you see? What are 4 things you can feel? What are 3 things you hear? What are 2 things you smell? What is 1 thing you taste?</p>	<p>Give Gratitude</p>  <p>Make a Gratitude List: A person A circumstance A favorite An experience</p>





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Prompts and Cues to Support Expectations and Skills Use






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Using Supportive Prompts and Cues



- How will you support students to use the expectations and skills within their daily routines?
- Visual anchors
- Precorrection
- Active supervision






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Visual Anchors

Pause & Breath


Identify Your Needs

Make a Wellness Choice








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Precorrection



- Precorrect by showing or telling the student(s) what they should do BEFORE the point where they typically make the error (i.e., you pre-prompt the behavior you want.
- Example: *“If you start to feel overwhelmed, remember to pause and take 3 deep breaths”*




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Embedded Precorrections and Prompts

Post a video with wellness prompts




Provide a copy of expectations students can display in their work area



Embed wellness expectations into daily assignments


Check-Off When Finished	Activity 1: Spelling City	
	Assignment Expectations	
1.	Log-on to <u>Spelling City</u>	Ask for help if you get stuck Stay focused on your task Congratulate yourself for completing the assignment
1.	Complete 2 spelling games with this week's list	
1.	Take your spelling and vocab quizzes	




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Active Supervision



Active supervision is an engaged style of monitoring a group of students whereby the teacher moves, scans and continuously interacts with students




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Active Supervision


MOVE
Through the Setting




SCAN
For a Visual Assessment



INTERACT
Using a 4:1 Ratio





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Make Wellness Resources Easy to Access

- For example:
 - Include wellness resource links in communications with parents
 - Designate a section on your webpage to wellness resources
 - Have a wellness menu visible in the classroom
 - Post a wellness bitmoji in the google class folder



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Wrap Up



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One last Thought

- Collaborate with your school counselor or school social worker to know the signs, signals, and criteria for when a student needs something more than class-level strategies



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In Conclusion

- Plan for intentional personal connections
- Provide opportunities for students and parents to share their point of view
- Define and teach expectations and routines, including wellness expectations



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In Conclusion

- Provide planned and differentiated breaks
- Implement a regular routine, visual anchors, precorrection, and active supervision



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Additional Tools and Resources to Support this Presentation are Available at www.njpbs.org
Follow the link on the home page

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