AMP

If a child does not know how to read, we teach. If a child does not know how to swim, we teach. If a child does not know how to behave, we… Teach? Punish? Why can't we finish the last sentence as automatically as we do the others? (Elswick, 2018)

Training Norms

"**Building processing time into lessons has long been standard in special needs classrooms, but every student, regardless of learning pace, benefits from increased and better quality think time**." *Planning for Processing Time Yields Deeper Learning*
Jessica Roake

Training Norms	
Be Responsible	• Take care of your needs • Ask questions

Be Respectful
 	
Multi-tasking versus Mindfulness**?**
	• Allow individual think time
	• Positively contribute
	• Be mindful - mindfulness is a state of active, open attention on the present.
	   • Sidebar conversations
	   • Cell phones
	   • Computers

Be Prepared	• Be comfortable in SWIS – ask for individual or group assistance if needed

Mindfulness

Be mindful -

mindfulness is a state of active, open attention on the present.

Much recent neuroscience research tells us that the brain doesn't really do tasks simultaneously, as we thought (hoped) it might. In fact, we just switch tasks quickly. Each time we move from hearing music to writing a text or talking to someone, there is a stop/start process that goes on in the brain.

"The Myth of Multitasking." *Psychology Today*, Sussex Publishers, www.psychologytoday.com/us/blog/creativity-without-borders/201405/the-myth-multitasking.

Small Experiment

1. Draw two horizontal lines on a piece of paper

2. Have a partner prepare to time you.

3. Now, have someone time you as you write on the first line

I am a great multitasker.

and on the second line

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Mindfulness

Be mindful - **mindfulness is a state of active, open attention on the present.**

Small Experiment Second Step

1. Flip you piece of paper over.

2. Draw two horizontal lines on a piece of paper

3. Now, have someone time you as you alternate writing on the first and second lines.

_____

_____

Multitasker or Serial-tasking

You and every other so-called multitasker are actually *serial tasking*. Rather than engaging in simultaneous tasks, you are in fact shifting from one task to another to another in rapid succession. For example, you switch from your phone conversation to a document on your computer screen to an email and back again in the belief that you are doing them simultaneously. But you're not.

A summary of research examining multitasking on the American Psychological Association's web site describes how so-called multitasking is neither effective nor efficient. These findings have demonstrated that when you shift focus from one task to another, that transition is neither fast nor smooth. Instead, there is a lag time during which your brain must yank itself from the initial task and then glom onto the new task. **This shift, though it feels instantaneous, takes time. In fact, up to 40 percent more time than single tasking - especially for complex tasks.**

The key is learning how to pay attention and focus on the here and now.

Agenda

IT IS EASIER TO BUILD STRONG CHILDREN THAN TO REPAIR BROKEN MEN.

QUOTEHD.COM

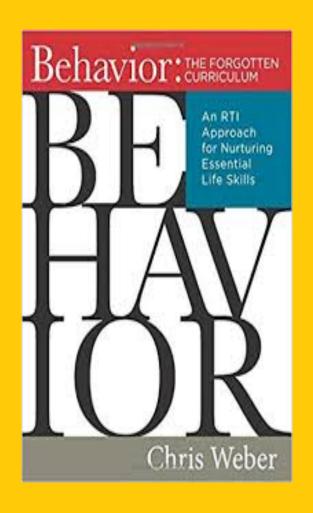Frederick Douglass
American Author

Tier 1

- Creating a collaborative culture of commitment

- SWIS data drill down
  - How do we look compared to SWIS National database?
  - What do our patterns (peak, trends) look like?
  - Do we have at least 80% of students with 0-1 Major ODRs?
  - Do we have problem areas?

- Instructional strategies for Tier 1

Tier 2

- SWIS data drill down
  - Is the proportion of students with 2 to 6 referrals high (more than 10-15%)?
  - Do more than 5% of students have 6 or more ODRs?
  - Do students with the most office referrals account for a high percentage of all referrals?
  - Is there is a high frequency of suspensions and expulsions?

- Establishing student behavioral needs

- Developing an action plan

If it's predictable, it's preventable

- Students behave and misbehave for a reason, purpose, or function, and educators have a great deal of influence regarding the ways in which students behave.

- Educators must define, model, teach, and nurture the behaviors that they want to see.

- Several studies investigating readiness for college and career paths indicate that behavioral preparedness is as important as, if not more so than academics.
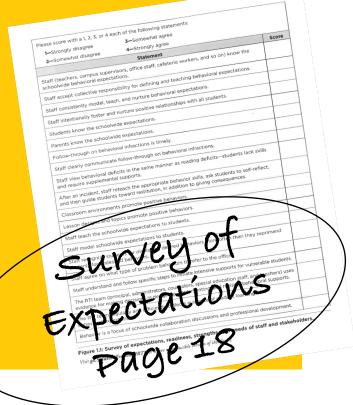
Research finds…

The skills required for college and skilled careers are no longer distinct; success in either college or a skilled career requires the same competencies.

Success in life is about more than academic knowledge. Behaviors matter, both in college and in the workplace.

Conley, D.T. (2014) Getting Ready for College, Careers, and the Common Core. San Francisco: Jossey-Bass

Behavior: THE FORGOTTEN CURRICULUM

An RTI Approach for Nurturing Essential Life Skills

BEHAVIOR

Chris Weber

Collaborative Culture of Commitment

1. Behavior is as critical as academics

2. Students misbehave for a purpose

3. Educators must define, model, teach and nurture the behaviors we want to see

4. Rich, engaging, sound instruction

5. Align the definitions, steps and process (academic RTI – behavioral RTI)

6. Relationships

7. High expectations

8. Clear routines and procedures

9. Collective responsibility

survey of expectations Page 18

SWIS Data Drill Down Steps 1 - 3

- How do we look compared to SWIS National database?

- What do our patterns (peak, trends) look like?

- Do we have at least 80% of students with 0-1 Major ODRs?

- Do we have problem areas?

Strategies for Tier 1 Instruction

Pages 46 – 47

Additional resources as needed

"Told does not mean taught." Principal McCoy of West Rowan Middle School
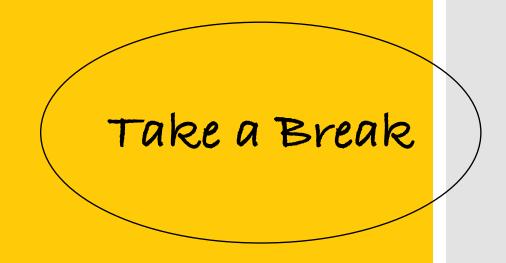
Prepare and Share

Prepare a short 3 minute training on your assigned strategy. Utilize any resources you have available to you. When possible incorporate real-life scenarios. Present your training to the whole group.

- Explicit instruction — Eastside
- Metacognitive modeling — Desert View
- Scenario-based applications — Desert School/Northpark
- Problem-solving — Walnut/RSJH
- Student-constructed learning — Black Butte/Sage
- Social and collaborative learning - Farson/Westridge
- Study examples - Stagecoach
- Study non-examples — Pilot Butte
- Application - Overland
- Check for Understanding and immediate, specific feedback - RSHS

Tier 2

Research-based Thinking

Take a Break

SWIS Data Drill Down Step 4

- Is the proportion of students with 2 to 6 referrals high (more than 10-15%)
- Do more than 5% of students have 6 or more ODRs
- Do students with the most office referrals account for a high percentage of all referrals
- Is there is a high frequency of suspensions and expulsions

Tier 2

Tier 2 support addresses the needs of students who require more support than is available for all students (i.e., Tier 1 Support) and less support than is available for individual students who need flexible, focused, personalized interventions (Tier 3 support).

- Any student or group of students who require booster shots to remember the behavioral expectations

- Students who are at risk for engaging in more serious problem behavior and need a little more support

- Applies to those students who visit the office (ODR) between 2 and 5 times per year

- Common Tier 2 support practices involve small groups of students or simple individualized intervention strategies

- Tier 2 support often involves targeted group interventions with ten or more students participating

- Students not responding to Tier 1 support efforts

Why

Books

Students behave and misbehave for a reason, purpose, or function.

"What did I learn in school today, I learned my teacher has no sense of humor."

Post It Tabs

- Behaviors – place on page 27
- Step 1 – place on page 101
- Step 2 – place on page 102
- Step 3 – place on page 110
- Action Plan – place on page 115

Behavioral Factors	Academic Mindset	Social Skills	Academic Perseverance	Learning Strategies	Academic Behaviors
Key Behavioral Skills	Students • Engage • Believe • Belong	Students • Respect • Cooperate • Empathize	Students • Persevere • Adapt • Advocate	Students • Regulate • Reflect • Monitor	Students • Attend • Complete • Participate
Descriptions					

Page 27

Establishing Area(s) of Student Need

Page 101

Student name:
Clearly, specifically, objectively, and *observably* define and describe the problem behavior.
Identify the consequence the student receives due to the misbehavior. (Be honest, even if your response to misbehavior may not be entirely appropriate—for example, raising your voice or removing the student from the classroom.)
Specifically identify what the student seems to be seeking by misbehaving. Does this student seem to be seeking sensory feedback? Attempting to escape from a task or situation? Seeking attention? Attempting to gain an object or experience?
Describe how the student behaves immediately before incidents occur. Describe any and all behaviors, actions, words, or all of these.
Describe any patterns to the misbehavior. Describe the environments, time of day, subject areas, groupings, assignment types (or all of these) during which the misbehavior is most likely to occur. What is the student doing or being asked to do? Where is the student? Who is the student with?
What alternative behaviors would staff accept on a temporary basis that may satisfy the student's need?
Consider administering a more specific diagnostic interview (for example, for attention or motivation), particularly if the student does not respond to initial interventions.

Figure 4.2: Template to determine Tier 2 behavioral needs.

Visit go.SolutionTree.com/RTI for a free reproducible version of this figure.

Template to Determine Tier 2 Behavioral Needs

We don't have to be perfect in our analysis

Book
Pages 102 –109
Pages 110-114

- If more information is needed "keep digging"

- Utilize the diagnostic interview information provided on pages 102-109

- When a preponderance of needs is found, that area most likely needs attention and support first

- If even more information is needed the specific observation checklists pages 110 - 114 may be used.

- Seek out the expertise of school psychologists and behavior teachers

TO CHINA

This doesn't mean refer for Special Education

Now What

Page 115

Establish an action plan

There is no difference between research-based strategies within Tier 1 and research-based strategies that educators can use to intervene at Tier 2. Weber, Chris. *Behavior: the Forgotten Curriculum: an RTI Approach for Nurturing Essential Life Skills.* Solution Tree Press, a Division of Solution Tree, 2018.

- When
- Whom
- Precorrections
- De-escalation Strategies
- Improvement Strategy
- Build Capacity
- Staff Support
- Monitor

Template to help staff support the development of student behavioral skills

QUESTIONS

Tanisha Floyd