



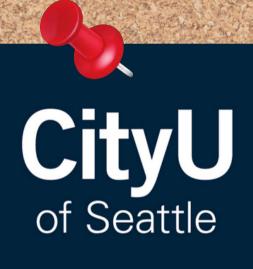
Workshop Slides

EMPOWERING EDUCATORS:

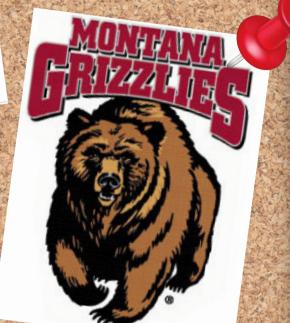
STRATEGIES FOR A POSITIVE CLASSROOM CLIMATE

https://bit.ly/Bullock2024







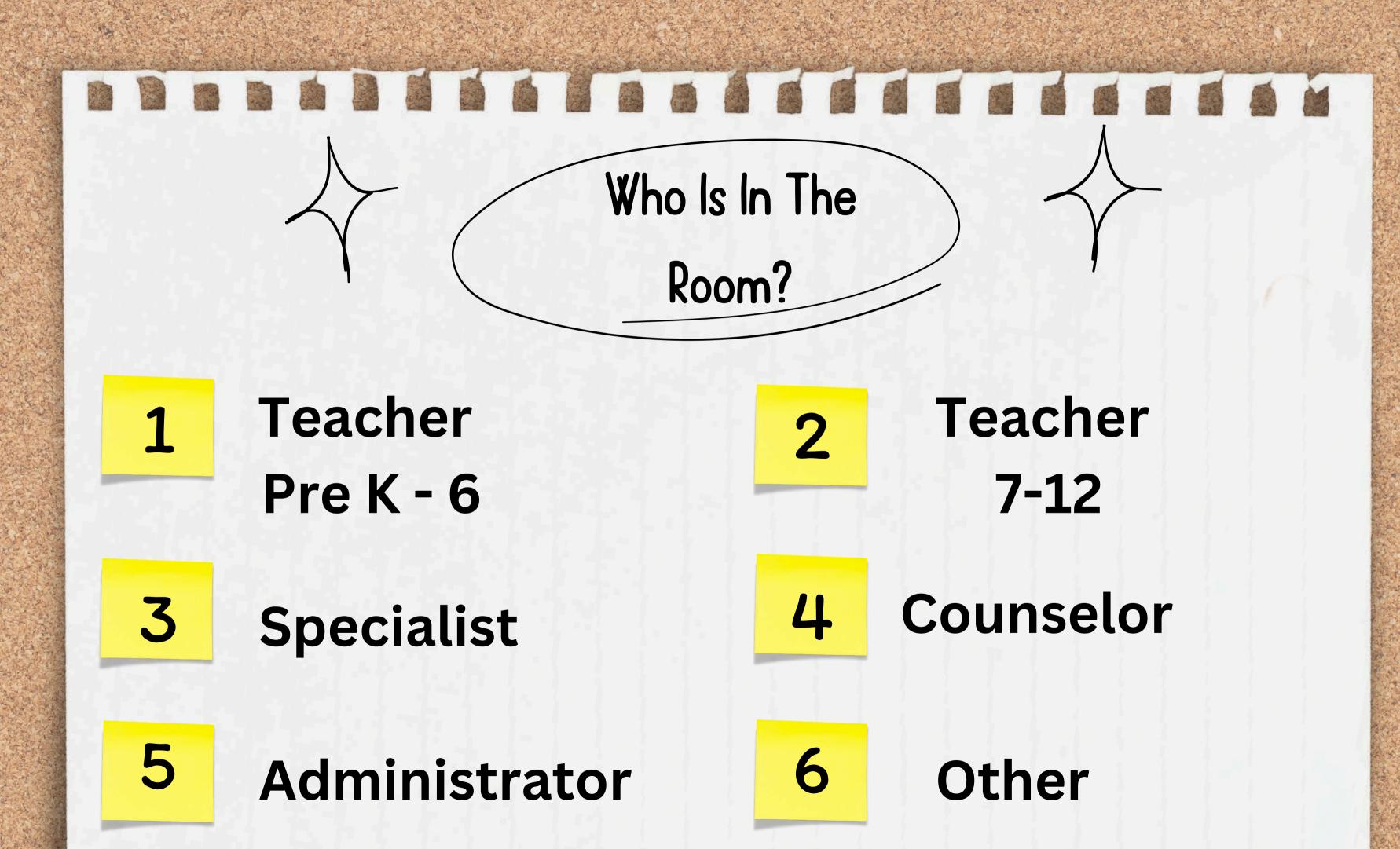




Ericha Anderson Engagement Specialist (K-5) Administrative Intern Vancouver Public Schools Vancouver, WA



- 22,000 students
- 3,300 teachers
- 39 Schools 24 Elementary, 6 Middle School, 5 High School, Art School (6-12), STEM school (6-12), 6 Dual Language Schools (K-5), PBL School (K-5), Home Connections, Virtual Learning Academy





 Work together to make the "longest" paper chain you can using only scissors, glue, and two pieces of paper.



- What did your team do well?
- What part was the most challenging?
- If you could do the challenge again, what would you do differently?













Me trying to make a difference at work





EXPECTATIONS





Challenging Behavior

What is it?

Communication

Adverse Childhood Experiences

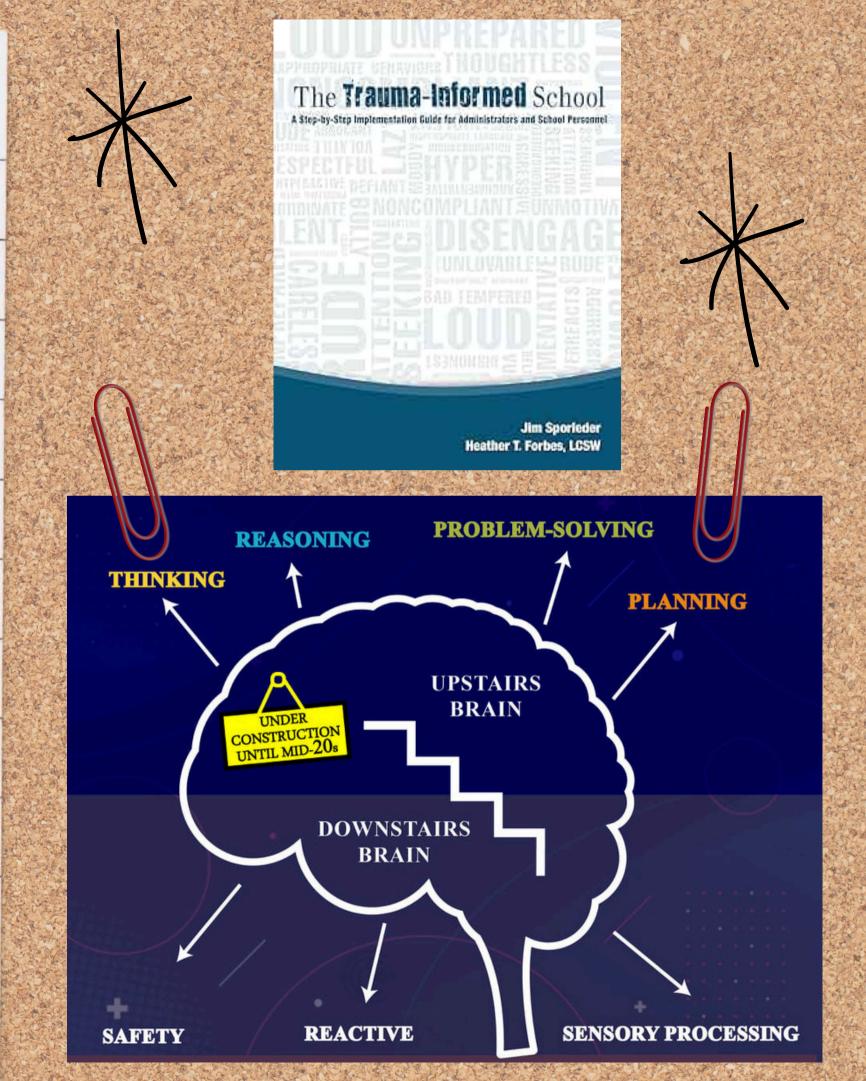
Toxic Stress

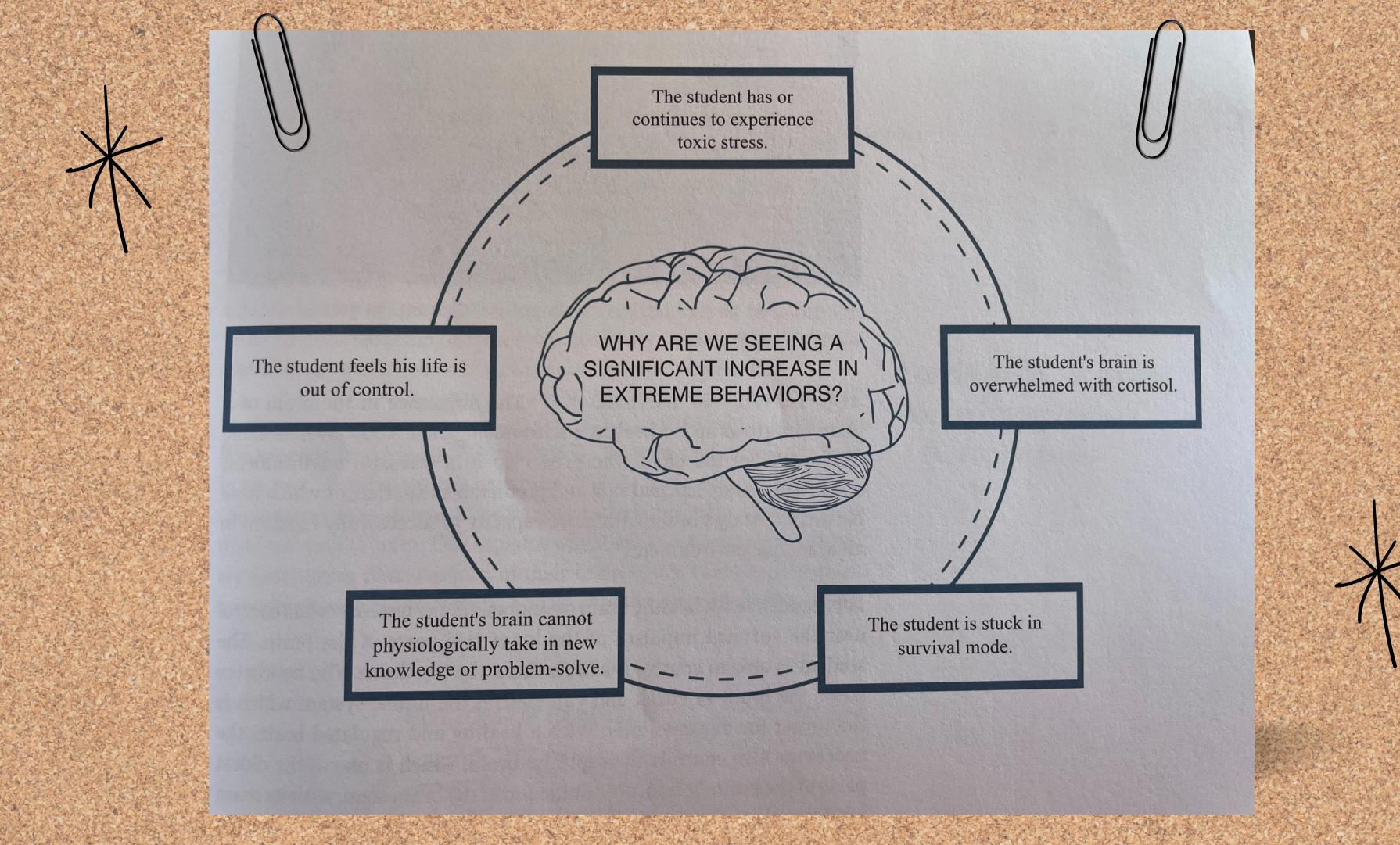
What it isn't

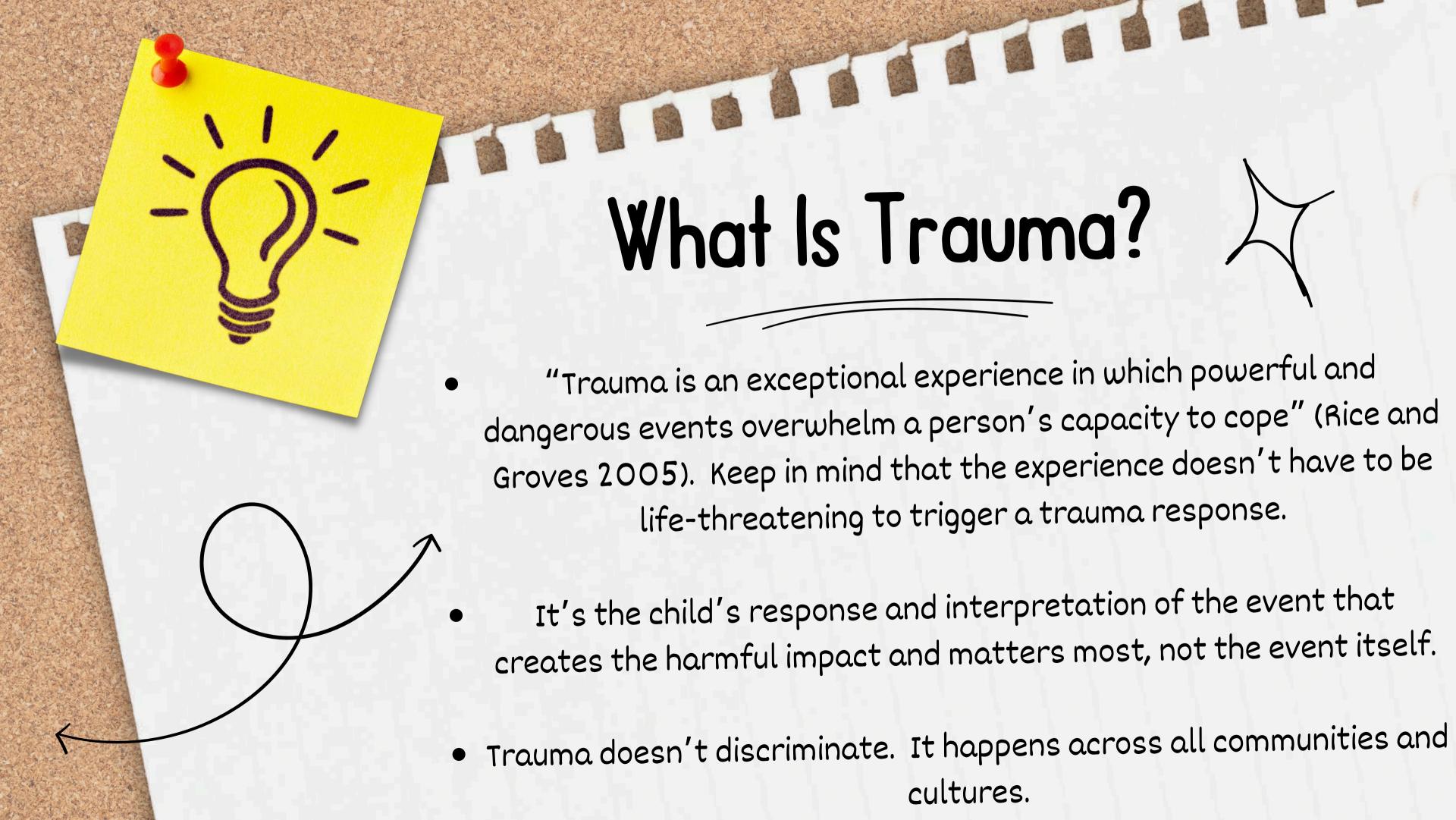
Disrespect

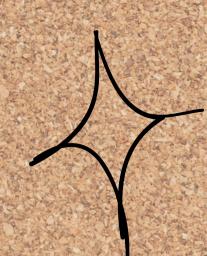
Disobedience

Non-complience









Adverse Childhood Experiences (ACES)



- 1. Sexual Abuse
- 2. Physical Abuse
- 3. Emotional Abuse
- 4. Physical Neglect
- 5. Emotional Neglect
- 6. Loss of Parent
- 7. Witnessing Family Violence
- 8. Incarceration of a Family Member
- 9. Having a Mentally Ill, Depressed, or Suicidal Family Member
- 10. Living With A Drug Addicted or Alcoholic Family Member



"Children with toxic stress live much of their lives in fight, flight or freeze mode. They respond to the world as a place of constant danger." -Jane Ellen Stevens

Impact of ACES on School Performance

Students with ACE Score 3+

- 3x more likely to experience academic failure
- 5x more likely to have attendance issues
- 6x more likely to have behavior problems

Other Impacts of ACES

- increased stress response (fight or flight)
- limited ability to regulate emotions
- difficulty trusting others
- problems with concentration and attention
- low self-worth and self concept

Trauma Informed Approach uma research tells us that students when the students with the students with

"Trauma research tells us that students who survive trauma and grow to be successful identify one single variable in their success: they were connected to a caring adult who believed in them and cared about them. Teachers are the most frequently endorsed adults who make a powerful impact on children's and adolocent's direction in life" - The Trauma Informed School

Can Not Control

Can Influence

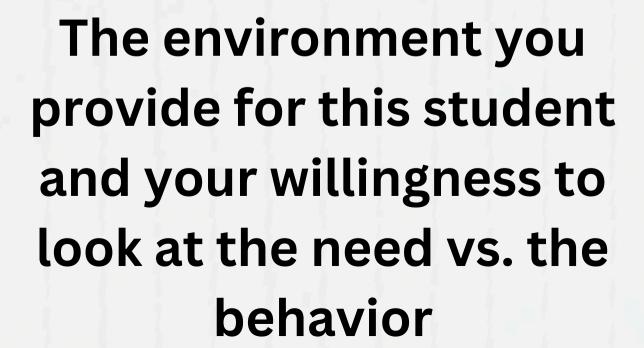
Whether a student comes to school today

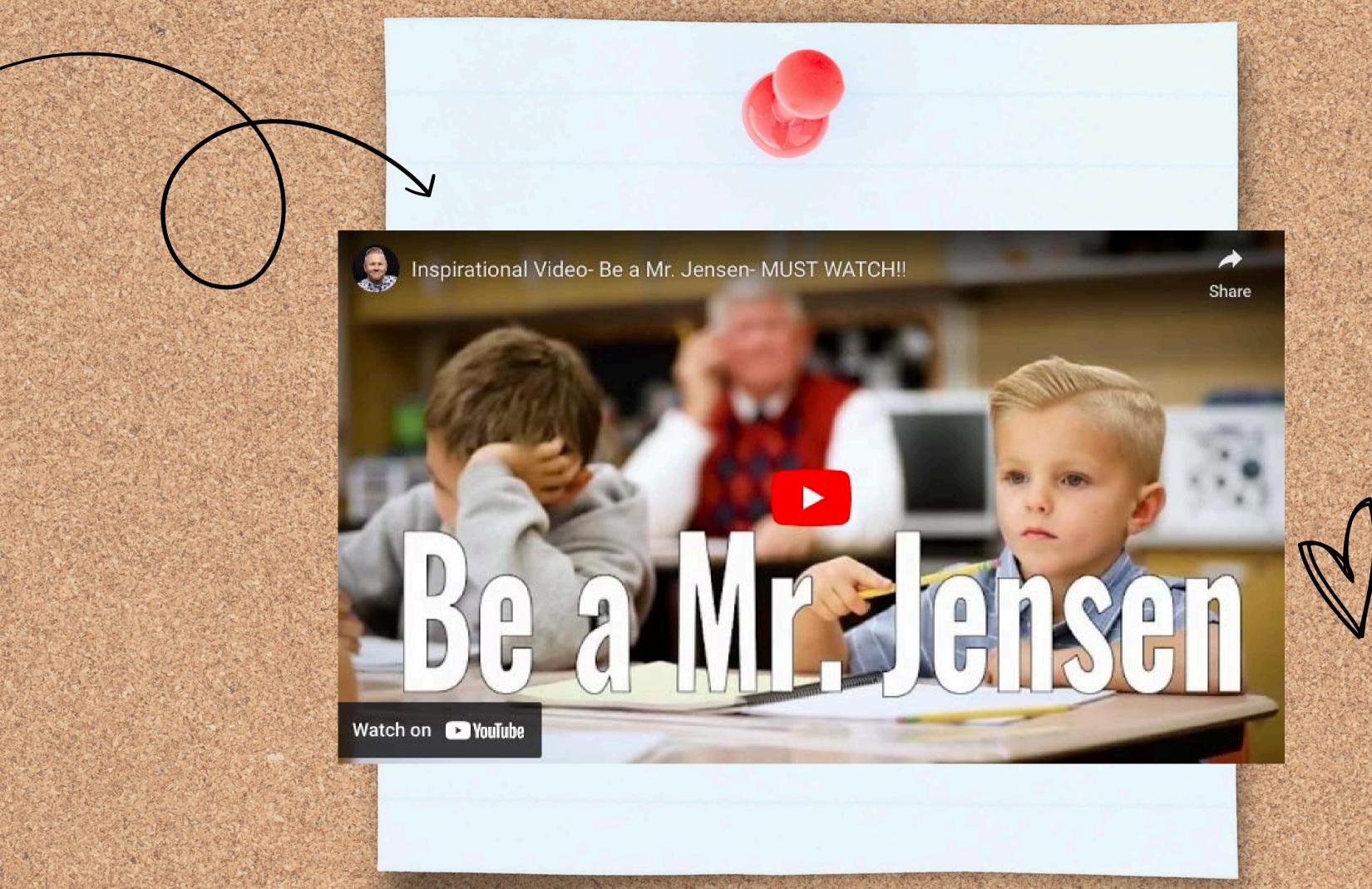
The way you welcome a student when they arrive

The services a student is eligible for

The attention you give the student before they struggle

How a student chooses to behave under stress









Billy's Story

1. Find your partner by matching the suit of your playing card.

2. Each partner reads a Billy story.

3. Discuss the reflection questions.









What was the trigger for Billy's unwanted behavior?

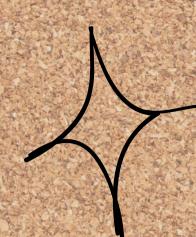
How did the educator respond to the unwanted behavior?



Traditional Dicipline vs. Trauma Informed

Talking at student
Fear based Tactics
Shift the "burden"
Suspension/ Expulsion

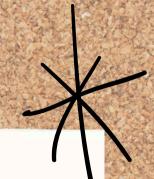
Listening to student
Focus on regulation
Identify student needs
Behavior intervention



Classrooms

Then

Now

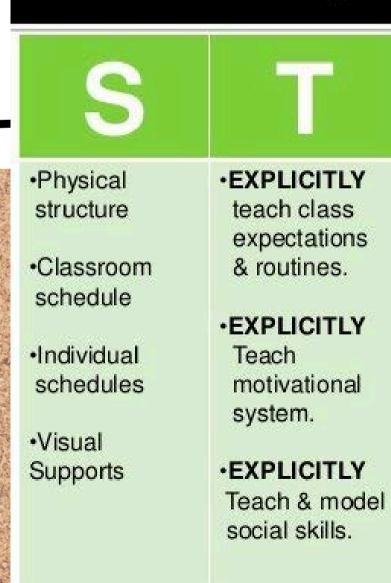


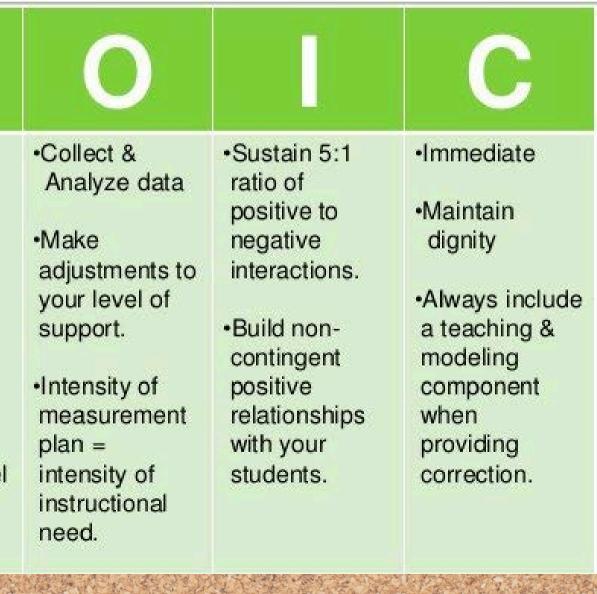


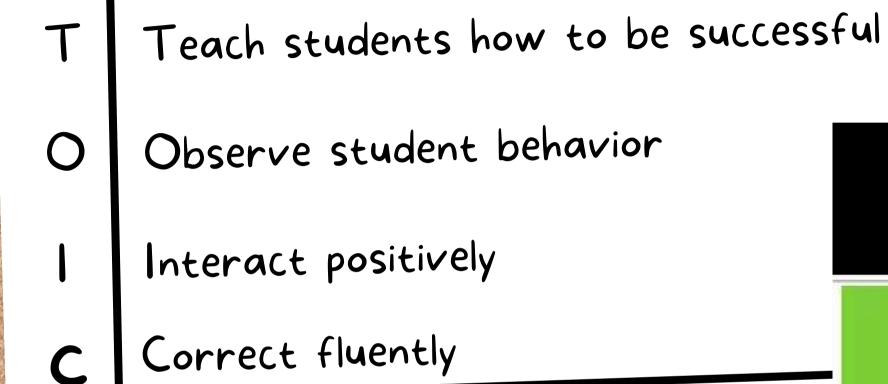


Structure your classroom for success

Variables to consider when designing classroom/Individual behavioral support



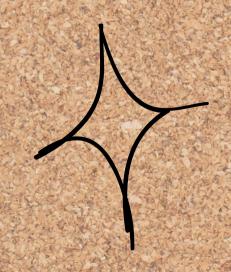












VPS Effective Classroom Practices Checklist

Educator Self-Assessment: This self-assessment is intended for teachers to reflect on successes and opportunities for growth and plan for refinement.

*Click on the word to be directed to the Effective Classroom Practices Resource HUB page.

*Click on the word to be directed to	o th
Structure	
Routines	1
The sequence of actions that creates the most effective classroom.	T
10-20% of time building	Di
community	C
Greet Students at door	10
Attention Signal/call and	Ш
response	ш
☐ CASEL's 3 Signature SEL	Ш
Practices	Ш
☐ Welcoming Ritual	Ш
Engaging Practices and Brain Breaks	
Optimistic Closures	Ш
☐ Community circles	Ш
☐ Instructional Routine	Ш
☐ Clear target	Ш
☐ Entry Task	Ш
☐ Teaching & Modeling	
☐ Check for	
understanding	
☐ Independent group work	3
☐ Exit task/ Assessment	

☐ I do/We do/You do

Conflict Resolution Routine

Students can display work

expectations/agreements

Arranging space in an orderly fashion that increases workflow and behavior.

Calm corner/break space

Movement is accessible

Clean and organized

School and class

Motivational Decor

displayed

Physical Space:

Teach

Teaching Expectations

Teaching expectations provides clear meaning to the outcomes and needed

CHAMPS: Expectations/agreements

Conversation

How to Ask for help
What's the activity

■ Movement opportunity

How participation is observable

SUCCESS!

co-created,
routinely revisited

and amended
"taught" before
EVERY transition
and activity

Include SEL elements

communicated with families and caregivers

Observe

Active Supervision:

The process of monitoring learning, performance and behavior that includes moving, scanning, interacting and planning

- Physically monitor each space 1-2 times per work period
- ☐ Visually monitor each space 1-2 times per minute
- Routinely collect data to make adjustments and decisions based on what is happening
- Model class agreements while monitoring

Interact

Positive Feedback:

Encourage behavior, growth or values by delivering specific feedback regarding observed student success in these areas.

- 4:1 positive to negative interactions
- Range of Positive
 Feedback, age-appropriate
 & non-embarrassing (see hub)
- Welcoming interactions: each student daily; greeting by name and pronouns

Opportunities To Respond:

Engage students by offering verbal, written, gestural response.

- 4-6 per minute (new material
- 9-12 per minute (review material)
- Call and Response as attention signals
- Student talk opportunities

Correct

Fluent Correction

Behavior response: Establish a continuum of instructional responses to manage classroom behavior.

- Correction is:
 - Maintain Dignity
 - ☐ Immediate
 - Reasonably Private
 - ☐ Brief
 - ☐ Gentle
 - Consistent
- Acknowledgement system in place
- Utilizes a range of strategies (at least 3)

Electronic Version

bit.ly/44Dlk3T

Structure

Routines and Physical Space

Trauma informed:

- Provide consistent, predictable setting
- Scaffolds students' actions in class
- Encourages positive interactions

Student Benefits:

- Helping develop a sense of security and control
- Providing predictability and supporting competence and confidence
- Increasing independence within a routine

Structure

- Anita Archer



Attention Signals



One, Two, Three Eyes On Me One, Two Eyes On you One, Two Eyes On you

Community Circles



Calming Corner





Teach









CONVERSATION HOW bould can my voice be when am speaking?



HELP How can 1 get my teacher's attention or answers to questions?



What should I be doing? How am I learning today?



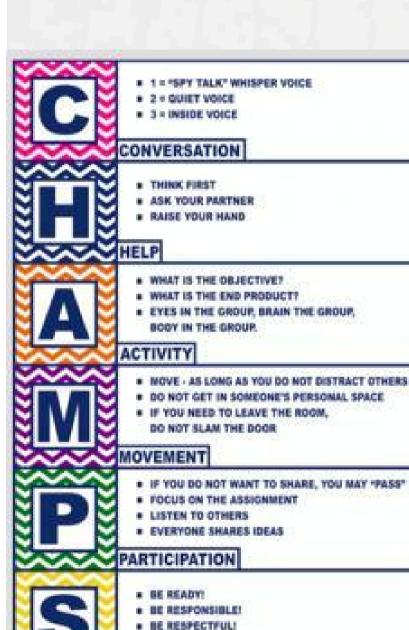
MOVEMENT How and when am I allowed to move around the classroom?



PARTICIPATION What does active participation



successful learning experience.



SUCCESS



Consistency is more important than perfection







Observe

Active Supervision

Active Supervision is the process of moving, scanning, and interacting throughout the classroom.

Active supervision supports:

- managing behavior quickly
- providing students feedback about behavior or academics (support and refinement/enrichment),
- facilitating positive relationships

In a 15-minute work period

- Movement: Touch each point in the classroom twice.
- Scanning: Twice per minute.
- Interaction: Give each student feedback once.

Observe



Identify patterns
Track progress **Evaluate interventions**

A-B-C Behavior Report

Student Name: Molly

- 1 = mild problem, not injurious, dangerous, or overly disruptive
- 3 = moderate problem, caused pain, somewhat dangerous and/or disruptive

- 3 = lasted more than 5 minutes but not more than 15
- 5 = lasted more than 15 minutes from first behavior to resolution Consequence (check)

=	nsity: nild problem, not injuri moderate problem, cau severe problem, may h additional staff/hold,	extremely o	isrupii	Ве	havior	(check	and rat	Eloping	Interesty	burstice	Tignered, worted out	Redirect	verbel reprinted		Distract-	required	jumbe	clear
T	Antecedent (check	()	1	T		PLETLYIN)	Persever- ative talk	147-5			-	-			1			
1	Sizered something attention	negularised hyp	-	-	1		1		1	1	_							
1	1				,	1			3	2		1	-	+	-		1	
2	1				V	-	+	1	4	3			-	+	+	+		
3	1		1			-	-	10000	2	1	1	W			-	+	+	1
3	V				1			+		-								

Include Date, Time, Setting, Brief Explanation, and Staff Initial 1 3/4 AJ 10:12 in PE, wanted to pass out balls, got him involved in another activity, worked well 2 3/4 LJ 11:30 at Lunch, wanted two desserts, yelled at lunch staff, stepped in and redirected to table

3 3/4 LJ 1:15 during Math, broke pencil, left room, returned later and apologized to teacher

4 3/4 AJ 2:30 packing up, wanted to be first, yelled at peer, ignored, and she complied

@aba in school

Interval length: 5-min intervals Total time observed: 3 measures a day

Behavior:

On-task prompts

Operational definition: verbal, physical, gestural

prompts to stay on task;

on-set: off-task for at least 10 seconds and requires prompt to start;

off-set: back on task OR 10 more seconds has elapse and a new prompt is needed

Time	NONE (check)	Tally YES
10:00		111
10:05		111
10:10		1111
10:15		1
10:20		
10:25		
10:30	X	
10:35	X	
10:40		111
10:45		

Time	NONE (check)	Tally YES
12:00	X	
12:05	X	
12:10	X	
12:15	X	
12:20		11
12:25		
12:30		
12:35		il
12:40		111
12:45	X	

Time	NONE (check)	Tally YES
1:00		111
1:05		111
1:10		111
1:15	X	
1:20	X	
1:25		1111
1:30	X	
1:35		THE
1:40		
1:45	X	

% intervals the behavior occurred: _63% Average behavior

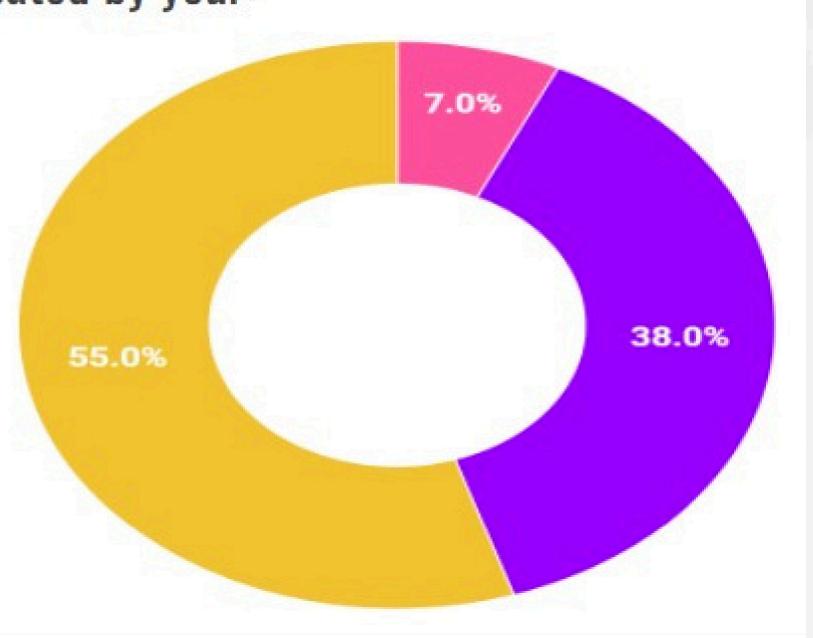
Interact

How much of your message is communicated by your:

Spoken words 7%

Tone of voice 38%

Body Language 55%



Interact

IS NOT

Then

Postive Reinforcements

When



		T	Recess/	PM Class	Specials
Name:	AM Class	AM Recess	Lunch 2 1	2 1	2 1
Goal Behaviors	2 1	2 1	0	0	2 1
Be Safe: I will follow my break space plan.		2 1	2 1	0	0
Take Ownership	2 1	0	-	2 1	2 1
Take Own Strategies when I will use calm down strategies when my feelings get too big.	2 1	2 1	2 1	0	1 2
Acceptance: I will participate in classroom activities.	2 1	2 1	2 1	2 1	0
a mestful:	2 1	0	0	-	
T will be kind with words and dem	-				
Breaks:	\				













- Not bribery and more than just a reward
- Shared understanding between students, teachers, admin, and parents
- Not a one size fits all
- Social vs. Items
- **Activities vs. Breaks**

Every behavior is a an expression of need

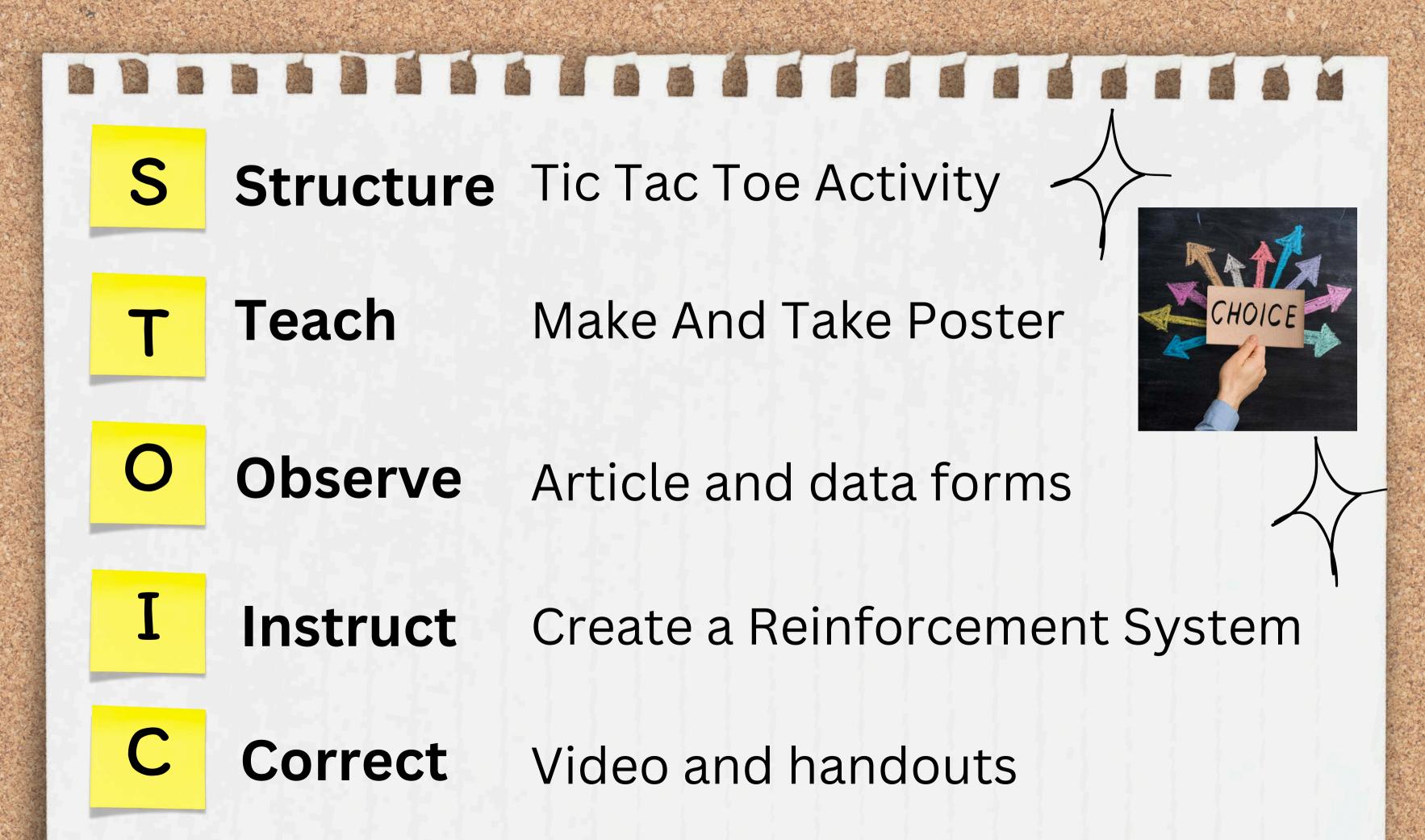
Correct

Calm Consistent Immediate Brief

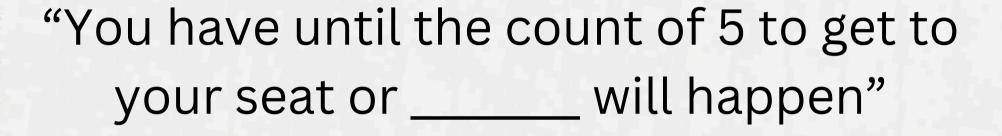
	When Students Are Behaving in a Way That Seems	They Could Have	If So
	Manipulative Bossy Dramatic Aggressive	Emotional needs: the need to regulate their feelings and responses	Provide a safe break Give students a brain tool (e.g., weighted pencil, stress ball) to help them get back to their upstairs brain
	Clingy Attention-seeking Oppositional Indifferent	Relationship needs: the need to connect with fellow humans	Check and connect with the student prior to a transition or change Connect the student with another safe adult in the building
The second secon	Passive aggressive Distracted Disinterested Pleasing	Control needs: the need to be in charge of their own situations	Give the student a job so they can feel like they have some control over a setting Provide some predictability and choice (e.g., "Where do you think you should sit so you can be the most successful?")
		Physical needs: the need to eat, sleep, exercise, and take care of the body	Provide a healthy snack Give the students a few minutes to put their heads down and rest

Restorative Conversation

Ste	p:	Question:	Sentence:
1.	Sylve Sylve	What Happened?	"What happened for me was"
2.	(T)	What were you thinking?	"I was thinking"
3.	•	What do you think you need to do to make things right?	"To make it right, I will"
4.		How will harm be avoided in the future?	"Next time we will"



Grace vs. Blame

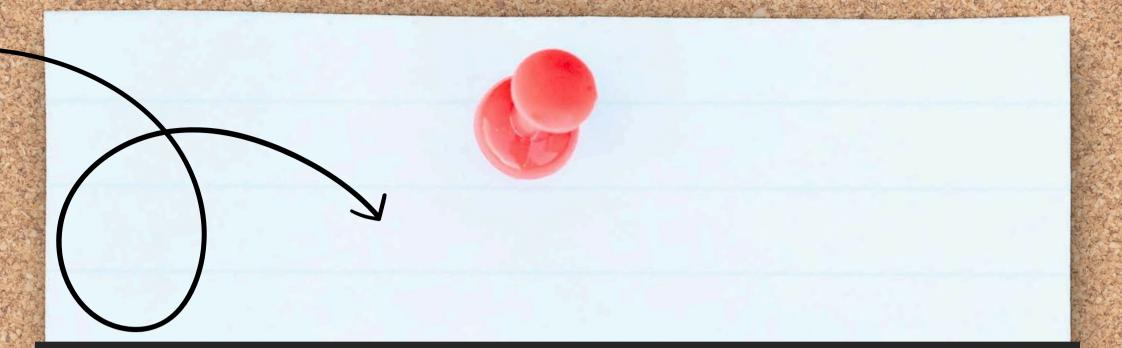


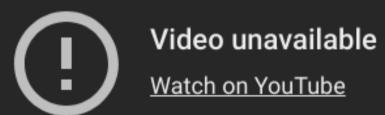
If the goal of the consequence is to "shift" behavior, then sometimes offering grace instead of proving the mistake may have a better result

"I am going to give you a minute to think about what you need in order to return to your seat and then we will discuss it."

"This kid just doesn't want to learn!"

"Clearly there are some things going on with this child that are preventing them from understanding these concepts"











I hope that either all of us or none of us are judged by the actions of our weakest moments, but rather by the strength we show when and if we're ever given a second chance.

TED, TED LASSO



Thank You!

Presentation Slides



Workshop Survey



Contact Info



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