Mr.Curtis Slater

Trainer/Coach/Speaker and Full Time Consultant

Teach. **I**nspire. **L**earn. **L**isten. *360*

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Trainer Stats:
Twitter: @Slater_Curtis_

- 30 Years of Public Education experience
- 2018 National Distinguished Principal of Year
- Trainer for University of Minnesota IM4
- Trained over 600 schools in MTSS/PBIS/SEL
- Interesting Facts: I love to take pictures of the walls in schools, homes and community places check it our #schoolwallstalk

UNIVERSITY OF MINNESOTA

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I would LOVE to learn with You!

Social Media # and Contact Information:

Twitter @Slater_Curtis_

Facebook: Curt Slater

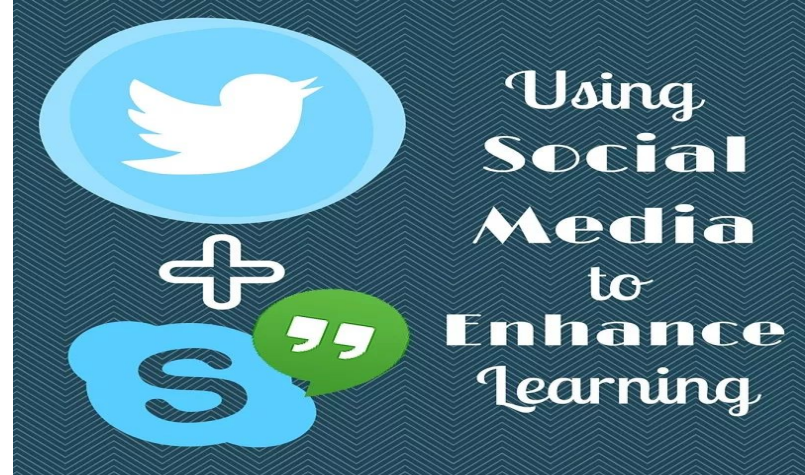Website Till360consulting.com

email: Curt@Till360Consulting.com

Linkedin- Curtis Slater

#TILL360   #MASE2021

Who is telling your school/classroom Story?

Enthusiasm is Contagious!

SHOWCASE THE AMAZING LEARNING HAPPENING IN YOUR SCHOOLS

BLOGGING

@TWITTER

Snapchat

INSTAGRAM

TTERS

FACEBOOK

#TILL360   #WeAreBremerton

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Successful individual and staff behavior is linked to host environments.
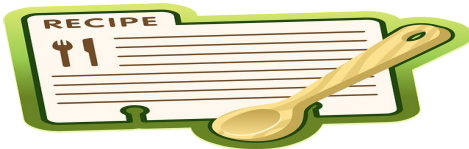
Do You Agree with that statement?

Metaphor
Tier 1 as a Baking Recipe

Recipe is about combining **core active ingredients**

- An active ingredient is a **component** of a recipe that **helps achieve its desired outcome**

- Single **ingredients are insufficient** to produce the desired outcome

What is a recipe?

a set of guidelines and instructions about how to combine ingredients together to produce an outcome.

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What are ingredients?

- Single ingredients alone are insufficient to produce the outcomes of interest.

- Ingredient is a component of an overall recipe to promote specific outcomes of interest

- Ingredients inform the selection of specific 'things' (that is, programs, practices, procedures) that schools will implement to address the recognized problem/need

- Bringing to the life the ingredient will always be an important priority for the school system—not a trend or fad that will come and go.
  - Imagine – will this ingredient still be relevant and important as a priority in the year 2150?

The __Recipe__ for Success

IT'S ALL ABOUT YOU

What are the ingredients?

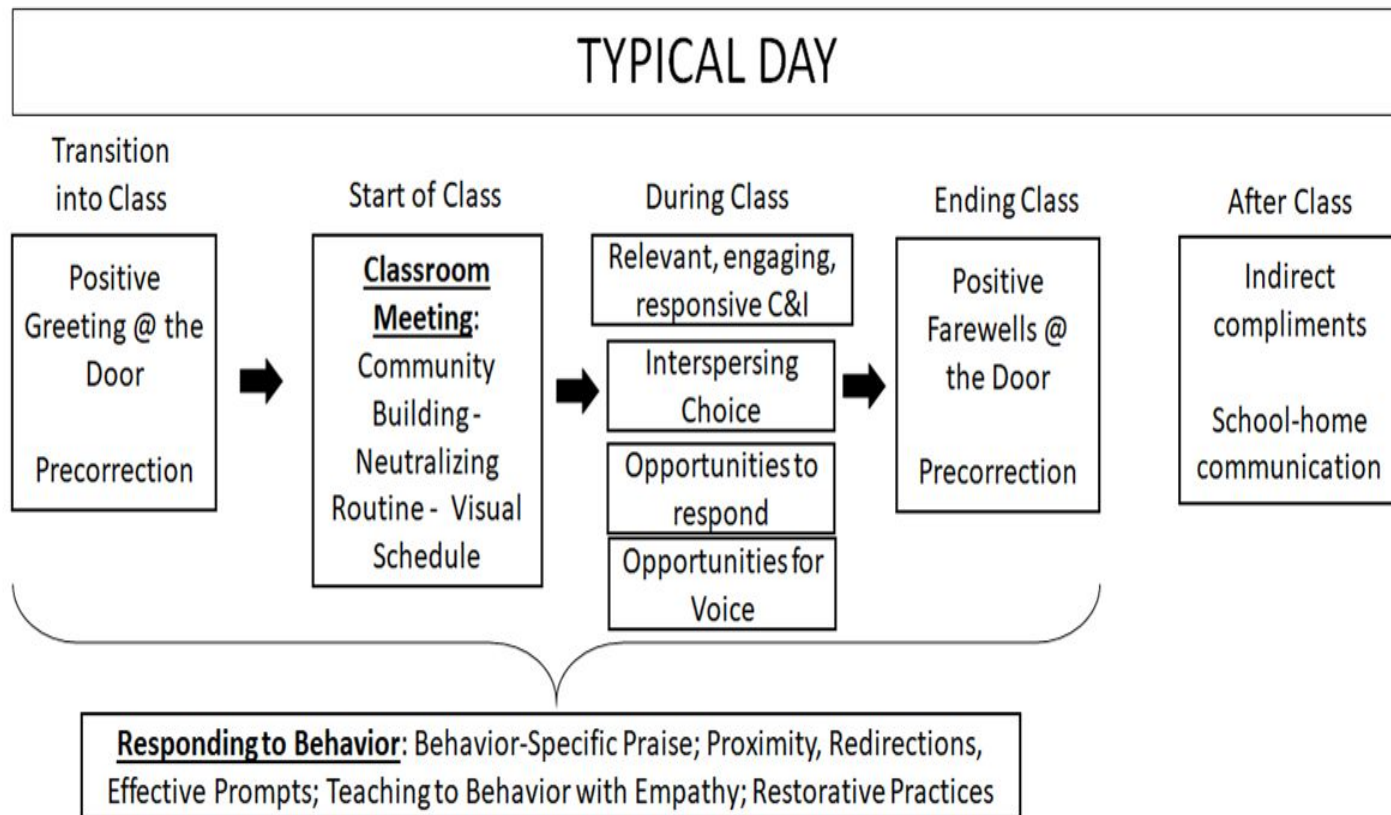| Ingredient	Description	Example
Environment	Safe, predictable, and positive school culture and environment that optimizes engagement and performance	School-wide Positive Behavior Supports Classroom Management Strategies
Relationships	Everyone (staff and students) feels a sense of belonging and like a valued and respected member of the school	Establish-Maintain-Restore Method (EMR) Restorative Practices
Teaching & Learning	Quality instruction to support the acquisition and use of social, emotional, and academic competencies necessary to meet the demands of home, work, & civic life	Social-emotional learning curriculum that is fully integrated as part of teaching and learning
Agency/Sense of Purpose	Students supported to be motivated, have a sense of purpose and develop positive dispositions about themselves and their future	Purposeful interactions with adults, exploration of self in curricula, connectedness to environment
Family and community partnerships	Ongoing partnerships established with families and community to improve support of students inside and outside of school.	Collaboration, training, and opportunity for involvement in created systems
Needs-driven, continuum of services	A continuum of intensifying supports are available to provide students with early, timely access to intervention based on need	Menu of acquisition and performance-based interventions

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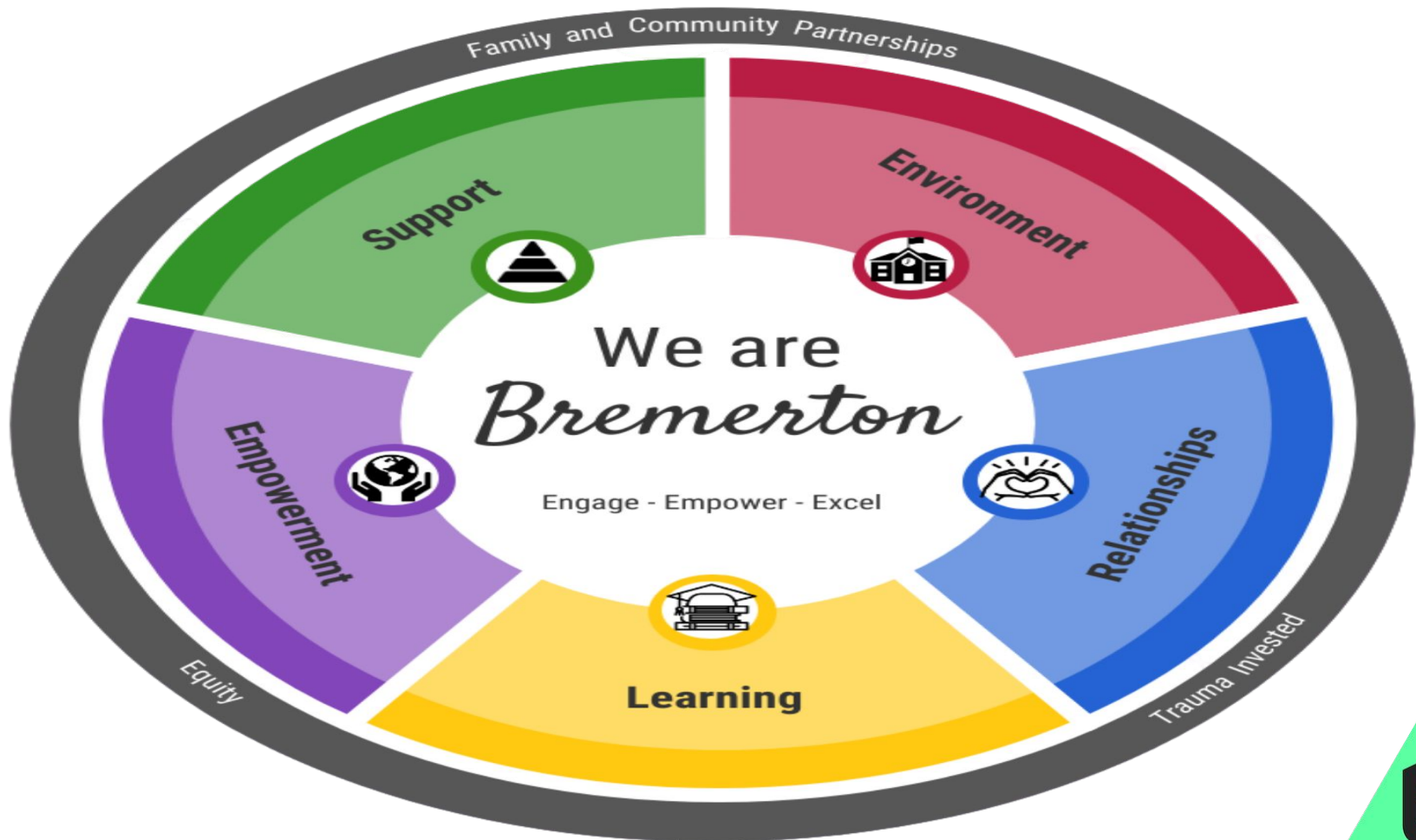
"The Blame Game"

Brene Brown on Blame

What responses do you have to the video?

What connections to the previous slides do you make?

TYPICAL DAY

Setting Up Class (Teaching)
- Routines
- Behavioral Agreement / Expectations
- How to Access Help
- Social-Emotional Skills to Regulate Self

Transition into Class

Positive Greeting @ the Door

Precorrection

➡️

Start of Class

Classroom Meeting: Community Building - Neutralizing Routine - Visual Schedule

➡️

During Class

Relevant, engaging, responsive C&I

Interspersing Choice

Opportunities to respond

Opportunities for Voice

➡️

Ending Class

Positive Farewells @ the Door

Precorrection

After Class

Indirect compliments

School-home communication

Responding to Behavior: Behavior-Specific Praise; Proximity, Redirections, Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices
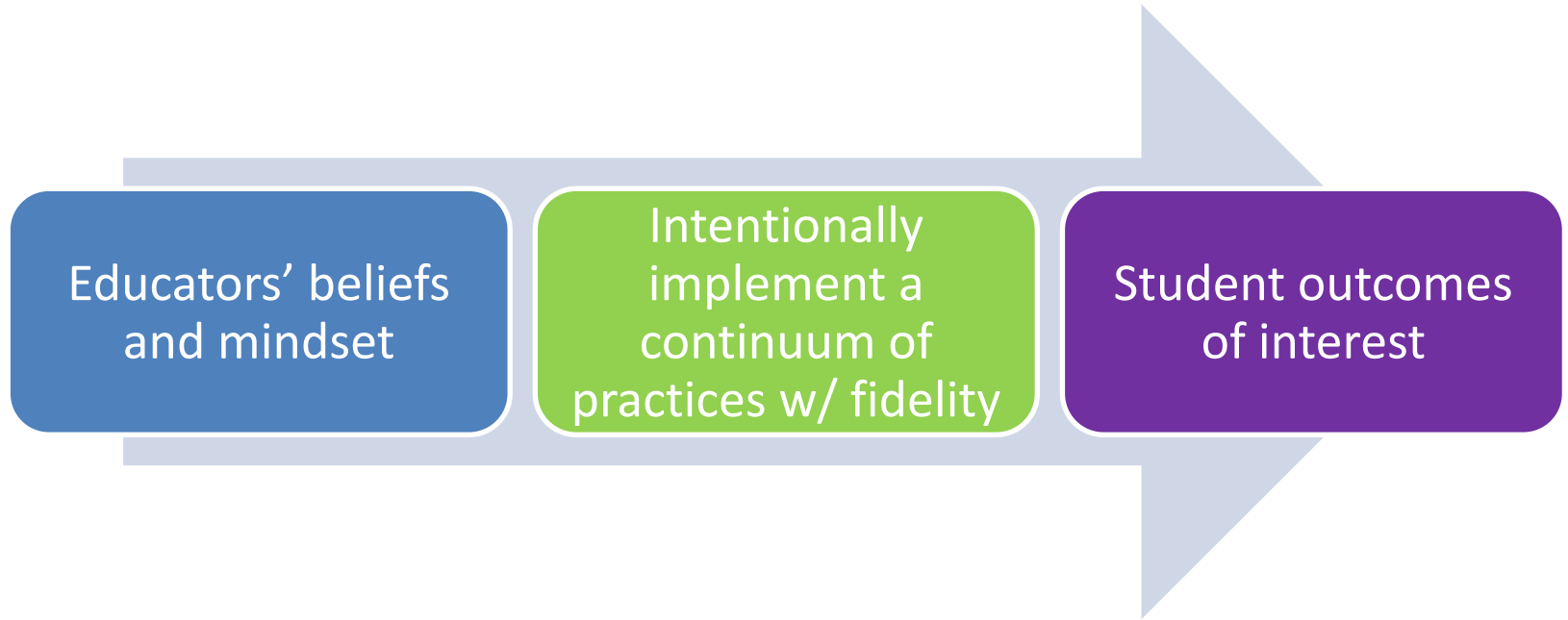
Relationships are at the heart of everything we do and we know students and staff thrive when they feel a strong sense of belonging to their school.

The What:
Beliefs, Practices, and Outcomes

Educators' beliefs and mindset

Intentionally implement a continuum of practices w/ fidelity

Student outcomes of interest

Implementation Process

EXPLORATION

- Recognition of a problem and need to change
- Defining 'IT' through a multi-tiered system of support
- Selection decision of 'THING(S)' to address the problem/need

PREPARATION

- Establish readiness through a dissemination plan to increase stakeholder awareness, knowledge, and commitment to implement
- Secure resources necessary to support implementation
- Development of implementation plan

IMPLEMENTATION

- Support initial adoption through training and technical assistance
- Support fidelity through ongoing data assessment and continuous improvement
- Prioritizing implementation

SUSTAINMENT

- Continued fidelity assessment
- Maintenance of expectations and supports to sustain implementation
- Onboarding new leadership and staff

Preconditions

EMOTIONAL WELLBEING/WELLNESS: Understanding and maintaining a commitment to promote the emotional wellbeing of self and others in order to optimize professional functioning and contribute to a healthy culture and climate.

ALL MEANS ALL:
All kids can learn _and_ we have the ability to create an influential context that enables kids to achieve important social, emotional, and academic outcomes

WARM DEMANDING:
Deep understanding of the importance of reciprocal and supportive accountability that provides both high support and high expectations for behavior and academic performance

RACIAL EQUITY, DIVERSITY, and INCLUSION (REDI): Understanding of one's own identity and cultural background and valuing diverse identities, perspectives, and ideas. Commitment to anti-racism and promoting racial equity in opportunities and outcomes. Maintaining a commitment to inclusiveness to work towards ensuring each student feels welcomed, supported, and like they belong.

WHOLE CHILD (DEVELOPMENT & NEEDS): Understanding of the unique developmental and whole child needs of students, and how educators must be responsive to the social-emotional, physical, and neural needs of students as enablers to their academic and life success

TRUST & COLLABORATION:
Striving to co-create the conditions that establish trust and enable people to engage in authentic collaboration with one another, and ultimately feeling comfortable enough to be vulnerable with others and skillfully advocate for self when things are not working.

Staff Knowledge, Beliefs and Mindset
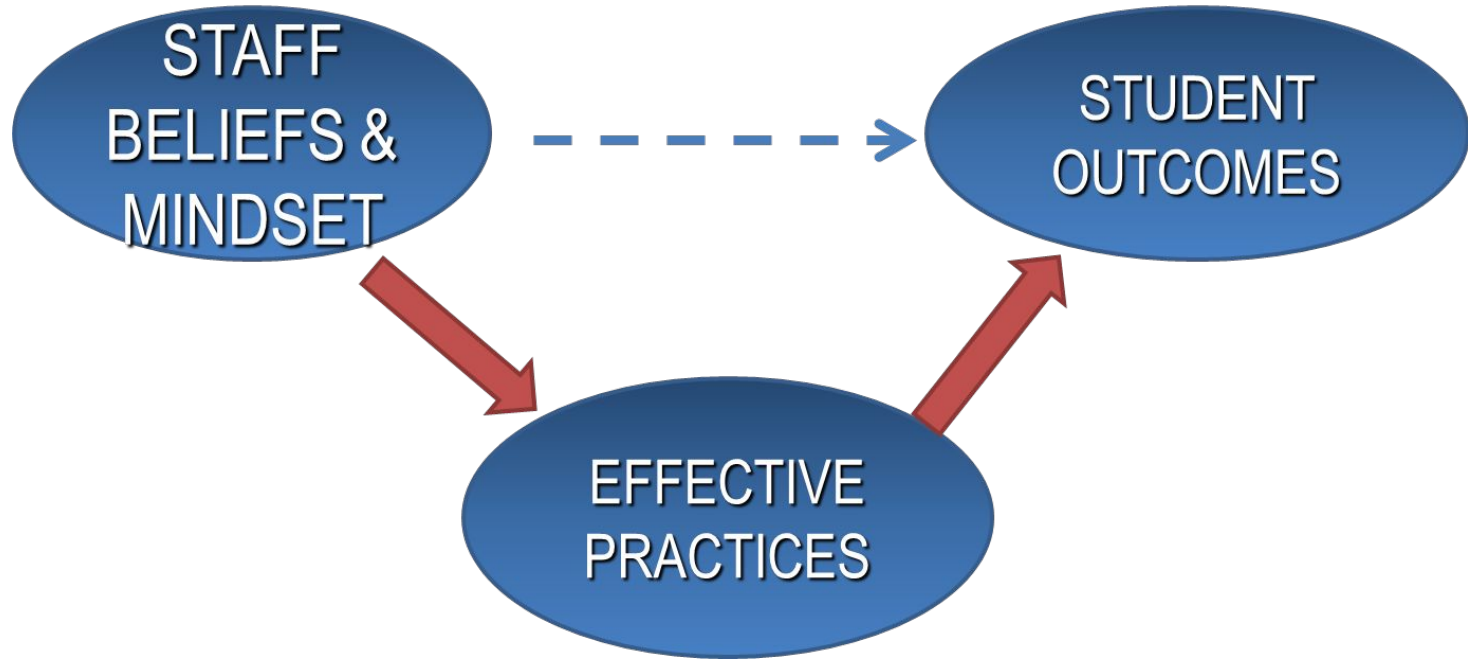
The fundamental purpose classroom management is to make schools more effective and equitable learning environments.
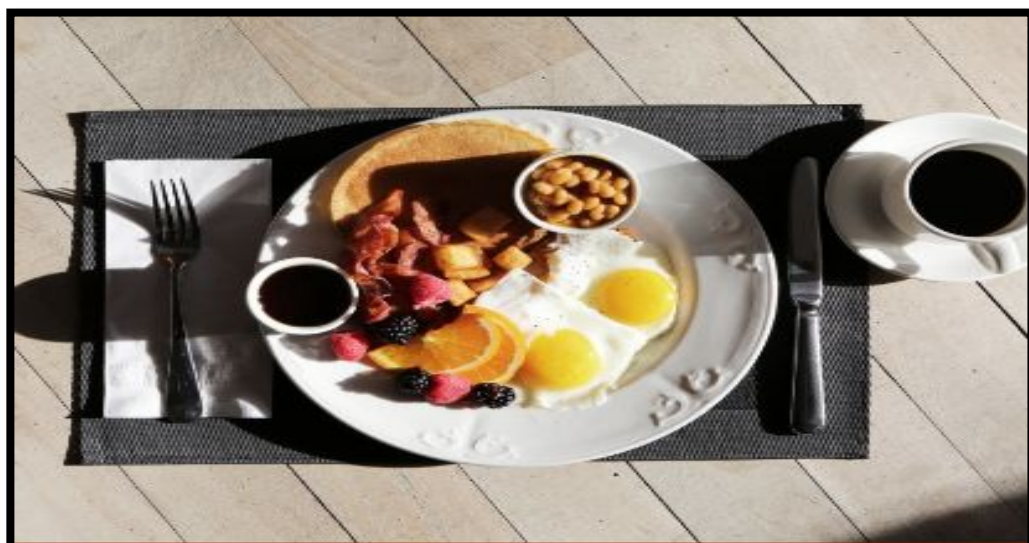
Predictable

Consistent

Positive

Safe

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Interacting with students

Managing student behavior

Responding to student needs

The work is already on our plates. This represents an opportunity to be more intentional, proactive, and effective with what is on our plates.

Reflect

Which of the Essential Behavior Basics is the most difficult for you to digest? What makes this one difficult for you?

1. Staff behavior is learned and serves a specific purpose. It is communicative.

2. Staff behavior is related to the context within which it occurs.

3. It is easier to focus on what is going wrong.

4. Misbehavior is an opportunity to teach lagging or missing skills.

5. Staff will learn new skills when they feel safe and connected to the supervisors, and supported by their peers.

6. What we focus on is what We get more of.

Our School Walls Are Telling A Story

LOCKER ROOMS

NO SMOKING
WALK-FLOOR SLIPPERY WHEN WET
TAKE SOAP SHOWER
KEEP STREET SHOES IN LOCKER ROOM
WEAR SWIMS SUITS ONLY IN POOL
DO NOT USE GLASS BOTTLES
NOT RESPONSIBLE FOR LOST
OR STOLEN ARTICLES.

Effective Management is...

80% Prevention

20% Intervention & Response

**Johansen, Little and Akin-Little (2011)**

Positive Greetings at the Door (PGD)

Dr. Clay Cook's Research: Proven increase of **12 min of Academic Engaged Time per hour**

Four (4) components – *layered up from Tier 1*

4. **Behavior-specific praise** statements to certain students to reinforce desired behavior,

3. **Privately pre-correcting** and encouraging individual students who struggled the previous day,

2. **Pre-corrective statements** for all students as they transition into the classroom, and

1. **Specific positive interactions** with each student as he or she enters room.

Few

Some

All Students
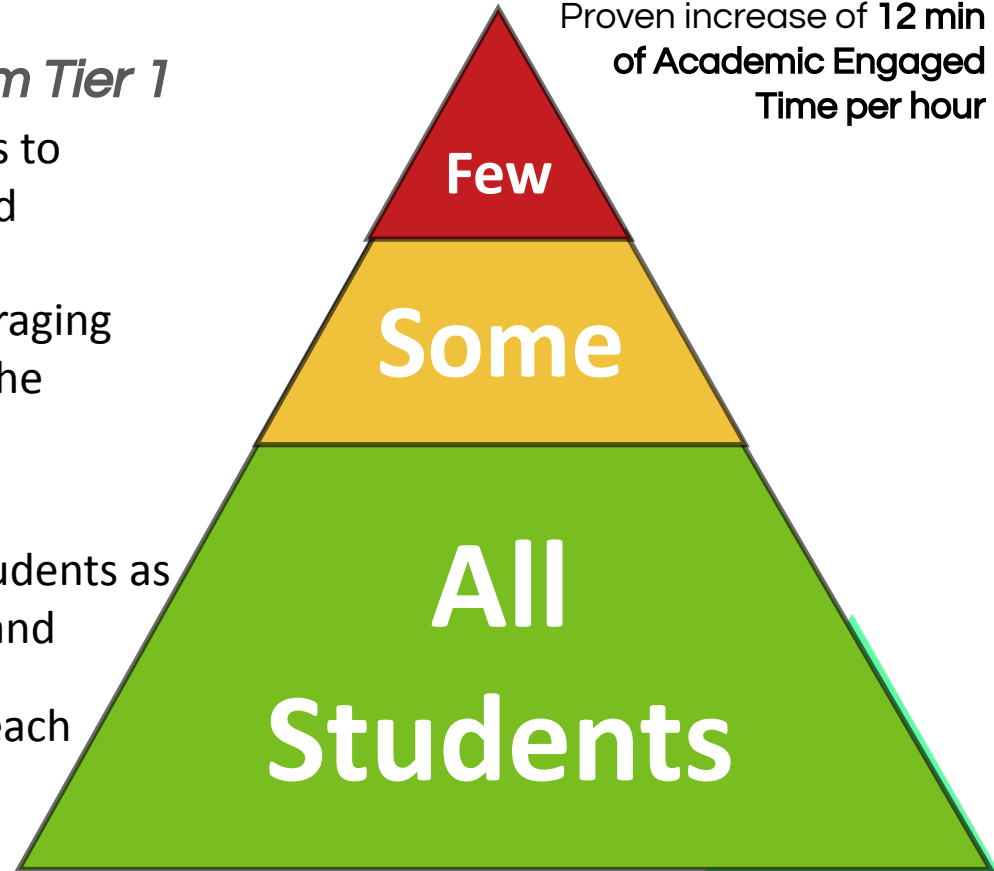
Activity: Error Correction Response

With an elbow partner, rephrase each of the non-examples so that it is an appropriate error correction response

Non-examples	Error Correction
Didn't I just tell you to get your work done?	1. Respectfully address student
What do you think you are doing?	2. Describe inappropriate behavior
Don't you think you should be using your time better?	3. Describe expected behavior/rule
What's going to happen if I call your mother?	4. Link to school-wide expectation on Matrix
	5. End with encouragement

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What is establishing, teaching, posting and reinforcing ?

Teaching

A	B	C
Antecedent	Behavior	Consequence
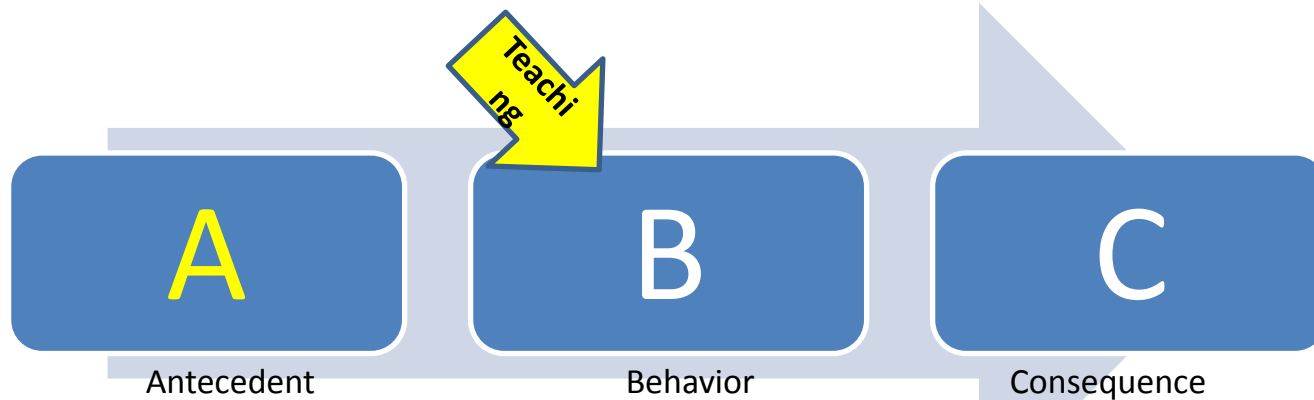
Teaching behavioral expectations on an ongoing basis so students are crystal clear about the behaviors they need to exhibit in order to be successful

Responding to Problem Behavior

Progressive Response

Proximity control

Redirection strategy

Ongoing **M**onitoring

Prompt expected behavior

Teaching interaction

#1 warning of consequence with "Think Time'

#2 delivery in-class disciplinary consequence

#3 request for office support process

Reconnect, Repair, & Restore Relationship

Develop a Continuum of Strategies to Respond to Inappropriate Behavior

Planned Ignoring

Physical Proximity

Direct Eye Contact

Signal/ Non-Verbal Cue

Praise the Appropriate Behavior in Others

Redirect

Re-teach

Praise Approximations
(Differential Reinforcement)

**Specific
Error Correction**

Regulate, Relate, Reason

Provide Choice

Conference with Student

Restorative Circle

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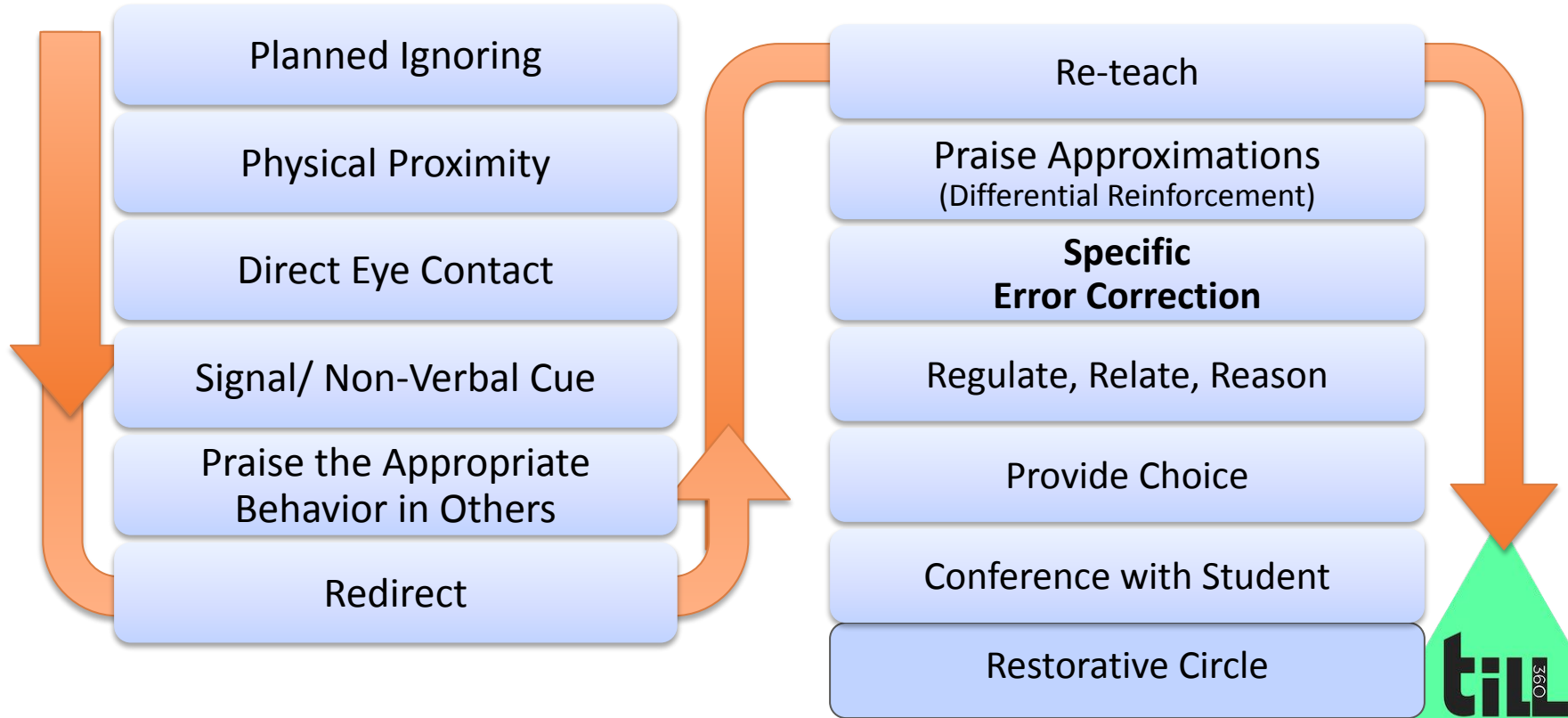
Restore Practice Categories:

Goal is reconnect with the student to skillful communicate to restore the relationship

Categories of Restorative Practices

Letting Go Conversation	Taking ownership	Mutual problem-solving	Statement of care
Student who feel like adult will hold a grudge	Student who needs to hear they are not solely at blame and adults make mistakes too	Student who want voice and input in the process and collaborate on solution	Student who needs to know you still care for them

Curt, NOT MY JOB!

Reflect on Your Learning

- What is one thing that is sticking with you from this training ?

- What is one question you would like answered before the training is over?

"We're going to sit here until all of you settle down, and I don't care how long it takes."

Definitions of Strategies

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping.
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student.
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Praise the Appropriate Behavior in Others	Use Behavior Specific Praise with a different student or group to remind all students of the expected rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.

Definitions of Strategies (con't)

Praise Approximations (Differential Reinforcement)	Reinforcing one behavior and not another. For example praise the positive behavior while ignoring the student's inappropriate behavior.
Specific Error Correction	Specific feedback that inform the student to stop the undesired behavior, and to engage in the desired behavior connected to the school-wide expectation.
Regulate, Relate, and Reason	Strategies helping a student regulate, or "quiet" their stress response, relate to an empathetic adult, and reason to think logically.
Provide Choice	Give appropriate alternative choices to lead to the same target outcome. Examples: accomplish the task in another location, change the order of task completion, use alternate supplies to complete the task, or offer a different type of activity that accomplishes the same instructional objective.
Conference with Student	Ask the five restorative questions. Describe the problem and the alternative behavior. Provide rationale. Practice and give feedback.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations.

Fix It Plans

Problem: Write who, what, why and how the problem occured _____
_____
_____

What was the result? _____
_____
_____

Write two better ways to solve the problem:

1. _____
_____

2. _____
_____

How could I have prevented the problem:
_____
_____

In the future I will _____
_____
_____
_____
_____

Five Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
   a. In what way have they been affected?
5. What do you think you need to do to make things right?

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Reflect on Your Learning

- What is one thing that is sticking with you from this presentation ?

- What is one question you would like answered before the week is over?

Leading with Lollipops

By Drew Dudley

- https://youtu.be/hVCBrkrFrBE

DO YOU HAVE A LOLLIPOP MOMENT?

Thank you for choosing this profession and doing what you do to promote the best possible outcomes for students!!

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