'Continuum of Care': Classroom Strategies to Support & Motivate High School Students

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Workshop Agenda

- Understanding Students' Mental-Health Needs

- Using Communication Tools that Motivate

- Setting Up Conferences that Promote Student Responsibility

- Teacher Toolkit: Sample Strategies to Support the Anxious Student

- Creating a School-Wide System of Behavioral/Social-Emotional Support
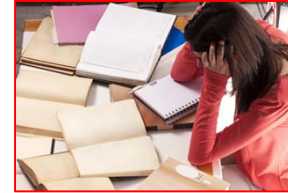
Understanding Students' Mental-Health Needs

Problem: The Underappreciated 'Underperforming' Student

- Schools are geared up to address the academic or behavioral/social-emotional needs of struggling learners.

- However, they sometimes pay less attention to the profile of the 'underperforming' student who works below potential (e.g., signs up for ambitious courses but is unable or unwilling to complete the work).

The School as Nexus of Mental-Health Services

Adolescence & the Prevalence of Mental Disorders

- It is estimated that, across any year, about 20% of youth and adolescents in the United States have a diagnosed mental disorder of some kind (NASP, 2017).

- Government data indicates that the likelihood that an adolescent will experience some type of **anxiety** disorder in the course of their development ('lifetime prevalence') is about 32%.

Sources. National Association of School Psychologists. (2017). School-based mental health services: Improving student learning and well-being. Retrieved from https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services

National Institute of Mental Health. (2017). Any anxiety disorder. Retrieved from https://www.nimh.nih.gov/health/statistics/any-anxiety-disorder.shtml

Schools as Mental Health Service Providers

- Many students spend more time each day with school personnel than with their families.

- One national study found that more students receive mental health services (e.g., counseling) in school settings than in medical settings (Costello et al, 2014).

Sources. Costello, E. J., He, J., Sampson, N. A., Kessler, R. C., & Merikangas, K. R. (2014). Services for adolescents with psychiatric disorders: 12-month data from the National Comorbidity Survey-Adolescent. Psychiatric Services, 65(3), 359-366.

Student Behavioral-Social/Emotional Support: Examples

Learning Contract. Russell has trouble getting organized and turning in work in his social studies class. He meets with the instructor to complete a learning contract.

Shared Behavior Plan. Isabella can be oppositional in class. Her science teacher has found simple, effective strategies to get her to comply. With the instructor's permission, the counselor shares a copy of that teacher's Classroom Support Plan with Isabella's other teachers and volunteers to meet with them to discuss it.

Student Behavioral-Social/Emotional Support: Examples

Mentor. Jada has a sense of 'learned helplessness' toward mathematics. She often fails to even attempt assignments. Jada is assigned for daily check-ins with a school-based mentor who provides encouragement and checks her math homework for completion before she turns it in.

Outside Diagnosis. Xavier's father contacts the school and shares an outside psychological evaluation that diagnoses Xavier as having ADHD. The school schedules an after-school meeting with Xavier, his father, teachers, and a counselor to discuss what classroom supports he might need.

Student Behavioral-Social/Emotional Support: Examples

Wrap-Around Meeting. Emma has a serious anxiety disorder that impacts school performance. Her school schedules a problem-solving meeting where Emma, her mother, and her outside therapist share ideas with teachers to help her to better manage her anxiety.

Student Behavioral-Social/Emotional Support: Examples

Emma: **Wrap-Around Meeting**

Xavier: **Outside Diagnosis**

Jada: **Mentor**

Isabella: **Shared Behavior Plan**

Russell: **Learning Contract**

QUESTION: What do these examples have in common?

ANSWER: *Teachers* are central participants in each of these scenarios.

Teachers as Observers of Student Behavior

- Teachers collect valuable information about student emotions and behavior through:

  - observing the student in social and work situations.

  - reviewing academic work.

  - talking with the student.

  - hearing reports from others about the student.

- Teachers are a prime source for behavior/social-emotional referrals to the building mental-health team.

Source: Anderson, M., & Cardoza, K. (2016, August 31). Mental health in schools: A hidden crisis affecting millions of students. Retrieved from https://www.npr.org/sections/ed/2016/08/31/464727159/mental-health-in-schools-a-hidden-crisis-affecting-millions-of-students

Behaviors: Internalizing vs. Externalizing

Students who show mental-health difficulties in their adjustment to school fall into 2 general groups:

Internalizing Behaviors ('Overcontrolled')

- lack of social interactions
- tense or nervous appearance
- display of unhappiness/sadness
- use of negative self-comments

Externalizing Behaviors ('Undercontrolled')

- defiant/non-compliant
- bullying
- physically aggressive
- hyperactive

In our work today, we will focus on the 'internalizing behavior' students, who often struggle with issues of **motivation** and **anxiety**.

Source: Wright, D. B. (n.d.). *Observable emotionally driven behavior in children and youth that requires a continuum of care.* Retrieved from http://www.pent.ca.gov/mh/observableemo.pdf
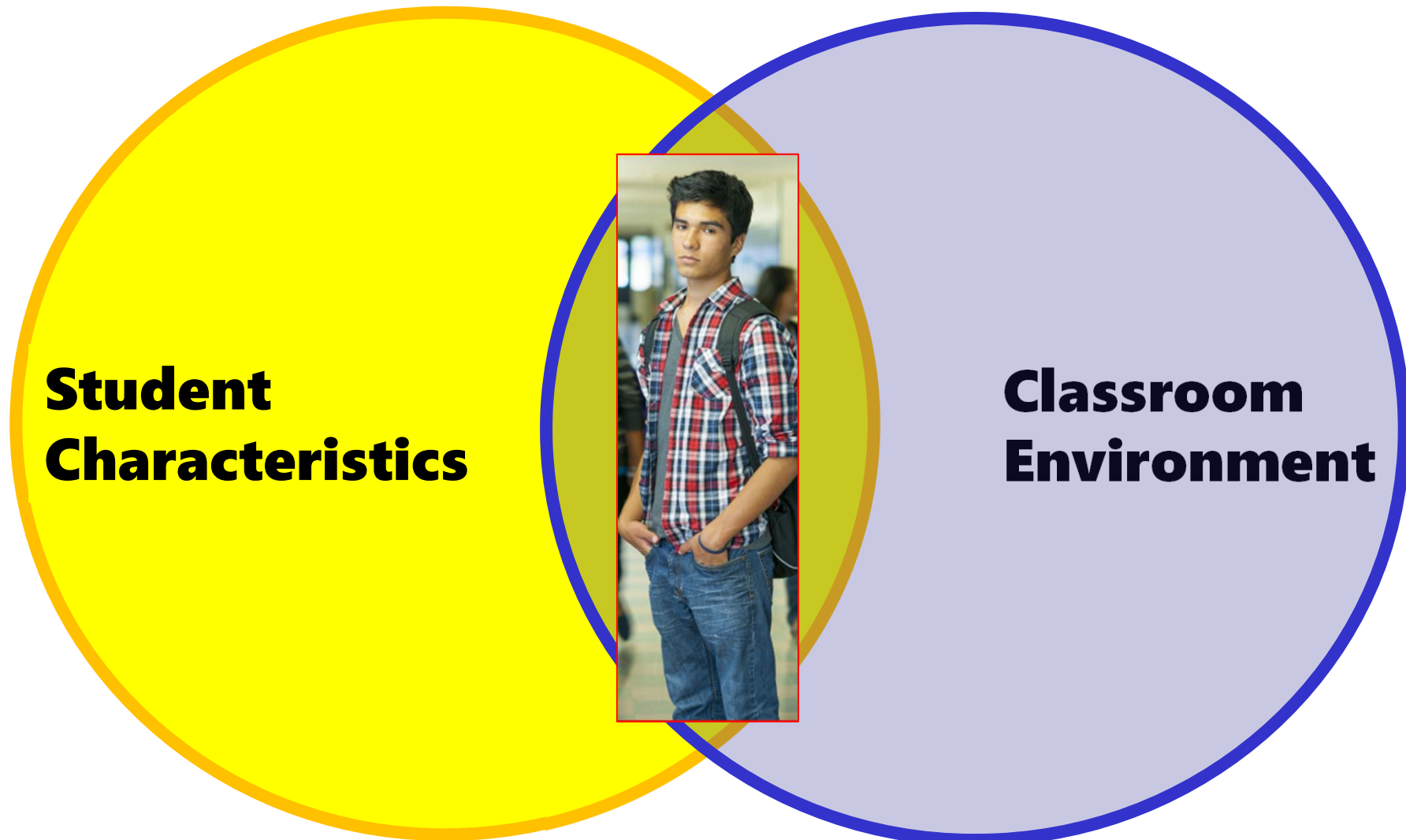
Big Ideas in Behavior Understanding Behavior. What key concepts can lay the groundwork for success in motivating and working with students?
Available Online

Behavior in the Classroom: A Product of…

Student Characteristics

Classroom Environment

Source: Farmer, T. W., Reinke, W. M., & Brooks, D. S. (2014). Managing classrooms and challenging behavior: Theoretical considerations and critical issues. Journal of Emotional and Behavioral Disorders, 22(2), 67-73.

'Big Ideas' in Behavior Management…

■ *Check for academic problems.* The correlation between classroom misbehavior and deficient academic skills is high (Witt, Daly, & Noell, 2000). Teachers should, therefore, routinely assess a student's academic skills as a first step when attempting to explain why a particular behavior is occurring. And it logically follows that, when poor academics appear to drive problem behaviors, at least some of the intervention ideas that the teacher selects should address the student's academic deficit.

'Big Ideas' in Behavior Management…

■ *Identify the underlying function of the behavior.* Problem behaviors occur for a reason. Such behaviors serve a function for the student (Witt, Daly, & Noell, 2000). The most commonly observed behavioral functions in classrooms are escape/avoidance and peer or adult attention (Packenham, Shute, & Reid, 2004). When an educator can identify the probable function sustaining a particular set of behaviors, the teacher has confidence that interventions selected to match the function will be correctly targeted and therefore likely to be effective.

Problem Behaviors: Common Reasons

- **SKILL DEFICIT.** The student lacks the skills necessary to display the desired behavior (Gable et al., 2009).

- **PERFORMANCE DEFICIT.** The student possesses the skills necessary to display the desired behavior but lacks incentive to do so (Gable et al., 2009).

- **ACCESS TO TANGIBLES/ EDIBLES/ACTIVITIES.** The student seeks access to preferred objects ('tangibles'), food, or activities (Kazdin, 2001).

- **PEER ATTENTION.** The student is seeking the attention of other students (Packenham, Shute & Reid, 2004).

- **ADULT ATTENTION.** The student is seeking the attention of adults (Packenham, Shute & Reid, 2004).

- **ESCAPE/AVOIDANCE.** The student is seeking to escape or avoid a task or situation (Witt, Daly & Noell, 2000).

- **EMOTIONAL or ATTENTIONAL BLOCKERS.** The student possesses the skills to display the desired behavior "but is unable to deal with competing forces—anger, frustration, fatigue." (Gable et al., 2009; p. 197). (This category can also include symptoms associated with anxiety or ADHD.)

'Big Ideas' in Behavior Management…

■ *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the instructional setting (Kern, Choutka, & Sokol, 2002). Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior. When the instructor is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction (Kern & Clemens, 2007).

ABC Timeline: Antecedent-Behavior-Consequence

A ➡ B ➡ C
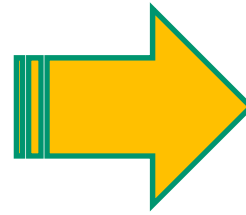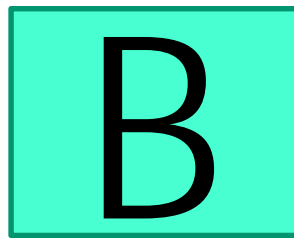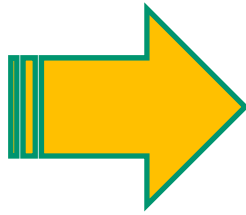
Antecedents. Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

Behaviors. Observable acts carried out (or not carried out) by individuals.

Consequences. Events that *follow* behavior and may include influences that increase, decrease, or have no impact on the behavior.

Examples.
- Instructions
- Gestures
- Looks from others

Examples.
- Engaging in classwork
- Calling out
- Not doing homework

Examples.
- Teacher praise for student behavior
- Loss of free time for non-compliance

Source: Kazdin AE. (2013). Behavior modification in applied settings (7th ed.). Long Grove, IL: Waveland Press.

'Big Ideas' in Behavior Management...

■ *Redefine the behavioral goal as a replacement behavior.* By selecting a positive behavioral goal that is an appropriate replacement for the student's original problem behavior, the teacher reframes the student concern in a manner that allows for more effective intervention planning (Batsche, Castillo, Dixon, & Forde, 2008). For example, an instructor who is concerned that a student is talking with peers about non-instructional topics during independent seatwork might select as a replacement behavior that the student will engage in "active, accurate academic responding".

'Big Ideas' in Behavior Management...

■ *Focus on factors within the school's control.* Teachers recognize that students often face significant factors outside of the school setting--e.g., limited parental support -- that can place them at heightened risk for academic failure and problem behaviors.

Schools can best counteract the influence of negative outside factors and promote student resilience by providing supports *within* the educational setting such as skills instruction, tutoring, mentoring, and use of positive behavior management strategies (Hosp, 2008).

'Big Ideas' in Behavior Management…

■ *Be flexible in responding to misbehavior.* Teachers have greater success in managing the full spectrum of student misbehaviors when they respond flexibly-- evaluating each individual case and applying strategies that logically address the likely cause(s) of that student's problem conduct (Marzano, Marzano, & Pickering, 2003*).*

2-Minute 'Count Down' Timer

02:00

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Activity: Which Big Idea is the Most Important?

- In your teams, discuss the big ideas in behavior management presented here.

- Select the 1-2 ideas that that you believe are most important for teachers at your school to keep in mind when working with challenging students.

'Big Ideas' in Behavior Management

1. *Check for academic problems.*
2. *Identify the underlying function of the behavior.*
3. *Eliminate behavioral triggers.*
4. *Redefine the behavioral goal as a replacement behavior.*
5. *Focus on factors within the school's control.*
6. *Be flexible in responding to misbehavior.*

Anxiety

Generalized Anxiety Disorder: Essential Features

- The individual experiences excessive anxiety/worry about a variety of topics, events, or activities over a period of at least 6 months.

- It is difficult for the individual to control the anxiety/worry, causing 'clinically significant' distress/impairment in area(s) of functioning (e.g., school).

- The worry is associated with at least 3 of these 6 symptoms:

  - Restlessness.

  - Becoming fatigued easily

  - Difficulty concentrating

  - Irritability

  - Muscle tension

  - Sleep disturbance

- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

'Normative' Anxieties/Fears in Childhood & Adolescence

Stage/Age	Anxieties/Fears About…
Later Infancy: 6-8 months	• Strangers
Toddler: 12 months-2 years	• Separation from parents • Thunder, animals
Early Childhood: 4-5 years	• Death, dead people, ghosts
Elementary: 5-7 years	• Germs, natural disasters, specific traumatic events • School performance
Adolescence: 12-18 years	• Peer rejection

Source: Beesdo, K., Knappe, S. & Pine, D. S. (2009). Anxiety and anxiety disorders in children and adolescents: Developmental issues and implications for DSM-V. *Psychiatric Clinics of North America, 32(3)*, 483-524. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018839/

Anxiety: Drain on Student Performance

Anxiety can arise from deficient academic skills, negative self-talk, and/or poor self-management. Severity of anxiety often corresponds directly to negative impact on learning.
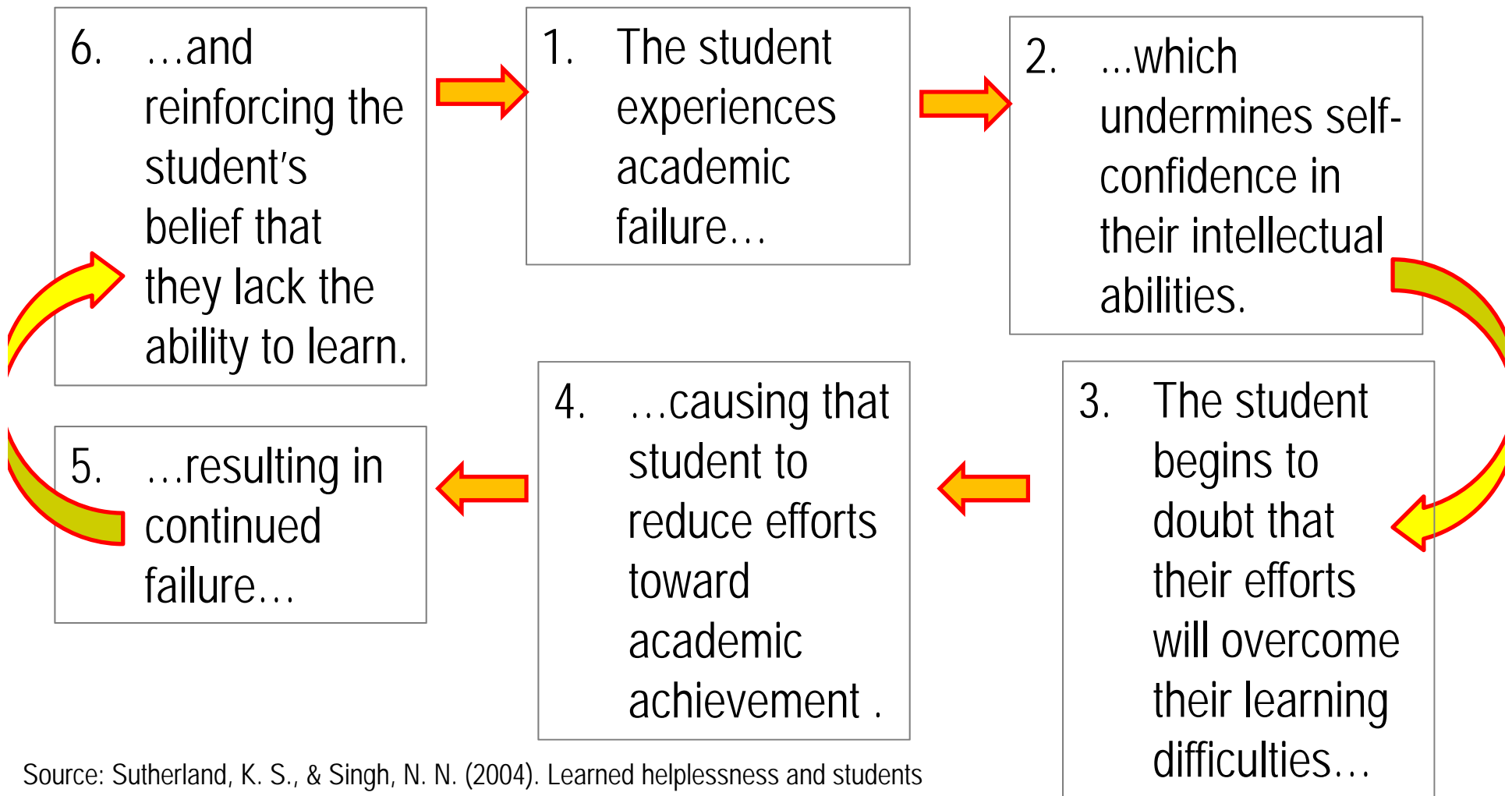
Anxiety

- Deteriorating attendance
- Impaired performance during 'high stakes' activities (e.g., tests)
- Habitual work avoidance
- Occasional work avoidance (e.g., skipping homework items).
- Procrastination
- Rushing through assignments

Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned-helplessness cycle:

6. …and reinforcing the student's belief that they lack the ability to learn.

1. The student experiences academic failure…

2. …which undermines self-confidence in their intellectual abilities.

5. …resulting in continued failure…

4. …causing that student to reduce efforts toward academic achievement .

3. The student begins to doubt that their efforts will overcome their learning difficulties…

Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.

The **Anxious** Student: Prescription

Here are **4** general strategies for working with these learners:

✓ Make classroom expectations predictable.

✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.

✓ Teach the student how to translate global tasks into manageable sub-tasks.

✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.

Motivating Students Through Collaboration: Numbered Heads Together (Online)

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

- students should have enough wait-time to formulate an adequate answer.,

- the teacher should provide targeted performance feedback (Maheady et al., 2006).

Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).

Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1.   **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."*

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

Motivating Students Through Collaboration: Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, *"All number [1, 2, 3, or 4] students who know the answer, raise your hand."* The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, *"How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand."* [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]

Lab Work: Anxiety in Your Classroom...

Review these instances when anxiety can affect classroom performance. Discuss classroom situations when **you** have observed the negative impact of anxiety.

Anxiety

- Deteriorating attendance
- Impaired performance during 'high stakes' activities (e.g., tests)
- Habitual work avoidance
- Occasional work avoidance (e.g., skipping homework items).
- Procrastination
- Rushing through assignments

Motivation

Motivation: A Definition

Motivation "refers to a student's willingness, need, desire and compulsion …

INTENTION

to participate in, and be successful in, the learning process."

ACTION

Source: Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED 418 925)

The 'Successful Student' Profile...

Successful, confident students tend to share these qualities:

1. Average to above-average academic skills

2. **Positive self-coaching/ self-talk**   INTENTION

3. **Efficient, consistent self-management routines**   ACTION

Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. **the student's expectation of success on the task**

   Multiplied by

2. **the value that the student places on achieving success on that learning task**

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The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student's expectation of success on the task OR the student's valuing of that success) is zero, then the 'motivation' product will also be zero.

Source: Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.
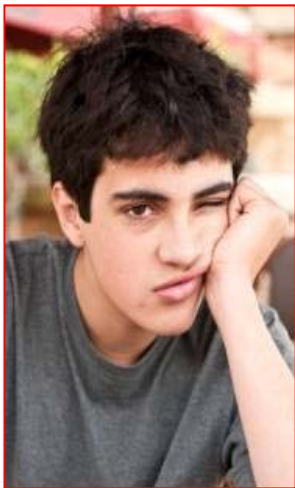
Skills

Tamara & Jack: Contrasting Learners

Has several favorite study techniques that help her to fully comprehend challenging reading assignments.

+ Cognitive Strategy Use

Completes a single reading of any assigned text, whether he understands the content or not.

- Cognitive Strategy Use

Tamara & Jack: Contrasting Learners

Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

+ Academic Survival Skills

Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.
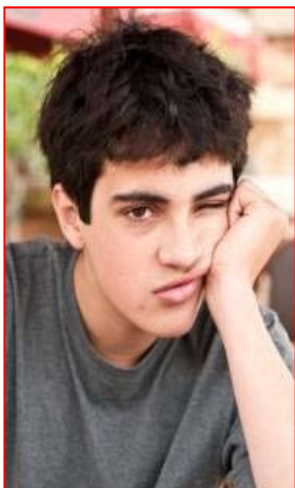
- Academic Survival Skills

Tamara & Jack: Contrasting Learners

Engages in optimistic 'self-coaching' about her work habits and academic performance—and makes adjustments as needed.
+ Self-Management

Has a negative view of his abilities; seldom sets academic goals of any kind and pays little attention to work performance.
- Self-Management

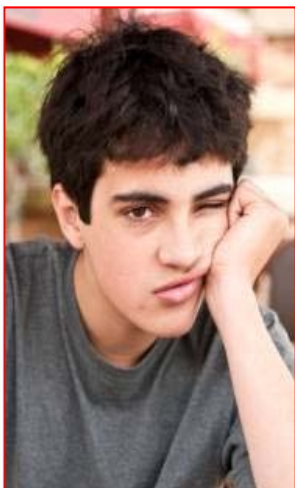# Tamara & Jack: Contrasting Learners

Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.

+ Negotiation/Advocacy
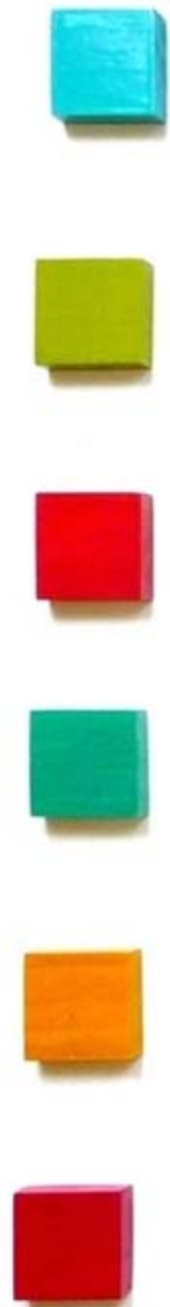
Avoids meeting with teachers unless forced to—and says little during those instructor conferences.

- Negotiation/Advocacy

Pivot Points. What are key classroom competencies that ANY student needs for school success?

The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: Strengthening the Student Skillset

1. Basic academic skills

2. Academic 'survival skills'

3. Work completion

4. Transitions

5. Attentional focus

6. Emotional control

7. Peer interactions

8. Self-efficacy

9. Self-understanding

10. Self-advocacy

Pivot Points: The Struggling Student in a General Education Setting
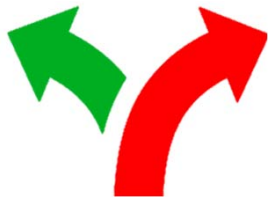
1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
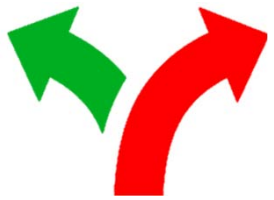
2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting
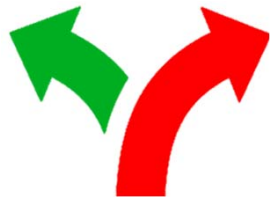
3. **Work Completion.** The student independently completes in-class work and homework.
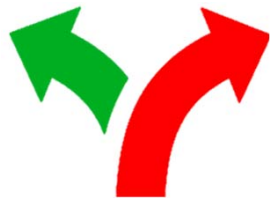
4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting
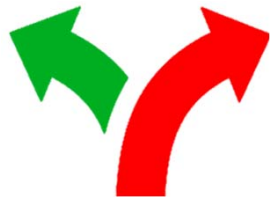
5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
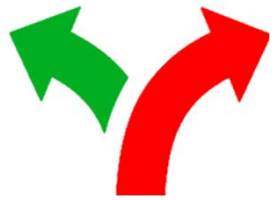
6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting
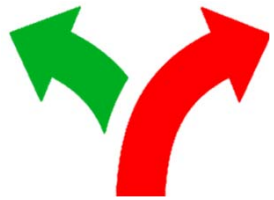
7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.
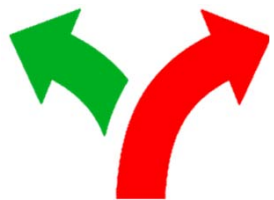
8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').

Pivot Points: The Struggling Student in a General Education Setting
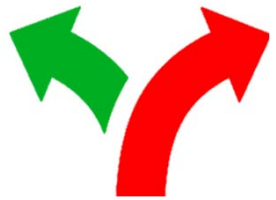
9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
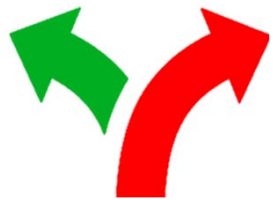
10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Pivot Points: The Struggling Student in a General-Education Setting

1. **Basic Academic Skills.** Has mastery of basic academic skills.

2. **Academic Survival Skills.** Possesses academic survival skills (e.g., homework skills, organization) needed for learning.

3. **Work Completion.** Completes in-class work and homework.

4. **Transitions.** Flexibly adapts to changing routines and expectations across activities, settings.

5. **Attentional Focus.** Focuses attention in groups & when working independently.

6. **Emotional Control.** Responds appropriately to setbacks, frustrations.

7. **Peer Interactions.** Gets along with and collaborates productively with peers.

8. **Self-Efficacy.** Has a positive view of their academic abilities: effort plus effective work practices.

9. **Self-Understanding.** Can articulate their relative patterns of strength and weakness.

10. **Self-Advocacy.** Advocates and negotiates effectively with adults.

Workshop Agenda

- Understanding Students' Mental-Health Needs

- Using Communication Tools that Motivate

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- Teacher Toolkit: Sample Strategies to Support the Anxious Student

- Creating a School-Wide System of Behavioral/Social-Emotional Support
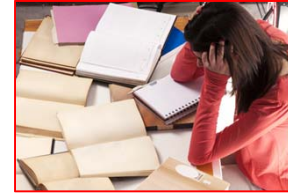
Using Communication Tools That Motivate

Using Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at four methods for increasing student motivation and academic engagement:

- change talk
- praise
- growth mindset statements
- wise feedback

Change Talk. Draw attention to change-oriented student talk.

1

Change Talk. Highlight Change-Oriented Talk

- **What It Is.** Change talk (Miller & Rollnick, 2004) is *any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes.*

  Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt.

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

1

Change Talk. Focus on Positive Change

When people talk about taking on the challenge of changing their behavior to achieve desired outcomes, their comments can veer between:

- 'Change Talk': Exploring the desired change, and
- 'Obstacles Talk'. Highlighting obstacles to change.

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

1

Change Talk. Focus on Positive Change

An effective way to encourage others to make beneficial changes in their lives is to listen…and to single out and respond to the positive 'change talk' elements in their responses.

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. Focus on P...

An effective way to encou... changes in their lives is ... respond to the positive '... responses.

Less Effective Response: "Well, if you spent less time watching Netflix, you would have more time to work out!"

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Positive Change

More Effective Response: *"Yes, you might have more energy if you increased your exercise."*

others to make beneficial ...and to single out and talk' elements in their

Change Talk

I want to get more exercise…

Obstacles Talk

but I am so busy with work!

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. The Power of Differential Attention

By listening carefully, the educator can draw attention to elements of change talk shared by the student, reinforce them, have the student elaborate on them, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

"I want to do better in this course…"	*"…but the work is so hard!"*
"Sure, it would be great if I could bring my grades up …"	*"…but I am not smart in math."*

1

Conferencing with Students: Two Suggestions

When you conference with students, the motivational interview literature (Miller & Rollnick, 2004) suggests 2 important strategies:

1. **AVOID** an authoritarian tone. The goal is to motivate the student to take responsibility for positive behavior change—not to win a debate.

2. **DO** use your comments to draw attention to instances of student 'change talk' -- statements expressing interest in making positive changes.

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Comments to Encourage Change Talk: Examples

STUDENT: **Sure, it would be great if I could bring my grades up**, but I'm not smart in math.

- *Tell me more about **improving your grades**. Why is that important to you?*

- *So there are challenges, sure, but it sounds like **getting your grades up** is something you would like to focus on.*

- *If **improving your grades** is a goal you are willing to commit to, we can talk about strategies that might help.*

- *I agree that **getting higher grades** is important. Are you ready to develop a plan that can help you to achieve it?*

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Behavior-Specific Praise. Shape student behavior with this positive coaching tool.

2

Behavior-Specific Praise. Shape Behavior with This Positive Coaching Tool

- **What It Is.** Praise is positive teacher attention "paired with a specific informational statement" (Landrum & Sweigart, 2014).

2

Source: Landrum, T. J., & Sweigart, C. A. (2014). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. Beyond Behavior, 23(3), 3-9.

Behavior-Specific Praise

Effective teacher praise has two elements: (1) a behavior-specific description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

EXAMPLE:

Approval

Performance

"Your writing is improving a lot.

The extra time you put in and your use of an outline has really paid off."

2

70

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

Name (Optional): _____

Students with internalizing behaviors often 'overcontrol' their emotions and can seem anxious or depressed[1]. Visible indicators may include:

- lack of social interactions
- tense or nervous appearance
- physical complaints (e.g., 'feeling sick') with no supporting medical evidence
- display of unhappiness/sadness
- use of negative self-comments

List strategies that you find effective in your classroom to strengthen these students' self-confidence and increase engagement in learning tasks.

Classroom Strategies to Support Students with Internalizing Behaviors	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

_____

[1] Browning, D. B. (n.d.). Observable emotionally driven behavior in children and youth that requires a continuum of care. Retrieved from http://www.pent.ca.gov/mh/observableemo.pdf

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

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List strategies that you find effective in your classroom to strengthen these students' self-confidence and increase engagement in learning tasks.

Growth Mindset. Structure your statements to encourage optimism and motivation.

3

Growth Mindset. Encourage an Optimistic Frame of Mind

- **What It Is.** The habitual ways that people have of thinking about their abilities can be thought of as **'mindsets'**. Mindsets fall into two categories: **Fixed** vs. **growth**.

  As we will see, a **fixed mindset** encourages 'learned helplessness', while a **growth mindset** motivates the student to apply increased effort to academic tasks.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

3

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset	**+** Growth Mindset
Intelligence (general ability) is fixed. **Effort** plays a **minor role** in determining one's level of accomplishment. Thus, **setbacks** are viewed as a **lack of ability.** (Blackwell, et al., 2015).	Intelligence and other attributes are 'malleable'--they can increase with effort. This perspective views **struggle** as a **positive--** "an opportunity for growth, not a sign that a student is incapable of learning." (Paunesku, et al., 2015).

3

The 'Malleability' of Intelligence

"It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed."

3

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:	+ Growth Mindset: The student will:
• give up • withdraw effort • 'disidentify' with challenge subject: e.g., "*I don't like math much anyway.*" • be at greater risk for cheating	• view setback as an opportunity for learning • increase effort • figure out deficiencies in work or study processes and correct them

3

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Mindsets: Fixed vs. Growth

"[Fixed vs. growth] mindsets affect students' achievement by creating **different psychological worlds**."

Dr. Carol Dweck

Source: Dweck, C. S. (2008). Mindsets: How praise is harming youth and what can be done about it. School Library Media Activities Monthly, 24(5), 55-58; p. 56.

3

Mindsets: Fixed vs. Growth

Does a student's type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with **fixed** and **growth** mindsets may do **equally well**.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), **growth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

3

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Avoid statements that send a fixed-mindset message to students, such as:

- *"Excellent essay. You are a **natural-born** writer!"*

- *"You need to work harder. I have seen your grades and know that you are **smart enough** to get an A in this course."*

- *"It's OK-not everyone **can be good** at math."*

3

To Promote a 'Growth Mindset'…Use Process-Oriented Statements

Teachers ' growth-mindset statements are varied. However, they tend to include these elements:

- CHALLENGE. The teacher acknowledges that the learning task is difficult—but frames that challenge as an opportunity to learn.

- PROCESS. The teacher identifies the specific process that the student should follow to accomplish the academic task.

- CONFIDENCE. The teacher provides assurance that the student can be successful if the learner puts in sufficient effort and follows the recommended process.

3

Source: Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.

Growth Mindset: Teacher Examples
Homework: Class

"*You should plan to spend at least an hour on tonight's math homework.*

When you start the assignment, some problems might look like they are too difficult to solve.

CHALLENGE

But if you put in the effort and consult your notes & problem-solving checklist…

PROCESS

you should be able to answer them."

CONFIDENCE

3

Growth Mindset: Teacher Examples
Longer-Term Assignment: Jeremy

"*Jeremy, your research paper is due at the end of next week.*

It will take time to write, so be sure to start soon.

Remember that you already turned a work plan for writing your paper as an assignment last week. Just follow that plan……

and you should be fine."

CHALLENGE

PROCESS

CONFIDENCE

3

'Wise' Feedback. Promote student acceptance of critical instructional feedback.

4

Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

4

Critical Feedback. The Problem…

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143, 804-824.

4

'Wise' Feedback. Formatting Critical Feedback to Promote Student Acceptance

'Wise feedback' prevents the student from taking criticism about their work personally. Written or verbal feedback about a student's academic performance follows this format:

- FEEDBACK DESCRIPTION. The teacher describes the nature of the feedback being offered.

- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.

- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

4

Source: Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25, 1302-1318.

Wise Feedback:
Student Paper

Feedback Description
"Your paper met the basic requirements of the assignment but needs work. Please look over my comments. You will see that I give detailed feedback."

High Standards
"The expectation in this class is that you will take your writing to a level suitable for college or business communication."

Assurance of Student Ability
"I have seen your writing—and know that you have the skills and motivation to use my feedback to improve this paper!"

4

Wise Feedback: Additional Suggestions…

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

  Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

  One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.

4

Activity 2: Using Motivational Teacher Communication Tools

Activity 2: Using Motivational Teacher Communication Tools

Name (Optional): _____

This workshop highlighted communication strategies that teachers use to increase motivation and optimism-and encourage students to take responsibility for challenging school work. (For a review, see the attached handout) These strategies include:

- change talk
- praise
- growth mindset statements
- wise feedback

In your discussion groups, select **one** of these 4 strategies. Share examples of how you have successfully used your selected strategy to encourage students to be more motivated, self-directed, independent learners.

Your Selected Communication Tool:
Examples of how/when you have used this tool successfully:
1.
2.
3.
4.
5.

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Select one of these 4 strategies. Share examples of how you have successfully used your selected strategy to encourage students to be more motivated, self-directed, independent learners.

Setting Up Conferences that Promote Student Responsibility

Student Conference: Goals

Teachers conference with students to solve problems. Here are 5 specific goals to achieve in any student conference:

- Select one or more problems to be addressed.

- Develop an plan to fix the identified problem(s).

- Motivate the student to take a primary role in solving the problem(s).

- Promote in the student a sense of optimism that the problem(s) can actually be solved.

- Through participation in the conference, prompt the student to develop independence in problem-solving.

Problem-Solving Student Conference

Motivate by Visualizing Benefits & Obstacles

Problem-Solving Student Conference: Motivate by Visualizing Benefits & Obstacles

Description. This conference agenda increases student motivation to achieve a goal by having them:

- visualize the benefits of the goal

- think about the obstacles preventing movement from their current state to the change goal.

- brainstorm solutions to those obstacles.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Problem-Solving Student Conference: Motivate by Visualizing Benefits & Obstacles

- **How It Works.** Visualizing future goals makes them more motivating ('salient') in the present.

  Identifying obstacles to success and brainstorming solutions is a form of stress inoculation—it prepares the student to deal with easily anticipated setbacks to success.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Problem-Solving Meeting:
Recording Form

Meeting Information

Student:	Meeting Participants:	Meeting Date:

Identify Your Target for Change. Select the target problem that you want to be the focus of this change plan. (When possible, use data to describe the problem more clearly.

Target: Write a description of your target problem:

Establish Your Change Goal. Come up with your change goal to resolve the target problem. State the change goal ... ed ('yes') or not accomplished

Form available online:
http://www.interventioncentral.org/syosset

Visualize Your Change Goal. Imagine that you have accomplished your change goal. Write down what improvements or benefits would result:

Visualize: Write down benefits you can imagine experiencing if you meet your goal:

Problem-Solving Student Conference: Steps

1. Set conference expectations

2. Select a problem to target for change

5. Identify obstacles to the change-goal and develop an action plan

3. Establish the change goal

4. Visualize benefits of the change goal.
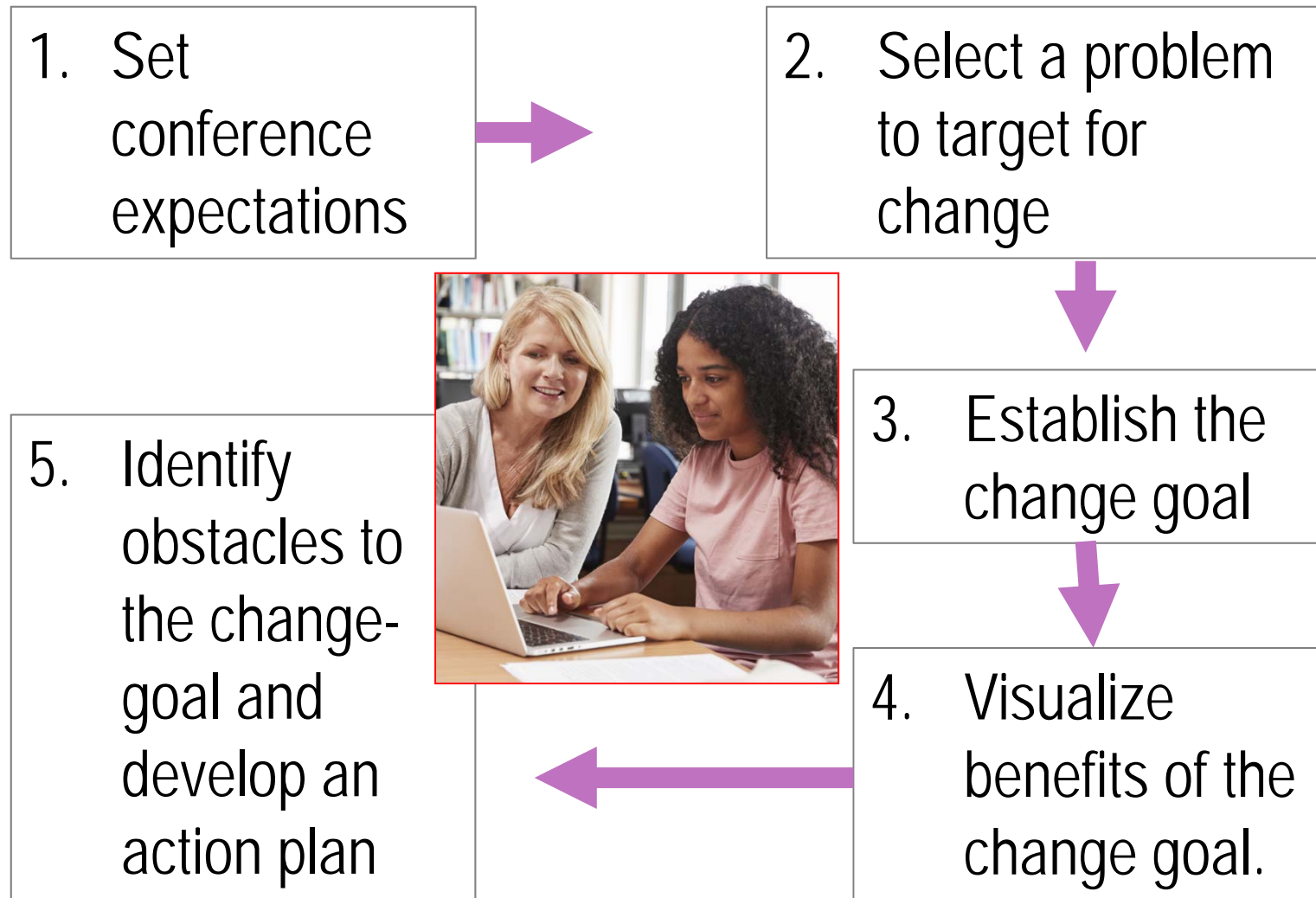
Student-Centered Conference: Steps

1. **Set conference expectations.** The teacher opens with a brief set of talking points that:

   – state the purpose of the conference (to create a student change-plan).

   – emphasize the student's role as full participant who retains control over the creation and content of a change-plan.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

2. **Select a problem to target for change.** Teacher and student agree on a current problem to fix. Examples: limited homework completion; missing work; low grades.

    – If necessary, the teacher can provide direction in identifying the problem.

    – When possible, the teacher and/or student should quantify and record the magnitude of the target problem, e.g., *I have not turned in 30% of my homework assignments"; "I have a class grade average of 50"*).

Target: Write a description of your target problem:

Attendance: I have missed 5 classes in the first marking period.

Source: Oettingen, ... (Eds.), Social psychological foundations of clinical psychology. (pp. ...-...). New York: The Guilford Press.

Student-Centered Conference: Steps

3. **Establish the change-goal.** Next, teacher and student set the change goal: the goal that the student wishes to accomplish.

   – The change goal is usually obvious: the solution to the target problem chosen in the previous step.

   – The change goal should be stated in clear and specific terms to permit judgment as 'accomplished' or 'not accomplished'.

Goal: Write in the goal that you plan to work toward:

I will miss no more than one class session in the next 5 weeks of school.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

4. **Visualize benefits of the change-goal.** Once a change goal has been set, the teacher directs the student to take a moment to (1) imagine that the student has attained the change goal ; and (2) describe and write down how his or her situation would improve as a result.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

4. **Visualize benefits of the change-goal (Cont.)** Goals that won't be achieved until a future time can lose motivating power ('time discounting'). Visualizing the benefits of a goal can make that goal more reinforcing and therefore more motivating.

Visualize: Write down benefits you can imagine experiencing if you meet your goal:

I will get better grades.

People won't tease me about skipping.

I won't have to keep meeting with my teacher and the counselor.

My mom won't get so many phone calls.

I can pass the course and graduate on time

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

5. **Identify obstacles to the change-goal and develop an action plan.** With the student primed by envisioning a successful change goal, the teacher directs that student to:

   – contrast the desired goal with his or her current situation;

   – list obstacles that might prevent movement from the current situation to the change goal;

   – brainstorm & record one or more ideas to overcome each obstacle.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

5. **Identify obstacles to the change-goal and develop an action plan (Cont.)** The list of obstacles and solutions serves as the student's *action plan* to attain the goal.

Action Plan: In the left column, write down obstacles that you think might prevent you from achieving your change-goal. In the right column, write down solutions for overcoming each obstacle:

Obstacles	Solutions
I sometimes oversleep	I will go to bed earlier.. I will set my alarm.
I skip class when I haven't done my homework.	I will schedule a regular time each night for doing homework. I will first do nightly homework for this course to be sure it gets done.

Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Problem-Solving Student Conference: Take-Away

- Teachers can use the formal conference form and agenda supplied in this workshop.

- However, these key elements can be used in ANY student conference to motivate the student:

  - **Visualize the change goal.** Increases the immediate reinforcing power of the goal.

  - **Identify obstacles and develop a plan to overcome them.** This step is a form of "stress inoculation", as it prepares students for inevitable setbacks and supplies them with an appropriate response.

Learning Contract

Put Student Promises in Writing

Russell

Problem:
Attendance and preparedness

Intervention:
Learning Contract
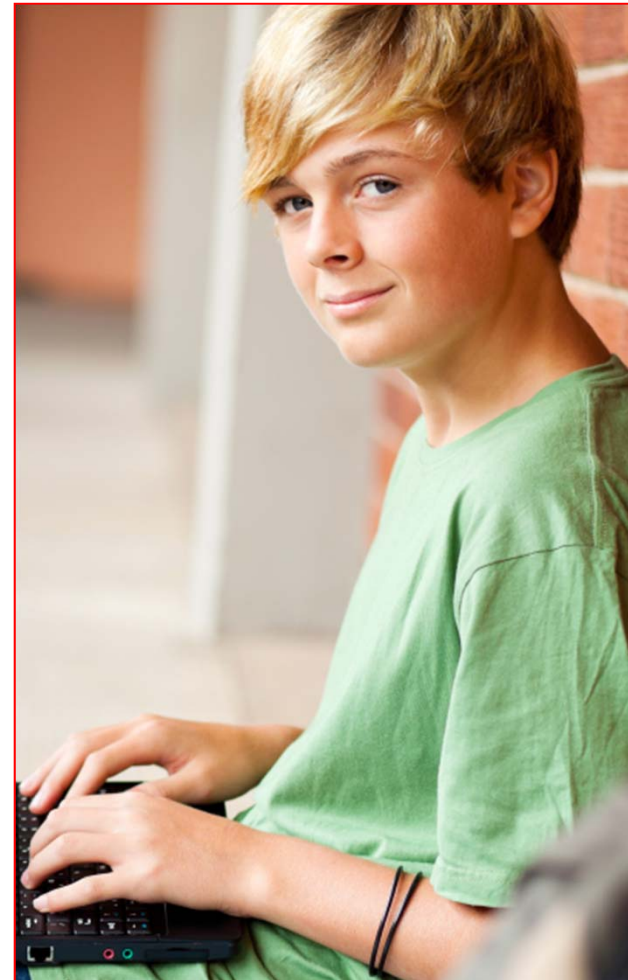
- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.

- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities--

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

Teacher Responsibilities--

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract--

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs--

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,

- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and

- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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...ntract: Science 10

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Mr. Rappaport   *Russell B.*

Mr. Rappaport   Russell B.   [Parent Name]
Teacher   Student   Parent

Learning Co...

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Learning Contract: Example

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2 | I will bring my work materials to class, including paper, note... assignments.

3 | I will keep my desk organized during independent work.

4 | I will submit any current homework at the start of class.

> *Student Actions.* The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs--

Mr. Rappaport   *Russell B.*

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

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4. I will submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

...ng part in this learning contract to improve my grades and pass the course.

Responsibilities

...hosen to complete the following actions:

...ll arrive to class on time.

...ll bring my work materials to class, including paper, notebook, textbook, and current ...ignments.

...ll keep my desk organized during independent work.

...ill submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Mr. Rappaport | Russell B. | [Parent Name]
Teacher | Student | Parent

Learning Contract: Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities--|

I have chosen to complete the following actions:

1   I will arrive to class on time.

2   I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3   I will keep my desk organized during independent work.

4   I will submit any current homework at the start of class.

Teacher Responsibilities--

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract---

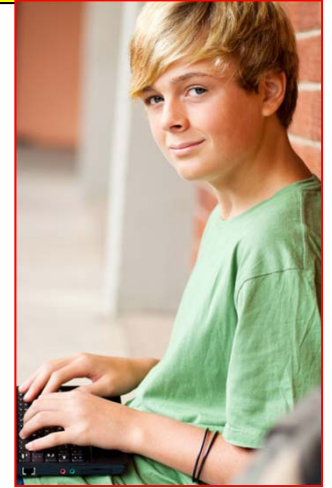The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs---

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B.   Teacher: Mr. Rappaport   Class/Course: Science 10   Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities--|

I have chosen to complete the following actions:

1 | I will arrive to class on time.

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independent work.

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n this course through these actions/supports:

ing homework.
llenging assignments.

be until:

at point, teacher and student will review progress and decide whether to
or end this learning contract.

Sign-Offs--

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

> *Sign-Off.* Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Learning Contract: Example

Name: Russell B.	**Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities---|

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

Teacher Responsibilities--

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
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Length of Contract---

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs--

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.
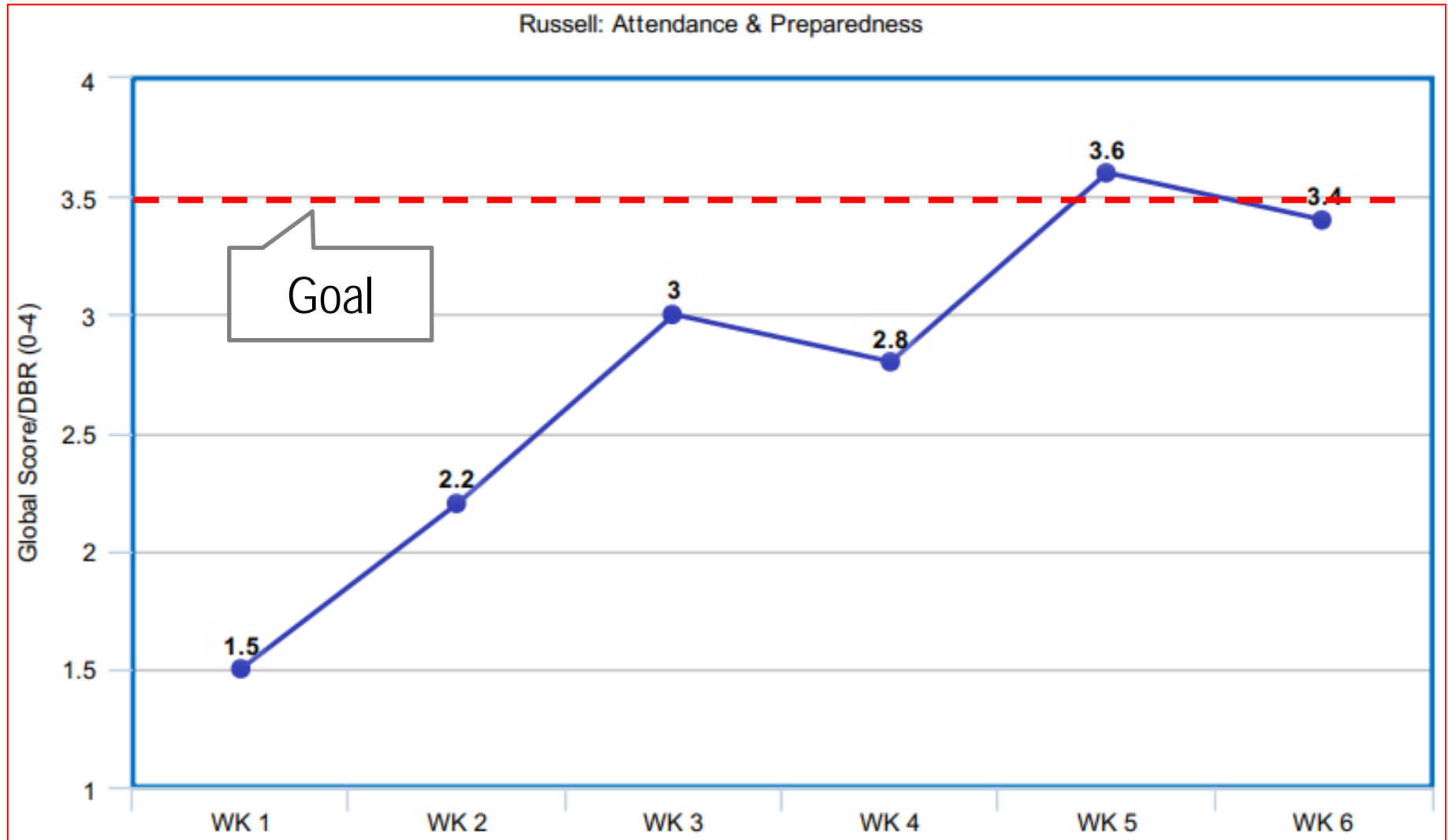
Russell was on-time to science class.

❏ YES   ❏ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files
Russell: Grade 10: Attendance & Preparedness

Learning Contract: Take-Away

- Learning Contracts are a great tool to record the outcome of student & parent conferences.

  The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

Activity 3: The Struggling Student in a General-Education Setting: Pivot Points

Activity 3: The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

Ranking	Student Competency
	A. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. **Academic Survival Skills.** The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. **Work Completion.** The student independently completes in-class work and homework.
	D. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.
	H. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').
	I. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Activity 3: The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. \Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

Ranking	Student Competency
	A. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

High school — where you meet the people you'll be avoiding all your life.

Teacher Toolkit: Sample Strategies to Support the Anxious Student

Self-Regulation: Motivation…With a Plan

"*Self-regulation of learning* involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress." p. 451

Source: Bembenutty, H. (2011). Meaningful and maladaptive homework practices: The role of self-efficacy and self-regulation. Journal of Advanced Academics, 22, 448-473.

Teacher Toolkit: Schedule: Increase Predictability

Description. When students know the "content, duration, and/or consequences of future events", their level of engagement rises and problem behaviors decline—a good definition of motivation.

To increase the predictability of events for individuals or groups, post or provide a schedule outlining the day's activities. In simplest form, the schedule lists a title and brief description for each activity, along with start and end times for that activity. Teachers can add information to the schedule, such as reminders of the work materials a student might need for each event.

Source: Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44, 65-75.

1

Teacher Toolkit: **Choice-Making**

- **Description.** The teacher provides the class or individual students with choice-opportunities when completing in-class academic tasks.

  Offering choice options to students can increase academic motivation and focus while reducing problem behaviors.

2

Teacher Toolkit: **Choice-Making**

- **What the Research Says...** Choice has been found to be a powerful motivator.

  One theory to explain this is that people are wired to find choice-making positively reinforcing.

  A second theory is that, by allowing choice opportunities, we encourage students to structure learning activities to match their changing moods and preferences (Kern & State, 2009).

2

Source: Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. Beyond Behavior, 18 (1), 3-11.

Teacher Toolkit: **Choice-Making**

Choice-Making: Examples.

- *Choose assignment.* Give the student a choice between two or more assignment options equivalent in the 'target academic skills' required (Kern & State, 2009).

- *Select a work partner.* Allow the student the option to select one or more individuals to collaborate with--e.g., classmate, older peer, adult mentor--when completing an assignment (Kern & State, 2009).

- *Choose where to work.* Give the student the option of completing the assignment in one of several acceptable locations--e.g., at desk, at corner table, in the school library (Kern & State, 2009).

2

Source: Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. Beyond Behavior, 18 (2), 3-11.

Teacher Toolkit: **Response Effort**

- **Description.** The educator increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task.

3

Teacher Toolkit: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Start assigned readings in class. Whenever a challenging text is assigned for independent reading (e.g., as homework), the educator (or perhaps a skilled student reader) reads the first few paragraphs of the assigned reading aloud while the class follows along silently in their own texts. Students are then directed to read the remainder of the text on their own.

3

Teacher Toolkit: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Begin challenging homework in class. When assigned challenging homework, students are paired off or divided into groups and given a brief amount of class time to begin the homework together, develop a plan for completing the homework, formulate questions about the homework, or engage in other activities that will create the necessary momentum to motivate students then to complete the work independently.

3

Teacher Toolkit: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

> **Chunk' assignments.** The educator breaks a larger student assignment into smaller 'chunks'. The educator provides the student with performance feedback and praise for each completed 'chunk' of assigned work.

3

Teacher Toolkit: **Response Effort**

- **Procedure**: Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Select a peer or adult to help the student get started on assignments. If a student finds it difficult to get organized and begin independent seatwork activities, a supportive peer or adult in the classroom can get the student organized and started on the assignment.

3

Teacher Toolkit: **Response Effort**

- **Procedure:** Here are examples of strategies that lower response effort while maintaining grade-appropriate work expectations:

Provide a work plan. In preparation for more complex assignments such as research papers, the educator helps the student to create an outline of a work plan for completing those assignments.

The plan breaks a larger assignment into appropriate sub-steps (e.g., 'find 5 research articles for the paper', 'summarize key information from articles into notes', etc.).

3

" *Motivation is what gets you started. Habit is what keeps you going.*

-Jim Ryun "

Teacher Toolkit: **Task Analysis/ Behavior Checklist**

Description. A task analysis is a listing of the elements or steps that make up a single behavior sequence. Behavior elements are stated in observable terms and can be checked off if successfully displayed.

How to Disagree Respectfully
☐ Remain calm.
☐ Listen actively and ask clarifying questions.
☐ Think about the other person's point of view.
☐ Explain your viewpoint clearly.
☐ Act nonjudgmentally.

Advantages of Task Analyses/ Behavior Checklists...

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).

4

www.interventioncentral.org

Teacher Toolkit: **Task Analysis/Behavior Checklist**

Self-Check Behavior Checklist Maker (Online). This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

4

Teacher Toolkit: **Managing Anxiety Through a Brief Essay**

Description. Students may become anxious when faced with academic tasks such as test-taking—to the point at which the anxiety seriously interferes with their work performance.

Being barraged with anxious thoughts while trying to complete academic tasks is a negative form of multi-tasking and taxes working memory (Beilock & Willingham, 2014). Anxious thoughts divert attention and thus degrade student performance.

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32 43.

5

Teacher Toolkit: **Managing Anxiety Through a Brief Essay**

Description (Cont.) One strategy that can help students to minimize the intrusion of anxious thoughts during a stressful test or assignment is to have them first complete a brief writing exercise in which they write about their anxiety (Park, Ramirez, & Beilock, 2014).

This activity can lower anxiety levels and thus allow the student to complete the academic task without interference.

5

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

Teacher Toolkit: Managing Anxiety Through a Brief Essay

Procedure. Before an individual student or larger group begins an academic task likely to trigger anxiety, the teacher hands out a worksheet with these (or similar) instructions:

Math Exam: How Are You Feeling?

Take 5 minutes to write about what you are thinking and feeling as you prepare to take this exam. I will not collect this assignment.

5

Source: Beilock, S. L., & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, 38(2), 28-32, 43.

Activity: Teacher Toolkit

02:00

www.interventioncentral.org

In your groups:

- Discuss 1-2 of these strategies that you currently use or might want to try with your students.

Tools to Manage Anxiety

1. Schedule: Increase Predictability
2. Choice-Making
3. Response Effort
4. Task Analysis/Behavior Checklist
5. Managing Anxiety through Brief Essay

Creating a School-Wide System of Behavioral/Social-Emotional Support

Pivot Points: Strengthening the Student Skillset

1. Basic academic skills

2. Academic 'survival skills'

3. Work completion

4. Transitions

5. Attentional focus

6. Emotional control

7. Peer interactions

8. Self-efficacy

9. Self-understanding

10. Self-advocacy

Mental Health & the Student: Participant Activities

- *Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors*

- *Activity 2: Using Motivational Teacher Communication Tools*

- *Activity 3: The Struggling Student in a General-Education Setting: Pivot Points*

- *Activity 4: Teacher Questionnaire: Classroom Interventions*

Schools & Behavior/Social-Emotional Supports: A Wishlist

- **Toolkit.** Teachers have a 'toolkit' of classroom ideas to support students with motivation/MH needs.

- **Referral.** Teachers know how to refer students with significant behavior/social-emotional needs for additional supports.

- **Services.** The school has developed an array of behavior/social-emotional support services—available to any student who needs them.

- **Communication & Coordination.** The school has structures & procedures in place to create and share behavior/social-emotional support plans with relevant educators.

- **History.** The school collects & archives past support plans to allow receiving teachers to quickly identify effective ideas for working with impacted students.

RTI: Now Known as 'MTSS'

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

## MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students
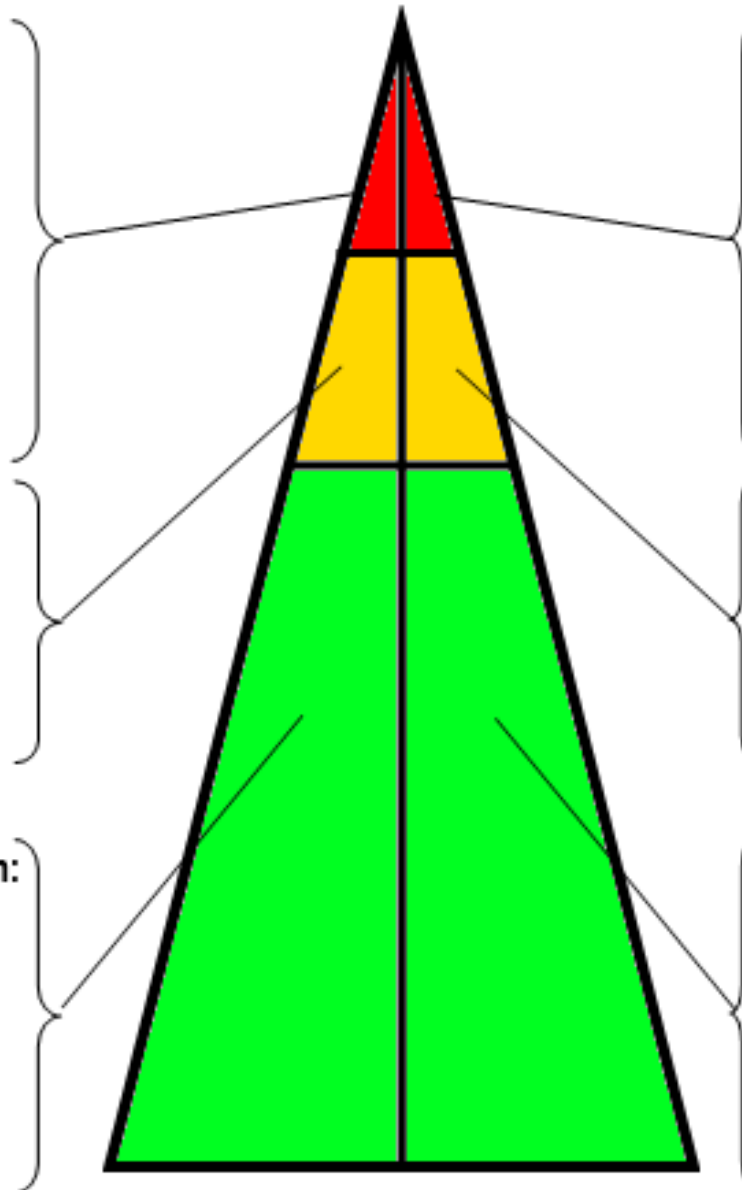
MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

Social-Emotional & Academic RTI: Shared Elements

RTI for both academics and behavior includes these elements:

- A range of services to which students can be assigned that span the levels, or Tiers, from universal through intensive supports.

- "Decision points": educators periodically looking at data, identifying students at risk, and selecting the academic/behavioral supports those students need.

- Ongoing progress-monitoring of student interventions.

- Provision of more intensive interventions when lesser interventions are not effective.

- Referral for special education services for students who continue to have significant academic or behavioral deficits despite best efforts to provide intervention support of appropriate intensity.

Sources Burns, M. K., S. L. Deno, and S. R. Jimerson. 2007. Toward a Unified Response-to-Intervention Model. In Handbook of Response to Intervention, edited by S. R. Jimerson, M. K. Burns, and A. M. VanDerHeyden, 428–440. New York, NY: Springer.'

Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

RTI/MTSS for Behavior/Social-Emotional Concerns: 'Continuum of Care'

Tier 3: Intensive Interventions. Coordinated via referrals to RTI/MTSS Problem-Solving Team. Services include:
- creating of school-wide student-support plans.
- completing FBA-BIPs.
- conducting Agency/School Wraparound Planning meetings.

3

Tier 2: Targeted Interventions. Support provided through:
- 1:1 Coaching/Mentoring
- Counseling or Therapy Group (Including Skills Training)
- Solution-Focused Brief Counseling

Students identified via referral &/or school-wide MH screening.

2

Tier 1: School-Wide & Classroom
- **School-Wide.** Positive behaviors are taught & reinforced.
- **Classroom.** Teachers can access a toolkit for ideas to promote positive social-emotional functioning among individuals, groups.
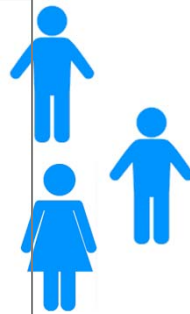
1

Screening Students for Social-Emotional Support:3-Gate Process

GATE 1: Teacher Nomination. In any classroom, teachers nominate up to 3 students each for externalizing, internalizing disorders.
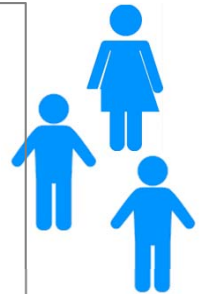
Internalizing Behaviors
- lack of social interactions
- tense or nervous appearance
- display of unhappiness/sadness
- use of negative self-comments

Externalizing Behaviors
- defiant/non-compliant
- bullying
- physically aggressive
- hyperactive

GATE 2: Clinical Questionnaire. For each nominated student, teachers complete a short (5-min) clinical rating scale to judge severity of symptoms.

GATE 3: Observations. Support staff (e.g., psychologists, counselors) conduct follow-up observations of nominated students and determine eligibility / placement in continuum of services.

Source: Wright, D. B. (n.d.). *Observable emotionally driven behavior in children and youth that requires a continuum of care*. Retrieved from http://www.pent.ca.gov/mh/observableemo.pdf

" *School-based psychologists, counselors and nurses do related but different things for students, but they are all professionals who are…part of the human scaffolding constructed around students to help them do their best in school.* "

-Washington Post

Source: Strauss, V. (2018, February 15). *If Americans really cared about students' mental health, these school ratios would be very different.* Washington Post. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2018/02/15/if-americans-really-cared-about-students-mental-health-these-school-ratios-would-be-very-different/?utm_term=.89a6e915a511

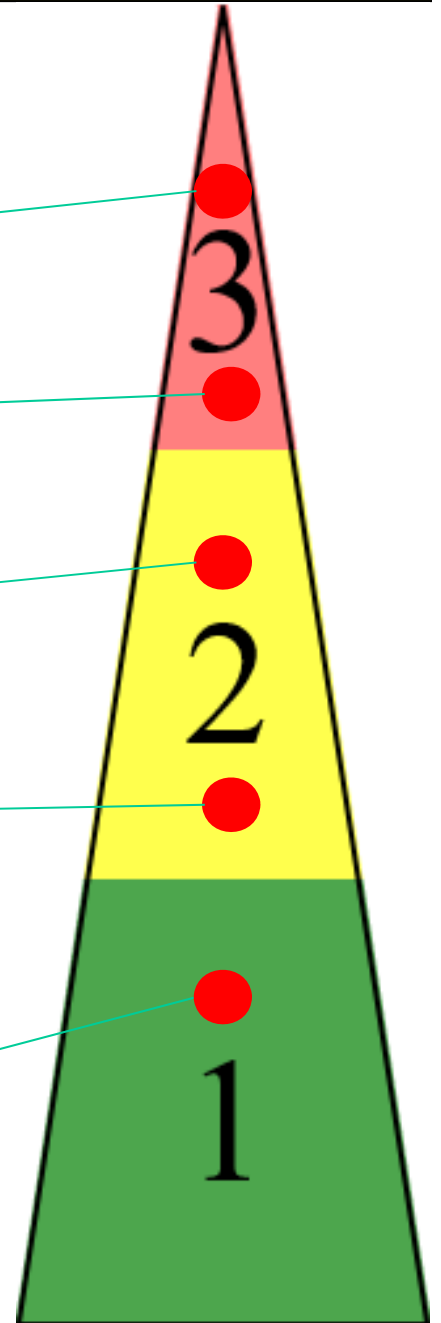# Student Behavioral-Social/Emotional Support: Examples

Emma: **Wrap-Around Meeting**

Xavier: **Outside Diagnosis**

Jada: **Mentor**

Isabella: **Shared Behavior Plan**

Russell: **Learning Contract**

QUESTION: What do these examples have in common?

ANSWER: *Teachers* are central participants in each of these scenarios.

Emma: **Wrap-Around** Meeting

Xavier: **Outside Diagnosis**

3

5 Student Behavioral-Social-Emotional Support: Examples: Where Do They Fall on the RTI/MTSS Pyramid?

Jada: **Mentor**

Isabella: **Shared Behavior Plan**

2

Russell: **Learning Contract**

1

Workshop Agenda

- Understanding Students' Mental-Health Needs

- Using Communication Tools that Motivate

- Setting Up Conferences that Promote Student Responsibility

- Teacher Toolkit: Sample Strategies to Support the Anxious Student

- Creating a School-Wide System of Behavioral/Social-Emotional Support

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Lab Work: Classroom Intervention Q

1. I can easily access a school 'toolkit' that will give me specific ideas to provide classroom support to students with social-emotional or behavioral needs.

   YES/PARTIALLY/NO
   1………...2………...3

2. I can reliably identify students whose internalizing/ externalizing behaviors interfere with school success.

   YES/PARTIALLY/NO
   1………...2………...3

3. I know how to refer students with significant behavioral-social/emotional needs to receive more intensive school-based mental-health supports.

   YES/PARTIALLY/NO
   1………...2………...3

4. When a student enters my class with a history of RTI/MTSS interventions, I routinely receive a copy of or have access to that student's intervention records.

   YES/PARTIALLY/NO
   1………...2………...3

5. When a student in my class with significant behavioral-social/emotional needs is put on a formal behavior-management plan, I routinely receive a copy.

   YES/PARTIALLY/NO
   1………...2………...3