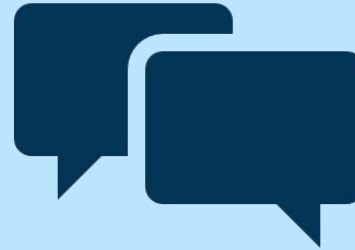


Welcome

- ! Thank you for being here
 - We will get started in just a few minutes.
 - While you wait, please utilize the chat



In the chat, please:

- Introduce yourself and share where you are from
- Share something that you are looking forward to

A black and white photograph of four young children walking and laughing in a hallway. The children are diverse in ethnicity and are dressed in casual clothing. The hallway has a tiled floor and a wall with a patterned wallpaper. The image is framed by a blue L-shaped border.

Utilizing High Leverage Practices for Distance Learning

Educator Module 4: Implementing Effective and Positive
Behavior Strategies

Welcome!

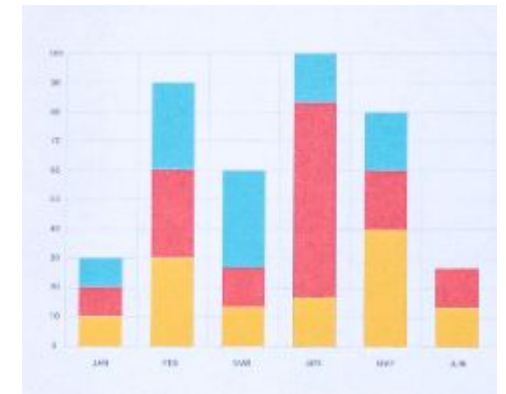
1. Grab paper and pencil/open docs



2. Use Chat



3. Join in polls & collaboration opportunities



Your Presenters



Noreen Rodriguez Lippincott
Improvement Facilitator



Lorraine Garcia
Improvement Facilitator



SYSTEM IMPROVEMENT LEADS

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The SELPA System Improvement Lead (SIL) Project seeks to increase positive outcomes for students with disabilities by inspiring Special Education Local Plan Areas (SELPAs) and Local Education Agencies (LEAs) to engage in a culture of continuous improvement. The SIL team is committed to connecting SELPAs and LEAs throughout the state to resources with a focus on: data use and governance, continuous improvement methodologies, and high-leverage practices. We are innovating with equity in mind to promote excellent educational outcomes for each and every student.



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Agenda

1. Review objectives
2. Review High Leverage Practices
3. Our Why
4. Establishing learning environments
5. Teaching social skills
6. Maintaining the positive environment
7. Collaborate with other educators
8. Questions and Resources



Objectives

Educators will:

- Build and foster positive relationships in distance learning environments.
- Develop age appropriate and culturally responsive expectations, routines, and procedures.
- Explicitly teaching social skills, providing feedback, reinforcement.



Review of Utilizing HLPs for Distance Learning

Module 1

Setting up regular communication to support collaboration with: families, service providers, and other educators.

Module 2

Organizing and facilitating effective meetings.

Module 3

Supporting distance learning routines and engaging instruction.

What are High Leverage Practices?

High Leverage Practices (HLPs) are critical strategies that focus on improving outcomes for students. There are 22 HLPs organized into 4 domains.

Collaboration

Assessment

Social
Emotional
Behavioral

Instruction

High Leverage Practices

Collaboration

- HLP 3: Collaborate with families to support student learning and secure needed services.

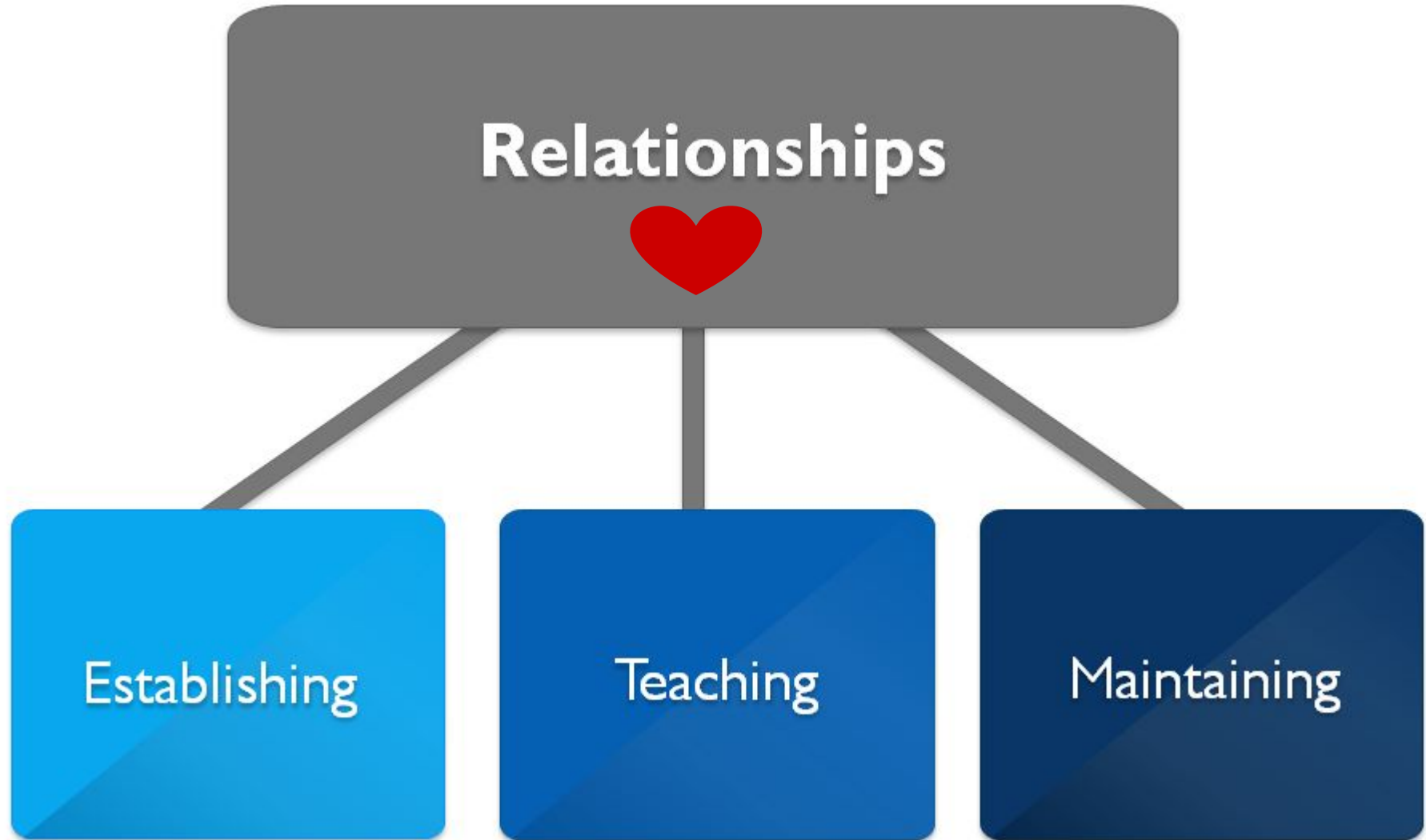
Social Emotional Behavioral

- HLP 7: Establish a consistent, organized, and respectful learning environment.
- HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.
- HLP 9: Teach social behaviors.

Instruction

- HLP 16: Use explicit instruction.

Our Why



Establishing Learning Environments

School



Home



?

Hybrid

Establishing Learning Environments: Getting to Know Your Students and Families



Interests

Strengths

Preferences



Companion Document-Establishing Relationships



Implementing Effective and Positive Behavior Strategies

Establishing and Building Relationships- Getting to Know Your Students

When meeting with your student some questions/topics to consider:
(adjust based on age/ developmental level)

- How are you feeling? _____
- What do you like to do for fun? In your free time? _____
- Tell me about your family _____
- What is your favorite... (ie. food, color, musician, book, etc.)? _____
- When and how do you learn best? _____
- Distance learning preferences (time, mode, etc.) _____
- _____



Tips for Building Relationships

Consider:

- Check-in/Check out (CICO) to begin and end student/teacher conversations
- 1:1 check-ins (specific to student needs) focused on student driven topics
- Build in options for student choice to increase engagement

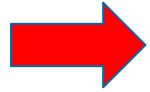
Establishing Learning Environments:

Expectations

*When students know what to expect, the student can **better understand** or rely on your response.*



Companion Document- Establishing



Establishing Effective and Positive Behavior Strategies

Identify areas that your student is demonstrating challenges in then explain briefly:

- Social skill(s) _____
- Academic content area(s) _____
- Structured vs. unstructured time _____
- Transitions _____
- Other _____

** Are these challenges also experienced in the home environment?*

Teaching Expectations

*To be **fair and equitable**, we need to **teach** the skills that we expect the students to demonstrate.*

Be explicit with teaching

Reteach, if needed

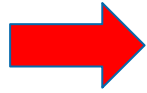
Be consistent



What results do you want to see?

Development and skill level

Companion Document-Teaching



Teaching *(Remember to consider level of family support available when planning)*

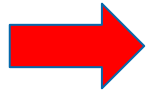
Name of Skill/Rule/Procedure to be taught: Entering a virtual meeting

Teach target skill in 3-5 simple steps: Choose a target skill and break into steps for teaching:

1. Join on time
2. Enter the meeting on mute
3. Make sure your profile has your name
4. Turn your camera on
5. _____

** Remember it takes at least 3 weeks to build new routines and habits in optimal conditions.*

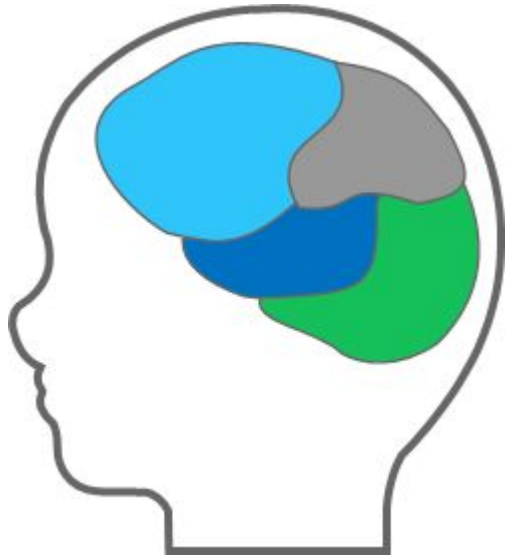
Companion Document- Teaching



Based on the student's strengths, what strategies will I use: *(e.g. explicit instruction, modeling, role play, lots of practice opportunities)*: _____

Teaching: Reinforcement

*All students learn at their **own pace**.*

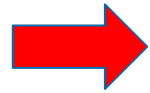


➔ *Consider the Continuum of Reinforcements*

➔ *Timing of Reinforcements*

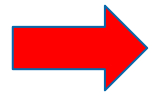
➔ *Providing feedback*

Companion Document- Teaching



Based on the student's interest, determine what reinforcements will be used to increase the likelihood the student will use the skill or behavior:

- Verbal praise
- Gestures (e.g. thumbs up, air five)
- Use a visual reinforcement system (e.g. star chart, first/then, token board)
 - Student completed
 - Adult completed
- Break card(s)
- A walk
- A one to one chat
- Time for preferred activity (ie, screen time, a favorite song, a game, etc.)
- Other _____



Frequency of reinforcement: *Prompt as needed (reduce as independence increases)*

- Every attempt
- Between steps
- After skill is complete
- ___ number of times throughout a lesson
- ___ number of times a day

Maintaining

Reflect and assess:

- Is it working?
- Is a new strategy needed?
- Make changes

Design:

- Be proactive
- Remove barriers
- Strength based
- Make a plan

Teach:

- Brief and consistent
- Practice
- Praise and Feedback
- Generalize

Companion Document- Teaching



Maintaining Effective and Positive Behavior Strategies

Reflect on how the plan is working. Has there been improvement?

- *Generalize the skill*
 - *In which other locations can the student use this skill? How would it look?*

Make adjustments as needed.

- *Reassess your relationship with the student and family.*
 - *Has anything changed?*
- *Revisiting rules and procedures*
 - *Is reteaching necessary?*

Observation Notes/Reflections:

Collaboration Time!

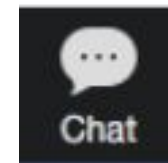
Breakout room activity:

- Join breakout room
- Collaborate with educators to share tips and tricks from your current practice
- Utilize the companion tool we have provided



You will have about 8 minutes

After each breakout room, share something that stood out to you from your conversation using the chat feature.



Collaboration

We will dedicate the next 20 minutes to holding space for you to consider what we've presented, your current practice and what you might do going forward.

Using breakout rooms you will have time to:

- Collaborate with other educators to share tips and tricks that are supportive to your current practice
- Utilize the companion tool we have provided



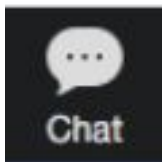
Please consider leaning into a facilitator's role in the breakout room, and be prepared to take notes on anything that resonates with you.

Collaboration

When you have entered the breakout room, the discussion questions will be available in the chat.

You will have about 8 minutes.

When you return to the main session you will be asked to share something that stood out to you from your conversation using the chat feature.



Question 1

How have you been teaching rules/procedures or social skills virtually?
What are some strategies that worked well?

Question 2

How might you use the companion document *Implementing Effective and Positive Behavior Strategies* in your own learning environment (in person, distance learning, hybrid)?

Resources

systemimprovement.org



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FOR
DISTANCE
LEARNING**
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Inspire

The System Improvement Leads Project inspires SELPAs and LEAs to engage in a culture of continuous improvement in order to improve outcomes for students with disabilities.



Thank You

We Value Your Feedback:



Module Survey Link

systemimprovement.org



@system_leads



@system.improvement.leads

