

Each student will have the same consequences imposed. This reduces the feeling of being singled out, which often feeds ineffective behaviors.

COMMENTS from the GROUP?

Listening to students is as important as the verbal prompts to help them

We are often so focused on our teaching, we forget to focus on listening. An extreme emotional response has a reason or a message. The students may not be able to articulate this clearly, but they must be given the opportunity to express how they feel. The students must feel justified that their emotions are valid. Once they have had a chance to talk about how they feel, they would be ready to listen to some options and alternatives. Listening is one of the keys to nurturing a positive self-image.

COMMENTS from the GROUP?

SHARE OUT!

Successful behavior plans are worth their weight in gold.

Elicit from the group what they do that is successful so others may benefit. What plan do you have in place that supports emotional wellbeing and provides models and supports for your students to rely on?

- Rules
- Self-Monitoring Behavior Plan
- Consequences
- Activities to foster independence

TAKE AWAY and BRING IT BACK

Following the PD, each staff member should incorporate something into their classrooms that supports the emotional well-being of their students, and then they should share results at the next meeting.

Connections to the Frameworks for Teaching (FFT)

The established routines and rules support responses and reactions of students and provide guidelines for them to follow to improve emotional response and coping skills. Classroom environments are paramount in supporting student behavior. Effective communication, conversation, discussion and listening are the ingredients that support emotional well-being. These details were discussed and evidenced in the video and are clearly connected to the FFT.

Component 2c

MANAGING CLASSROOM PROCEDURE

A smoothly functioning classroom is a pre-requisite to good instruction and high levels of student engagement. Teachers establish and monitor routines for the smooth operation of the classroom and the efficient use of time.

Hallmarks of a well-managed classroom are that the instructional groups are used effectively, non-instructional tasks are completed efficiently and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred by the sense that the class “runs itself.”

Component 2d

MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content the classroom environment must be orderly. The atmosphere must feel business-like and productive without being authoritarian. In a productive classroom, standards of conduct are clear to students – they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected and their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Component 3b

QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies referred to in the FFT. Good teachers use divergent as well as convergent questions framed in a way that they invite students to formulate hypotheses, make connections or challenge previously held views. Students’ responses to questions are valued – effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex materials.

Pocket PD created by:

KAREN GORMAN

Assistive Technology / UDL Coordinator
NYCDOE – District 75

Pocket PD No. 5

MANAGING EMOTIONAL RESPONSE THROUGH A STRUCTURED PLAN TO SUPPORT EMOTIONAL GROWTH

The educational environment is where children between the ages 5-18 spend the majority of their time. During this time, they develop necessary coping skills that support their emotional needs. While the foundation for emotional well-being may be established with family, the instructional staff plays a major role in establishing acceptable responses. If the home environment has a well-established behavior plan that offers guidance and has well-established consequences, then the school can support and reinforce that. However, in many instances the expectations for appropriate behavior and response is **not well established** and is learned in the school environment. This PD is **NOT** geared specifically towards teachers that work with the ED populations. It is to create awareness of how to be prepared to support the emotional health of all students. Helping **ALL** students gain the self-awareness of their emotions will help them function more effectively overall. The goal is to incorporate skills that address emotional well-being into the instructional environment as part of a Universal Design approach that supports all learners.



As children are developing, they are faced with chemical changes and emotional obstacles. The teaching community is a very large part of helping guide students in developing appropriate responses and coping skills. **Structuring this support is something that should be in place for all students.**

In this video you will learn about the existing procedures in place to deal with the challenging emotional behaviors in students typically found in out 8:1:1 programs. Positive Behavior Supports are available to provide structure, intervention and techniques needed to support students struggling with extreme emotional responses.

Listed here are **Target Points** to watch for during the video. Please take a moment to read through the list first, and then mark the items and take notes as you see them occur in the video.

Write notes on a separate sheet.

The Target Points in blue text will be explored further in detail as Teaching Points.

TARGET POINTS to watch for...

- Emotional responses are more often evidenced in physical actions than in verbalizations.
- Emotional responses or display of emotion from one student can easily influence the behaviors of the other students.
- The strong presence of the students exhibiting challenging behaviors seems to be screaming "Notice me, I am here!"
- Students need to be taught appropriate responses and need to have a forum to discuss their feelings and why they feel like responding a certain way.
- Students with emotional responses that are elevated are not in tune with what is the right way and wrong way to interact with others.
- The teachers need to respond in a way that will not ignite the behavior. An over stimulated response will ignite the behavior.

- Providing the tools to manage behaviors is no different than providing students with tools for learning.
- Structuring how to interact with rules keeps the student-to-staff interactions less emotional. The rules dictate the behavior, which keeps it from becoming a personal attack.
- All staff needs to be well informed so that the message and the consequences are consistent.
- Listening to students is as important as the verbal prompts to help them.

LET'S WATCH the VIMEO!



CHILDREN with EMOTIONAL DISABILITIES

<http://vimeo.com/77618893>

TEACHING POINTS!

Emotional responses are more often evidenced in physical actions than in verbalizations

It is important to notice how students engage physically with others and how they move about. There is often a lot of information that can be gathered about their emotional coping skills through observation. Setting up rules regarding how students are expected to engage with each other followed by examples and models will serve as a guide for behavior. Once expectations are established, and the response and consequence is clear, then nothing is left to chance. This

consistency of response is the structure that the students will come to rely on. All staff should be well versed in how to respond.

COMMENTS from the GROUP?

The strong presence of the students exhibiting challenging behaviors seems to be screaming "Notice me, I am here!"

It is no accident that many times the students struggling emotionally are taking up the most space physically and auditorally in the class. Getting attention and being noticed is a goal for everyone. Being noticed means we are important. What is missing is the skill of getting attention in a positive way OR that the positive behaviors have not been recognized and supported. When negative behaviors occur, the response needs to address the **desire to be noticed**. Talking to the students calmly and recognizing their desire to be heard is a message that needs to come across loud and clear. Shutting the behavior down is not the ultimate goal; it is providing the students more effective ways to get attention. Offering alternatives to do this is part of the process towards decreasing negative behaviors.

COMMENTS from the GROUP?

Structuring how to interact with rules keeps student to staff interactions less emotional. The rules dictate the behavior, which keeps it from becoming a personal attack.

The emphasis on creating personal behavior goals and increasing expectations for these students is what helps them improve. Positive Behavior Supports create tangible goals for students. The student effort in working towards those goals is what is rewarded. Their efforts need to be recognized in a positive way, which will provide the feedback to nurture them emotionally. Having well-established rules that we all follow fosters a feeling of community. Agreeing to and establishing the rules as a group make them more effective. Once the guide is established, then the class can support each other in following the rules.