

Instructional Strategies

Goal: The teacher will demonstrate applying appropriate classroom management tips to control their class. (IS-R)

Performance Objective: Given a scenario of a classroom with aggressive off task behaviors, the teacher will generate a plan in which they identify and list strategies and demonstrate through role playing to create an effective learning environment.

Prerequisites:

Will define the following terms for the group: Off task behavior, assessment, structure, antecedent, professionalism, functional behavior assessment, classroom flow, transitions, visual cues, visual schedules, modeling, C.P.I. (crisis prevention intervention)

- Use of a power point program/presentation
- - Use of the Active Board visual program for demonstrations
- - Assume roles of elementary students and educators
- - Demonstrate positive classroom management skills such as: constant praise and feedback, predicting behaviors, modeling wanted behaviors, and non-threatening consequences.
- - Demonstrate the ideas and strategies to deescalate and redirect problem behaviors through verbal communication.
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External Conditions:

- Demonstrating a behavior that the learner has analyzed as a weakness – teachers role play the role of the student(s) and teacher.
- - Guide the learner in defining the behavior – diagnose antecedent, behavior and consequence
- - Guide the learner in recalling strategies to redirect student behavior – recall the strategies of the C.P.I. training in deescalating student verbally.
- - Guide the learner in the use of a power point program – develop and present findings/solutions of the role play.
- - Guide the learner to compare and contrast alternative methods/strategies to solve classroom management issues: deciding strategies to use in contrasting behaviors and situations
- - Guide the learner to use predicting techniques for assessing the results of the aggressive behavior – assess the teacher’s body language, confidence and reactions to the student’s behaviors.
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Internal Conditions:

Recall rules – positive body language and tone of voice, strategies and professionalism

Recall declarative knowledge: Off task behavior, assessment, structure, antecedent, professionalism, functional behavior assessment, classroom flow, transitions, visual cues, visual schedules, modeling, C.P.I. (crisis prevention intervention)

Recall Cognitive strategies: C.P.I. methods and strategies, predictions through observations and monitoring

Events of Instruction	Media/Materials	Prescription
Deploy Attention: Introductions: Agenda	2 Instructors Agenda/handouts video LCD Screen	Instructors & Teachers will introduce themselves, give background information and discuss a goal they have for this work session. Instructors

	<p>Script for role play Active Board Survey</p>	<p>will go over the agenda for the session, explain the goals through power point slides. During the introductions a student will enter the room arguing with himself and physically pushing chairs and books off the tables.</p> <p>The instructors will model deescalating the students through verbal cues and positive body language.</p> <p>The instructors will explain the reasoning behind the demonstration and proceed to explain what each group will be doing that day.</p> <p>Teachers will be given their expectations, handouts for their role playing exercise</p> <p>Teacher will be given a short break to fill out the top portion of their survey.</p>
<p>Establish Instructional Purpose: Relevance, experience, present worth, modeling skills,</p>	<p>2 Instructors LCD Power point Screen Active Board</p>	<p>Instructors will explain their reasoning behind the demonstration and explain that it was obviously not real. They will review the methods and strategies they used within the de-escalation and rapport building with the student. They go over the expectations of the teachers for the session and break them into small groups of 3. During the group time the teachers will choose a role of 1 teacher and 2 students in crisis. The role playing and solutions will be generated and presented in front of the class. The group will present their behavior and strategies they used to deescalate through the use of a power point presentation. The teachers will create a list of examples and non-examples of strategies. Used during the de-escalation. The group may reenact the good and bad examples to model and demonstrate mastery of these</p>

		skills. Each member of the group should practice each role, that way they develop the experience and mastery needed for future success.
promote interest and motivation	2 Instructors LCD Power point Screen Active Board	The teachers will be given a list of possible cases of a student in crisis. These cases were created through the analyzed weakness presented by this group of teachers. By using role playing the teachers understand the relevance of the practicing of these skills.
Preview Lesson: Confidence strategies, learning strategies, expectations, and self confidence	2 Instructors Participant teachers Power point LCD Screen Active Board	<p>The teachers will be asked to as they create their plan and practice their role playing each teacher should attempt each role in the case. Teachers need real life experiences to model appropriate body language and verbal skills to confidently deescalate students. During the practice time, the instructors will come and guide the teachers through their process and test them through changing the behaviors, situations and complexity of the student problem. They will add circumstances to the student's life situation, special education diagnosis, missed medications, or home life situations.</p> <p>Teachers are encouraged to act as they feel a child would and not be embarrassed. It's difficult for children who are in crisis to cope with these needed skills. They too are embarrassed by their behavior, but in most cases unable to control them selves or their feelings.</p>
Reviewing Relevant Knowledge	2 Instructors Participant teachers Power point LCD Screen Example video Active Board	Through the guidance of the instructors the teachers will review they key concepts and indicators of a student going into crisis through the use of a power point presentation, video and demonstration with participants.

		<p>Functional Behavior analysis:</p> <ol style="list-style-type: none">1. Analyze students antecedents through observations, and data collection to find antecedent times or circumstances within the classroom2. Behavior: Analyze behavior that occurred, determine the severity and document3. Consequences: Through the behavior management plans and completing of part 1 and 2 – student will receive the consequence created through their self assessed plan <p>Crisis Prevention Intervention: Use of verbal cues, tone and skills, body language and rapport to deescalate a child in crisis.</p> <p>Verbal skills: creating rapport by acknowledging the student's frustration and letting them know what you're observing in a non-threatening tone. Rapport is established through verbally telling the student when they are ready to talk, you are ready to listen and help the student deescalate.</p> <p>Assessment: Assess the room and circumstance and provide a safe environment for the student in crisis and his peers. Do no touch the student unless he/she is hurting them self or others.</p> <p>Documentation: document your experience, strategies that worked, or didn't work and reflect upon how you may approach this particular student again if the situation arises. Have a team meeting to share so all teachers are aware of the behaviors and strategies to alleviate the situation.</p>
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Processing Information	2 Instructors Participant teachers Active Board LCD Power point Screen	<p>The participants will review the role play problem by writing the main points on the active board. The participant will describe in detail the observed behaviors of the student.</p> <p>The participants will write a script of their role play and reflect on their comments towards the student in crisis.</p> <p>The participants will label the strategies used in example for the observed the behavior to deescalate the crisis situation.</p> <p>The group will reflect on their process and generate possible solutions they could have tried and what they would change about their approach to the student.</p> <p>One teacher from the group will guide a whole group reflection. The entire group of participants will participate in a discussion of the group's observations, and add to the list of strategies that could be attempted. The group will also discuss their observations of the role playing exercises.</p>
Focusing Attention	2 Instructors	The instructors will provide feedback to the group and allow time for questions geared towards possible strategies. This will allow the participants to stretch and regroup.
Employing Learning Strategies	2 Instructors Participating teachers	<p>The instructor will provide assistance through:</p> <p>Reinforcing strategies, modeling desired skills and providing feedback on definitions and questions.</p> <p>Provide hints through verbal cues, body language and examples.</p>
Practicing	2 Instructors Participating teachers	Participating teachers will break into their groups of their

	<p>Role play instructions Break teachers into groups of 3 Active board Laptop to create power point LCD screen</p>	<p>choice and practice their skills. Instructors will monitor, redirect, model and provide feedback</p>
<p>Processing feedback: Satisfaction strategies, positive outcomes, negative influences, scheduling</p>	<p>2 Instructors</p>	<p>Instructors will monitor teacher's progress by rotating to each group to answer any questions, model and provide feedback. Instructors will give necessary feedback and praise and have groups who are excelling provide quick demonstrations or share ideas and thoughts with the entire group.</p>
<p>Summary and review</p>	<p>2 Instructors Participant teacher groups Laptops LCD Power point Screen Active Board</p>	<p>Groups will present their findings, solutions, strategies, and reflections to the entire group through the use of power point presentation, active board demonstrations, and reenacting the role playing to demonstrate exact strategies mentioned. Instructors will provide feedback and praise to each group and create a list of the strategies utilized with the group that were most helpful. These lists will become a tool for the teachers to use upon completion of the exercise.</p>
<p>Conclusion</p>	<p>2 Instructors Participating teachers Active Board Example video's LCD Power point Screen Video Camera</p>	<p>Using the list of the participants strongest strategies used, participants will be asked to role play the strategy on an instructor who is in a crisis. The role playing will be video taped for the schools future training purposes.</p>
<p>Assessment</p>	<p>2 Instructors Participating teachers Assessment instructions</p>	<p>Teachers will complete a survey of their learning, and provide feedback for the instructor's future presentations. (see below) Instructors will assess through</p>

		the videotaped strategy mastered and reflect upon the survey feedback form. This will ensure participation credits are awarded.
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Group Assignment: The following crisis situations will be presented to the teachers within their small groups. They will analyze the situation using the tools and strategies from the presentation, prior experiences and prior training of Crisis Prevention and Intervention.

- Unruly student is fighting with another student in the classroom over incident that occurred on the school bus. You have no assistant and parents are bringing students in the room.
 - Student is knocking over desks within his room at the end of the school day because of a sad face he received for calling another student an inappropriate name, this student has an emotionally disturbed label and is with out current medication.
 - After lunch, a student ran down the hallway and is refusing to go back and walk. He is creating a scene in the hallway by verbally abusing the teacher with profanity. This student is currently homeless and sleeps in a different location nightly.
 - Student is biting herself and pulling out his hair during her independent work session. There are 15 other students within the classroom, there is a teacher assistant filing papers.

Assignment Instructions:

- Read the given crisis situation
- Analyze the current situation and create a plan to deescalate the student with your group
- With the given information role play the situation privately with your group taking turns for each role.
- Create a script of comments you would make through your observations of the students behaviors.
- Reflect with your group and create your list of strategies you used to deescalate the situation and begin creating the power point. Add your reflections and observations you used to create your script
- Role play in front of your peers and present findings and solutions through use of power point, active board and demonstrations.
- Lead a discussion with the entire group to add strategies, reenact or demonstrate strategies that were strong examples and non examples.
- Reflect as a group on your new findings.

Assessment:

The instructors will assess through mastery of the strategies provided through the teacher's demonstration during role playing. The assessment will include a video taped portion of each strategy the staff felt was a positive strength for them for future training exercises. The teacher's demonstration will be assessed on their demonstration of the strategy, body language, verbal observations and tone of voice when deescalating. The instructors will provide feedback through a written response form.

Feedback Survey

In order to provide you with what you need I feel it's important for your presenters to know more about you, what you know and what you would like to know about each staff development? Please fill out the following questions for each staff development. Thanks.

Teacher: _____ Employment Status: _____

Staff Development Title: _____

Date: _____

Pre- staff development

What experiences have you had with this subject?

A. Trainings B. classes C. real life experiences

What sub-topics or other information can the presenter provide that you feel your previous experiences lacked?

Post staff development

Receiving feedback is integral for the presenters, think of it as the assessments you give your students after a lesson, we can't improve unless you let us know how we can support you.

What topics in this staff development were helpful? Are there any topics that you would want to see focused on more for follow-up?

How would you like to see follow-up provided to you on this topic?

A. Classroom mentoring B. Continued workshop
C. Help with email D. Other, please specify _____