



Transformation Vs. Change: How to Move from Changing Student Behavior to Transforming Students

Presented By

Stillwater Area Public Schools

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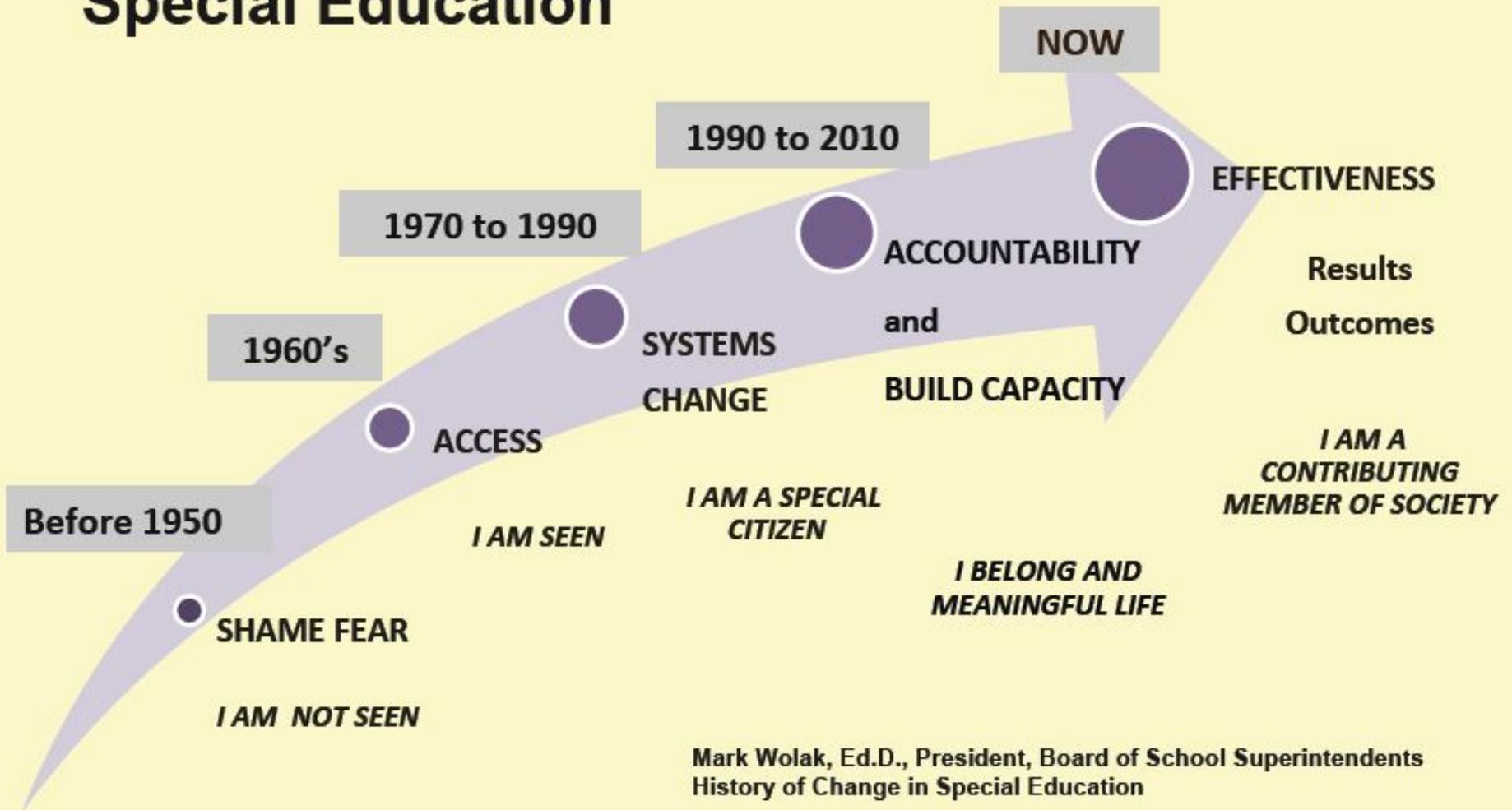
Grounding and Purpose

1. Participants will enhance their understanding of the importance of relationships in the educational setting with students, staff, parents, and colleagues.
2. Participants will learn a framework for maximizing these relationships through the use of various Social Emotional Learning (SEL) programs (Responsive Classroom, Nurtured Heart Approach, Yoga Calm & Mindfulness) to assist students in transforming their behaviors.
3. Participants will broaden their understanding of systemizing SEL programs in a district over the course of 3 years.



We Lead in an Age of Effectiveness

History of Change in Special Education



Mark Wolak, Ed.D., President, Board of School Superintendents
History of Change in Special Education

The Heart of Education

"The heart of education is the relationship between the student and the teacher. Everything else depends on how productive and successful that relationship is.

If that is not working, then the system is not working. If students are not learning, education is not happening"

Pages. 71-72- Ken Robinson's- "*Creative Schools: The Grassroots Revolution that's Transforming Education*"



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CHANGE

feels like

looks like

sounds like



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Transformation vs. Change

Transformation is rooted in a shared common purpose and how we modify our own behavior and response to situations because of it. Our school district has three core beliefs that drive instruction:

1. We believe ALL kids learn at high levels
2. We believe the power of WE is stronger than the power of me
3. We each come from a specific building but we represent ONE District Voice on behalf of EACH child and family in Stillwater.

- **Transformation** cannot be undone. Once you commit to the "why" there is no turning back, you only look forward.
- **Transformation** can seem slow and appear as if nothing is happening, however, when there is deep commitment there will be deep change. It needs to be embed into everything we do each day, this is where systematic planning and ongoing professional development become crucial.
- We need to suppress the need to fixate on an exact outcome (this is SO challenging for many) so that we leave room for vision to take flight. We do not want to limit ourselves with a desire for rigid control.



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Why Social Emotional Learning (SEL)? Research Supporting It



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Responsive Classroom: The Foundation



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Responsive Classroom: The Foundation

The *Responsive Classroom* is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way.

The *Responsive Classroom* approach rests on the foundational idea that these four areas of teaching—engaging academics, positive community, effective management, and developmental awareness—are interrelated and are all crucial to student success. The approach gives teachers practical tools and strategies for raising their competence in all four areas. The result is that teachers are not just improving student behavior, but constantly creating an optimal learning environment that promotes students' overall school success (Center for Responsive Schools, n.d., *About Responsive Classroom*).



Responsive Classroom Practices

RC Classroom Practices	Components of PBIS Schoolwide Discipline
<p>Leadership actions for establishing a school discipline policy that staff and parents support</p>	
<p>Stated purpose of RC is: To ensure a high-quality education for every child every day.</p> <ul style="list-style-type: none"> - Schools using RC may choose to adopt their own variation of this purpose. 	
<p>Methods for creating rules that students are invested in:</p> <ul style="list-style-type: none"> - 3-5 positively stated rules in each classroom - 3-5 positively stated rules for entire school 	
<p>Practical ways to teach how to translate rules into actions:</p> <ul style="list-style-type: none"> - Interactive modeling, guided practice, role play, positive teacher language, immediate feedback 	



Responsive Classroom Practices

RC Classroom Practices	Components of PBIS Schoolwide Discipline
<p>Strategies for creating an environment that promotes positive behavior:</p> <ul style="list-style-type: none">- Morning meeting- Frequent verbal connecting of behaviors with rules- Academic Choice- Positive teacher language- Closing circle- Communications with parents about behavior expectations	
<p>Respectful, productive way to respond to misbehavior:</p> <ul style="list-style-type: none">- Teacher proximity and nonverbal cues- Positive teacher language- Additional modeling and role-play- Logical Consequences- Buddy Teacher- Problem Solving Conferences	
<p>RC assessment tools measure fidelity of implementation</p>	



Nurtured Heart Approach

Building Social Emotional Learning through building relationships



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Nurtured Heart Approach

Website: www.ChildrensSuccessFoundation.com

“The Nurtured Heart Approach consists of a set of strategies that assists children in further developing their self-regulation and has been found effective with children of all ages. It focuses on transforming the way children perceive themselves, their caregivers and the world around them. Children learn to understand that they will receive endless amounts of praise, energy, recognition and reward through the positive behavior they display and this supports children to build a positive portfolio of themselves, which we call “inner wealth.”



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Nurtured Heart Approach - The 3 Stands

The Nurtured Heart Approach Core Methodology:

Stand 1: Absolute No!

- I refuse to energize negativity
- I will not reward negativity with my energy, connection or relationship

Stand 2: Absolutely Yes!

- I relentlessly create and energize positivity and success.
- I energize and nurture firsthand experiences of success.

Stand 3: Absolutely Clear!

- I set and enforce clear limits and clear consequences in an un-energized way.
- I will always provide a true consequence (Reset).



Nurtured Heart Approach

|| IF YOU CHANGE
THE WAY YOU
LOOK AT THINGS,
THE THINGS
YOU LOOK
AT CHANGE.

Wayne Dyer ||



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Mindfulness: The Act of Being Present



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Mindfulness

7 Things Mindful People Do Differently

mindful
mindful.org

1

Approach everyday things with curiosity
—and savor them

Forgive their mistakes—
big or small

2

3

Show gratitude for
good moments—and
grace for bad ones

Practice
compassion and
nurture connections

4

5

Make peace with
imperfection—
inside and out

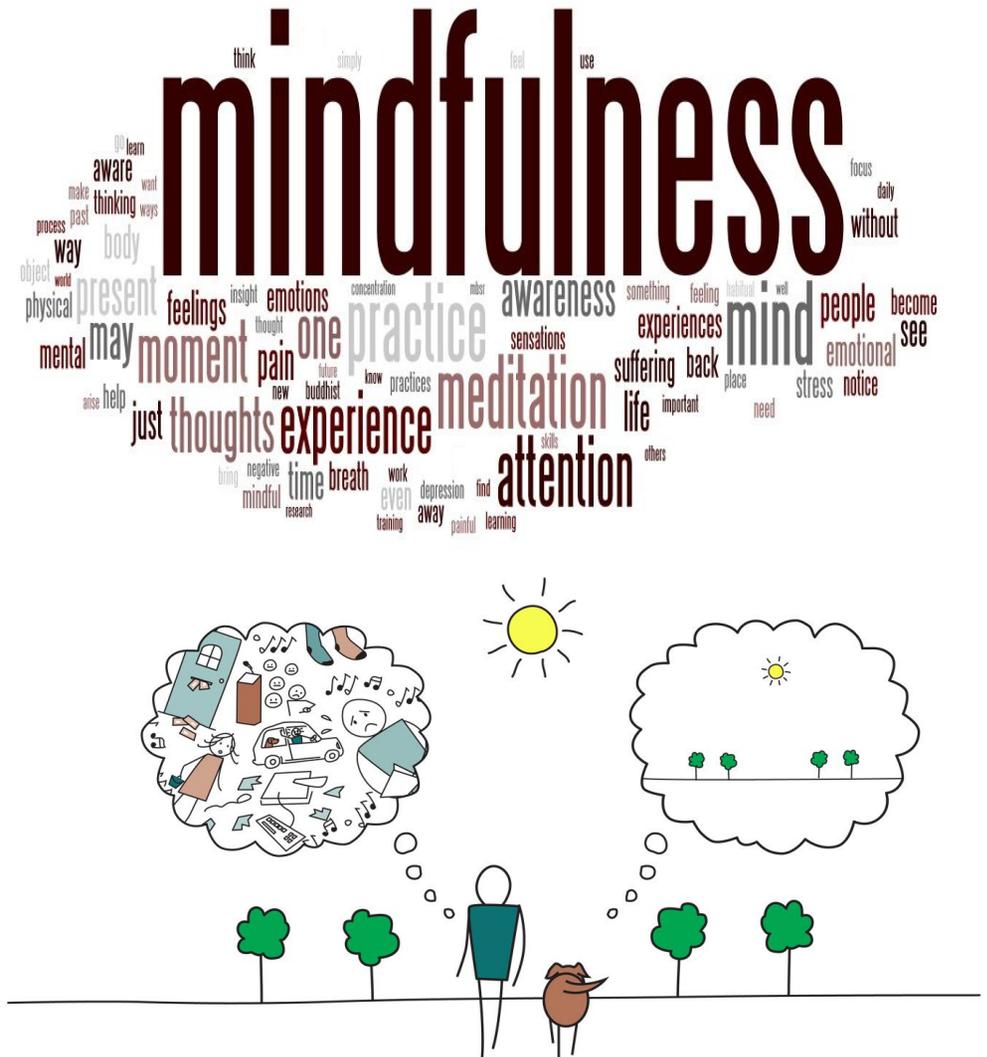
Embrace vulnerability
by trusting others—
and themselves

6

7

Accept—and
appreciate—that
things come and go

List created by Elisha Goldstein, Ph.D., psychologist, author of *The Now Effect*



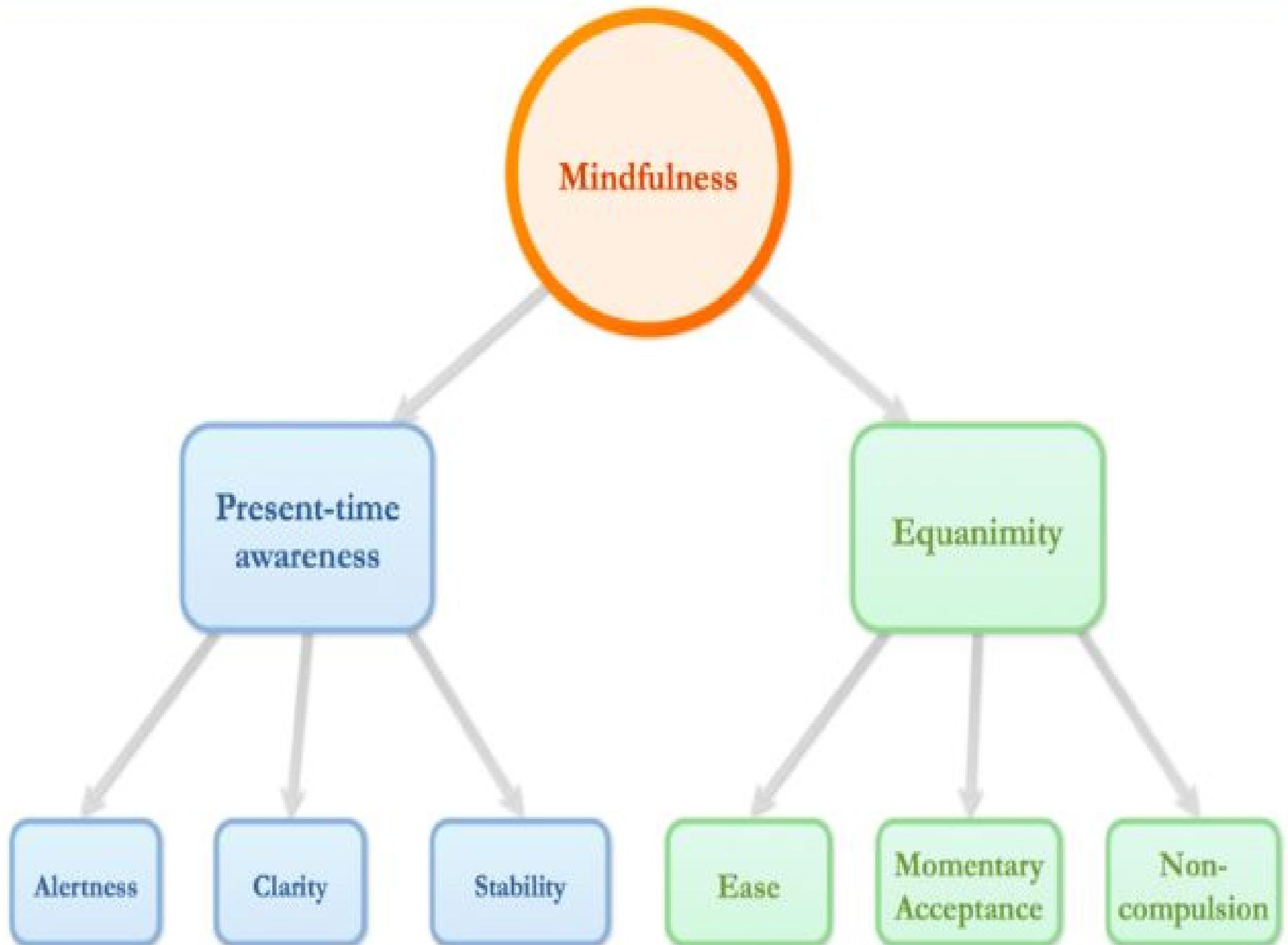
Mind Full, or Mindful?



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A Conceptual Model of Mindfulness



Yoga Calm: Incorporating Movement into Social Emotional Learning



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Collaborative Problem Solving



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Unsolved Problems and Lagging Skills - Ross Greene

When we identify Social, Emotional, and Behavioral Challenges in a student we must understand....

“Behind every challenging behavior is an unsolved problem or lagging skills.”

“When lagging skills are invoked as excuses, the door slams shut on the process of thinking about how to teach the kid the skills he lacks.”

“Kids who haven’t responded to natural consequences don’t need more consequences”

BUT, when we change our philosophy to KIDS DO WELL IF THEY CAN we can work to identify those lagging skills, program to teach those skills and avoid coercive consequences.



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Collaborative Problem Solving

Website: <http://www.livesinthebalance.org>

Model (1) for Collaborative Problem Solving

- 1) Step 1: Identify, Define, and Diagnose the problem or Need
- 2) Step 2: Generate Alternative Solutions
- 3) Step 3: Evaluate Alternatives
- 4) Step 4: Select the Best Alternatives
- 5) Step 5: Implement the Solution
- 6) Step 6: Evaluate: Feedback or Corrective Action???

Model (2) for Collaborative Problem Solving

(Review plan regularly and evaluate it w/ child regularly)

- 1) Share Perspectives
- 2) Define the Issues
- 3) Identify the Interests
- 4) Generate Options
- 5) Develop a Fair Standard or Objective (measurable) Criteria for Deciding
- 6) Evaluate Options and Reach agreement

Backbone of SEL

It starts with the adults building their skills and changing their mindset to look at what is going well to begin to building emotional intelligence.



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System of SEL

Tier's

Year's

Tier 1:

Year 1:

Tier 2:

Year 2:

Tier 3:

Year 3:



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