

Universal Classroom Supports



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Access today's presentation here:
<https://bit.ly/38Rj00g>

Like Me!

Process:

Each time you hear a statement that pertains to you:

- Stand up!
- Look around and make a connection.



Welcome

OUTCOMES

By the end of this session, participants will:

Understand the importance of Universal Classroom Supports for the learning of all students.

Describe the six universal critical components for successful classrooms, universal instructional practices, and systems that support implementation.

Reflect and plan how to grow the current use of Universal Classroom Supports in your environment.

RESEARCH BEHIND THE PRACTICE

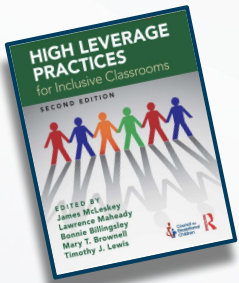


Universal Classroom Supports, was positively reviewed as a research-based practice in 2015 by the US Office of Special Education Programs. They released a brief that summarized the research on evidence-based, proactive and responsive classroom strategies called, “Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers.”



Research-based practices by Hattie/Marzano/Lemov, as referenced by the Missouri Educator Evaluation System.

High Leverage Practices for Inclusive Classrooms (2nd ed.), as reviewed as a research-based practice by the HLP writing team of the Council for Exceptional Children and CEEDAR Center.



HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student’s Strengths and Needs

HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment

HLP 8: Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior

HLP 17: Use Flexible Groupings

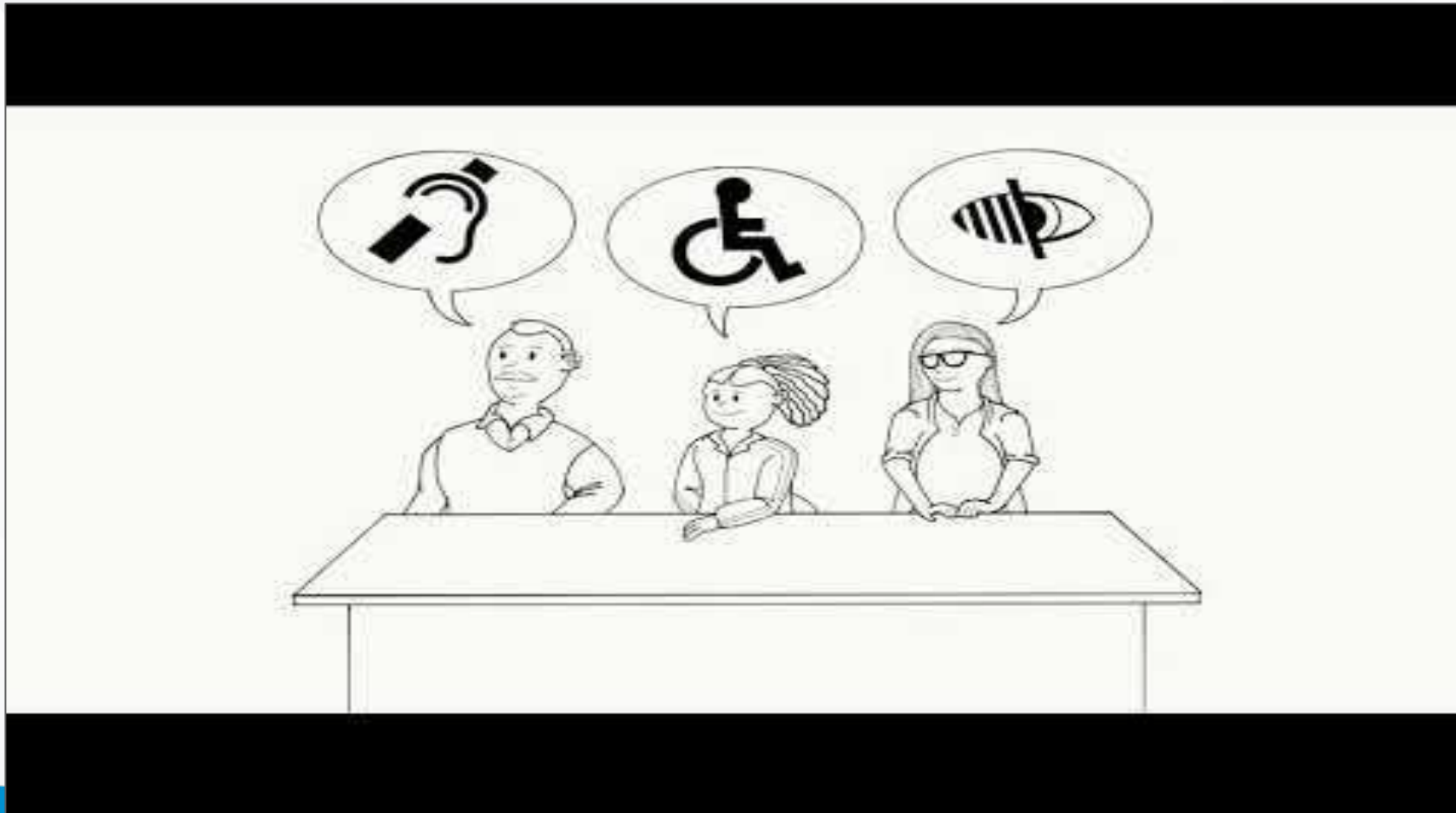
HLP 18: Use Strategies to Promote Active Student Engagement

HLP 22: Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior

Agenda

- ☐ Welcome and Outcomes
- ☐ Universal Classroom Supports Overview
- ☐ Critical 6 Classroom Components
- ☐ Instructional Strategies and System Supports
- ☐ Review and Commit

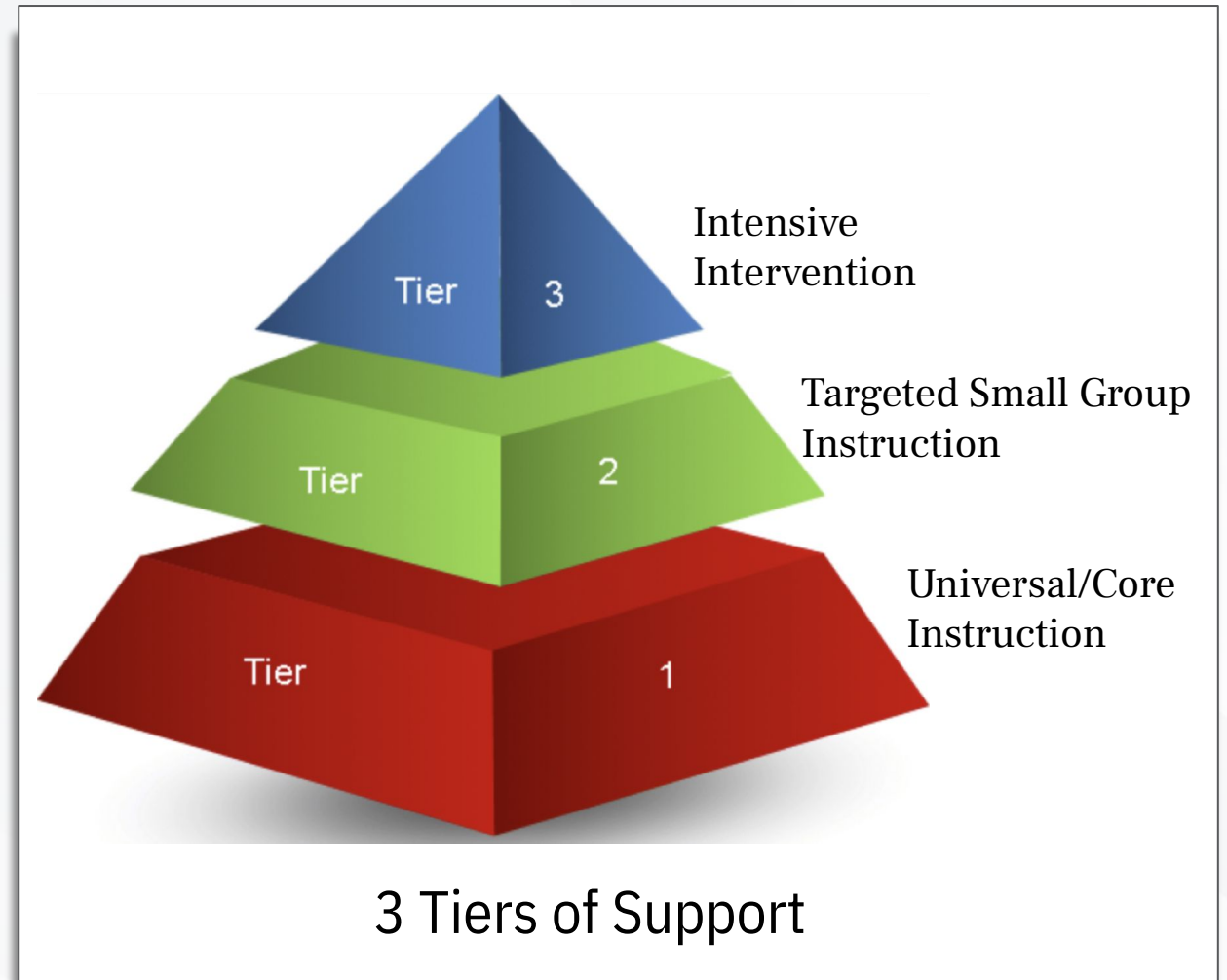
Framing Our Thinking



Tier 1 Level Supports

Universal Classroom Supports

are academic and behavioral practices that are provided at a core level to effectively address the needs of all students. They establish the foundation for delivering regular, proactive support to all students.



Why Universal Classroom Supports

Improves social, emotional, behavioral and academic outcomes.

Establishes regular, proactive support to increase learning.

Achieves positive outcomes for **all** students, including those with various abilities and from diverse backgrounds.

Promotes a positive school climate, safe learning environment, and trusting & respectful student-teacher relationships.

<https://pbissmissouri.org/wp-content/uploads/2020/03/2019-20-SW-PBSTier1-IG-3.26.20.pdf>

Use this Universal Classroom Supports [note taking tool](#) to gather your ideas throughout this session.

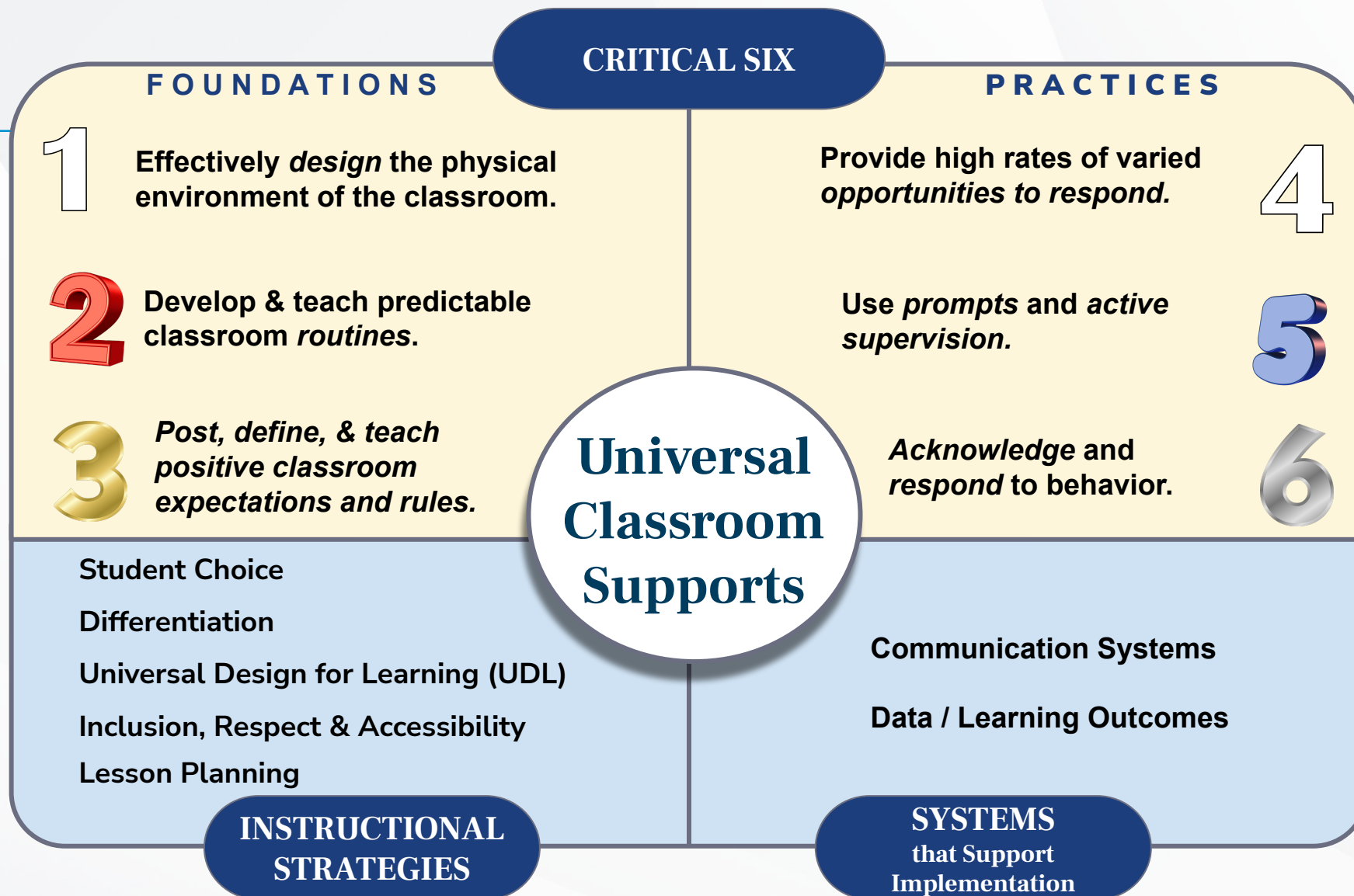
Process:

“Stop and Jot” your thoughts.

Reflection Question: How will the use of Universal Classroom supports in all classes impact your building goals?



**Activate
and
Engage**

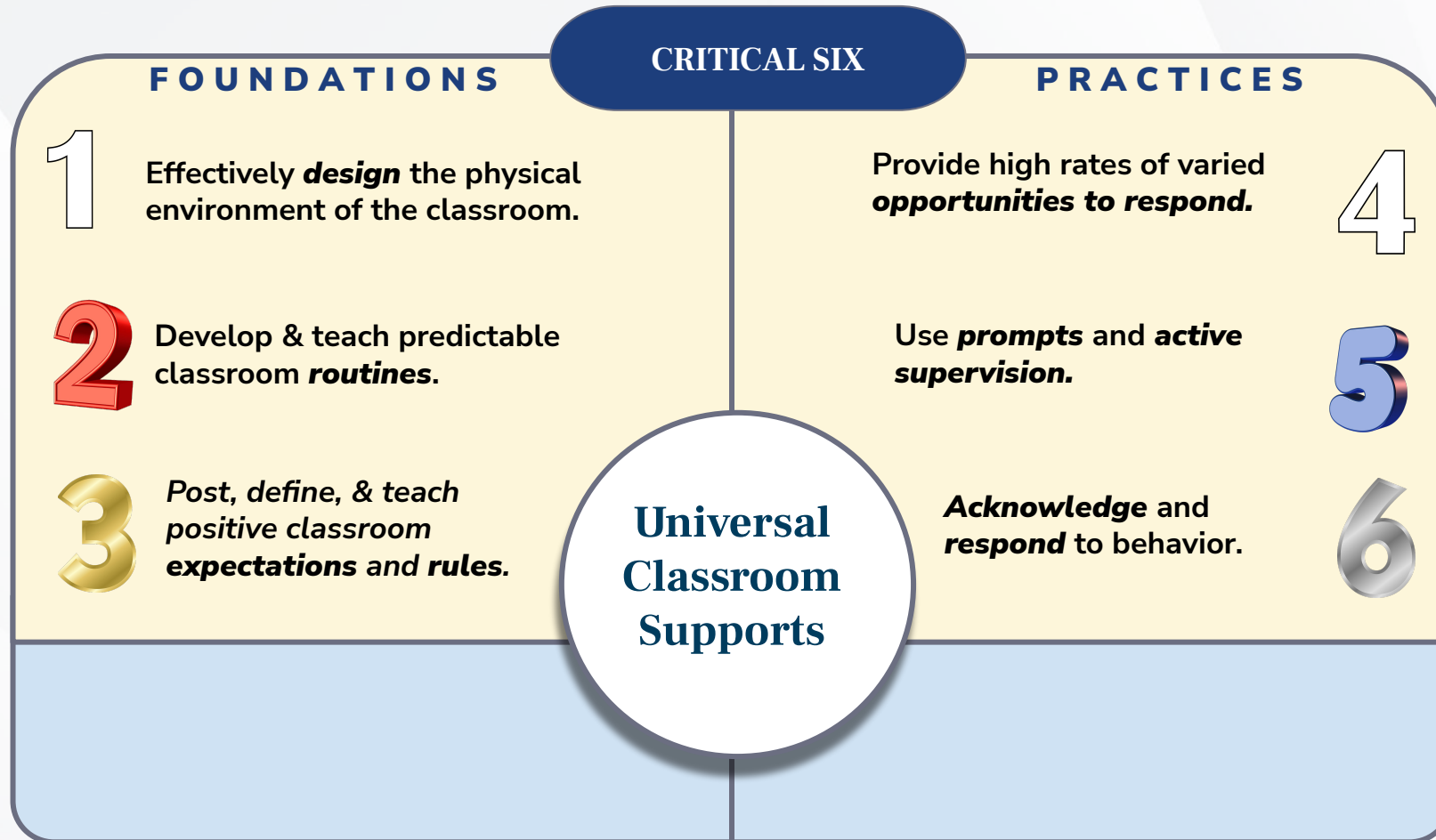


Adapted from Simonsen, Freeman, Goodman, et al. (2015). Support and responding to behavior: Evidence-based classroom strategies for teachers, U.S. Office of Special Education.



The Critical 6 Classroom Components

Critical 6: Foundations and Practices



Adapted from Simonsen, Freeman, Goodman, et al. (2015). *Support and responding to behavior: Evidence-based classroom strategies for teachers*, U.S. Office of Special Education.

Effectively design the **Physical Environment** of the classroom.



Component 1

Why is this good for all students?

- The physical design is a way to help meet the needs of all learners and supports the flow of teaching.
- Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment.
- Arranging the classroom environment to deliver instruction promotes learning.

What does it look like in practice?

Design Supports Learning Outcomes

Additional look-fors:

Appropriate lighting

Age-appropriate furniture and materials

Accessible technology

Calming corners or spaces

Clearly defined learning spaces where learning goals and strategies are visually posted.

Orderly & clear of clutter.

All materials are easily accessible for all students.

Opportunities for movement & clear path for mobility.

Arranged in ways that easily allow for students to work in pairs, triads and/or groups.

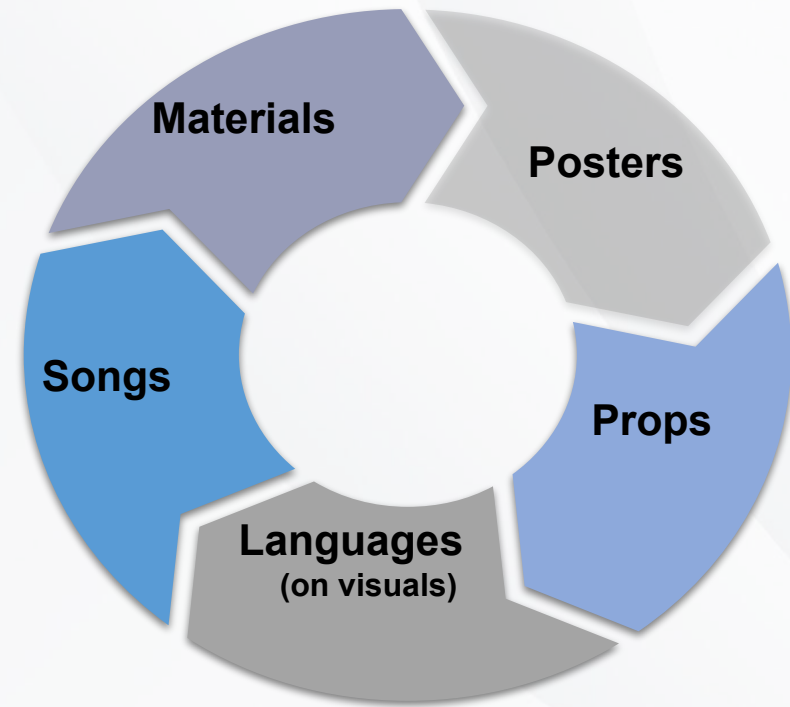
What does it look like in practice?

The classroom or space represents the children and youth who are being served.



The classroom or space should include multicultural materials and student work displayed.

Diverse representations of culture and abilities through:



Readily available culturally relevant materials including books, pictures, visuals, etc.

Develop and teach predictable **Routines**.

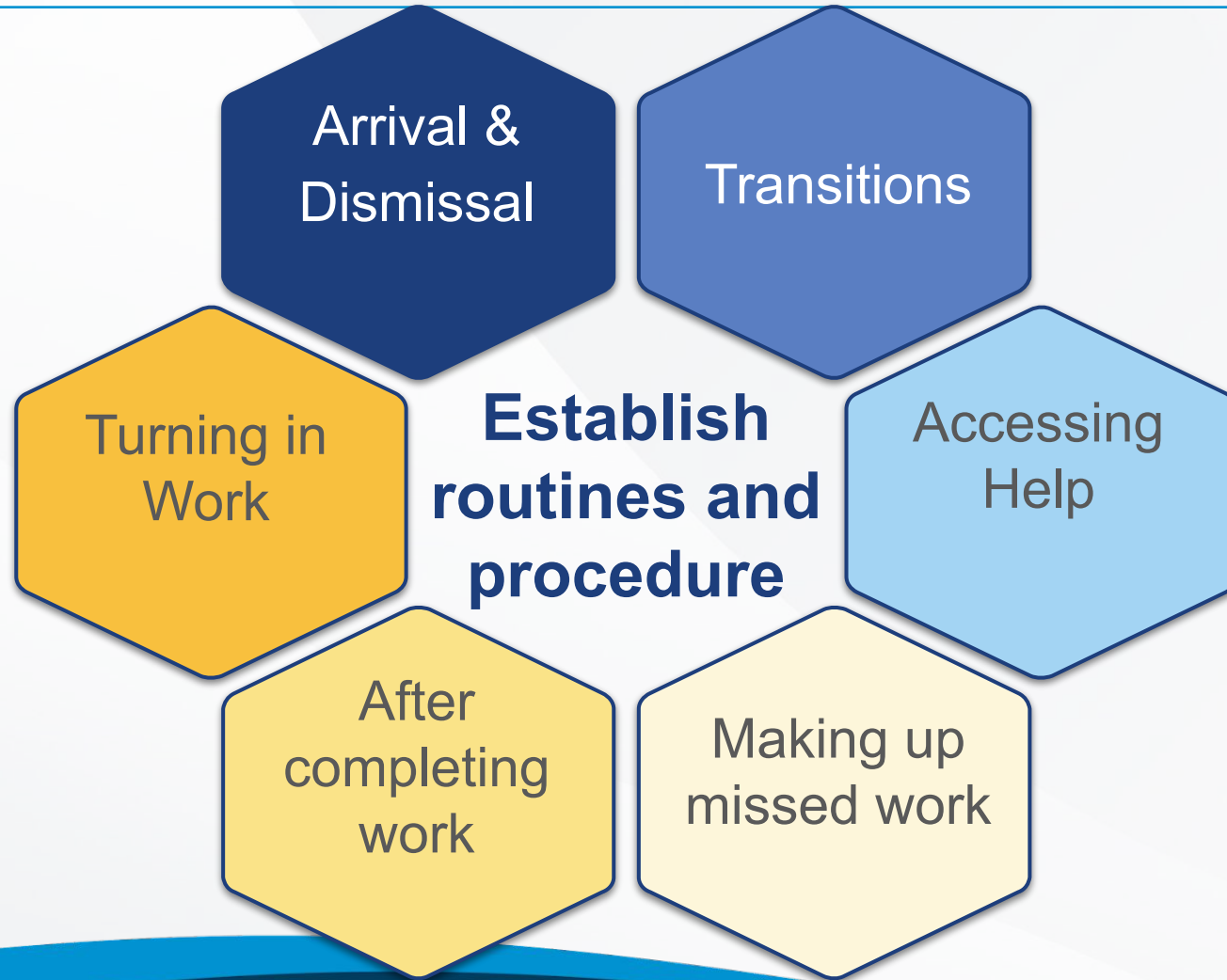
Component

2

Why is this good for all students?

- Establishing classroom routines and procedures increases structure and predictability for students.
- When clear routines are in place and consistently used, students are more likely to be engaged with learning and less likely to demonstrate problem behavior.
- Instructional time and student learning is enhanced by teachers' developing basic classroom routines and procedures.

What does it look like in practice?



Class Schedule

Provides structure and predictability.

Makes abstract time concepts, such as “later”, “next”, or “last”, more concrete.

Helps students transition from one activity to the next.

What does it look like in practice?

Attention Signals

Variety of attention signals are consistently used during transitions and to regain attention of the group across multiple environments and settings.

Hand Signals
paired with a
verbal statement.

Timers

Light Changes

Call & Response

**Music turning
on and/or off**

Post, design, and teach **classroom expectations and rules.**

Component

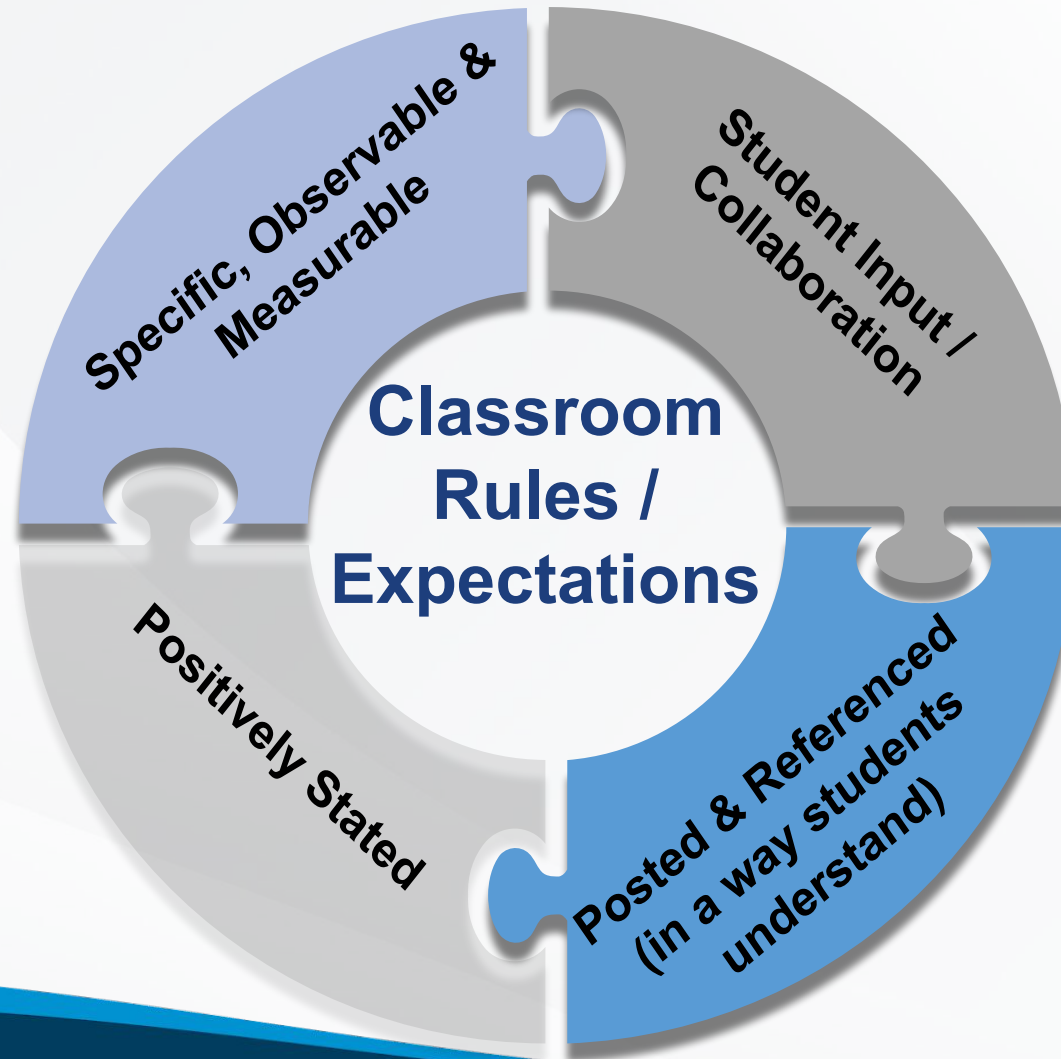
3

Why is this good for all students?

- Having clear, identified classroom expectations and rules sets the stage for students to be successful and facilitates opportunities for teachers to have positive interactions rather than corrective exchanges with students.
- A dependable system of rules and expectations provides structure for students and helps them to know what to do and what is expected.
- Teaching rules and expectations to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement.

What does it look like in practice?

Define, post and teach 3-5 positive classroom expectations.



If your building has established school wide expectations, classroom rules can be aligned to promote consistency across all settings.

Provide high rates of **varied opportunities to respond**.



Why is this good for all students?

- Increased rates of opportunities to respond supports student on-task behavior while decreasing disruptive behavior.
- Teachers' use of varied opportunities to respond improves academic and learning outcomes.
- One of the most powerful ways to engage students is to let them take charge of their own learning.

What does it look like in practice?

Opportunities to respond optimize time for instruction and increases learning.



Opportunities to respond can be individual, choral, gestural, written, or verbal.

A variety of groupings used at different times as determined by student skills, prior knowledge and/or interest.



Individual
Pairs
Small group (same or mixed ability)
Whole-class

Technology integrated into instruction to promote student engagement.



Digital citizenship should be taught and reviewed frequently.

Use prompts and active supervision.



Why is this good for all students?

- Prompts and active supervision set students up for success.
- Active supervision creates frequent opportunities to monitor students for success or provide the needed prompting.
- Opportunities for interaction and building relationships are facilitated through prompts and active supervision.

What does it look like in practice?

Verbal & Non-Verbal Prompts

Preventative

Take place before the behavior response occurs

P

Understandable

The prompt must be understood by the student

U

Observable

The student must distinguish when the prompt is present

O

Specific & Explicit

Describe the expected behavior (and link to the appropriate expectation)

S

What does it look like in practice?

Reinforce the Behavior (Individual)

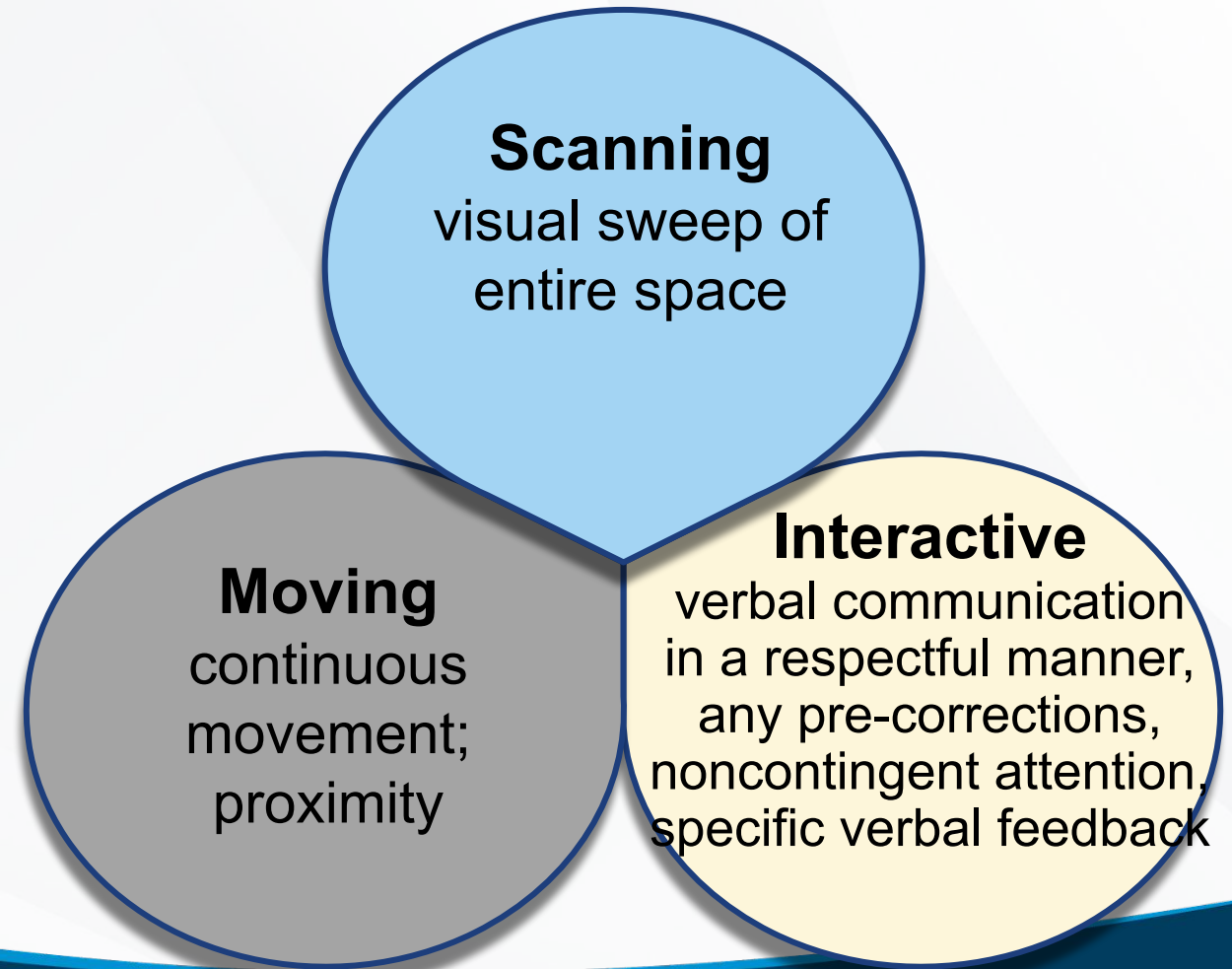
Recognizing someone for demonstrating a specific behavior.



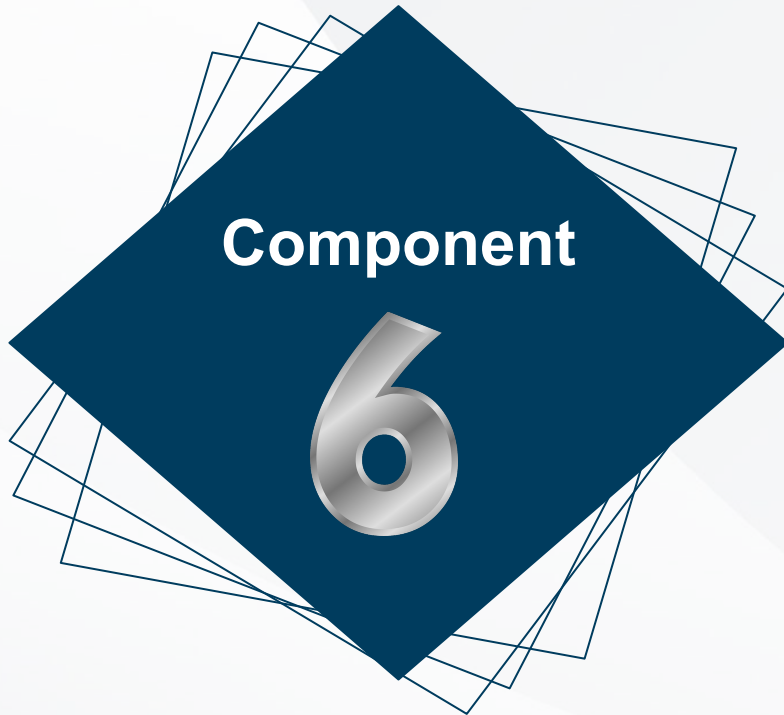
Reinforce the Behavior (Group)

All students have the opportunity to meet the same expectation and earn the same reward; works well when targeting a specific group behavior.

Active Supervision



Acknowledge and respond to behavior.



Why is this good for all students?

- Contingent praise is associated with increases in a variety of behavioral and academic skills.
- Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors and increasing future success rates.

What does it look like in practice?

4:1 Ratio

positive
interactions to
negative or
corrective
interactions

Feedback

sincere,
immediate,
and specific

Praise

understandable,
meaningful,
sincere, and
**specific to the
behavior**

Corrective Feedback

brief description
of incorrect
behavior and
then offer what
can be done
differently

3-2-1

Process:

- Respond to the questions below:
 - What are **3** big ideas from the Critical 6?
 - What are **2** examples you plan to look for?
 - What is **1** question you have?
- Discuss one idea with a shoulder partner.
- Share at your table.

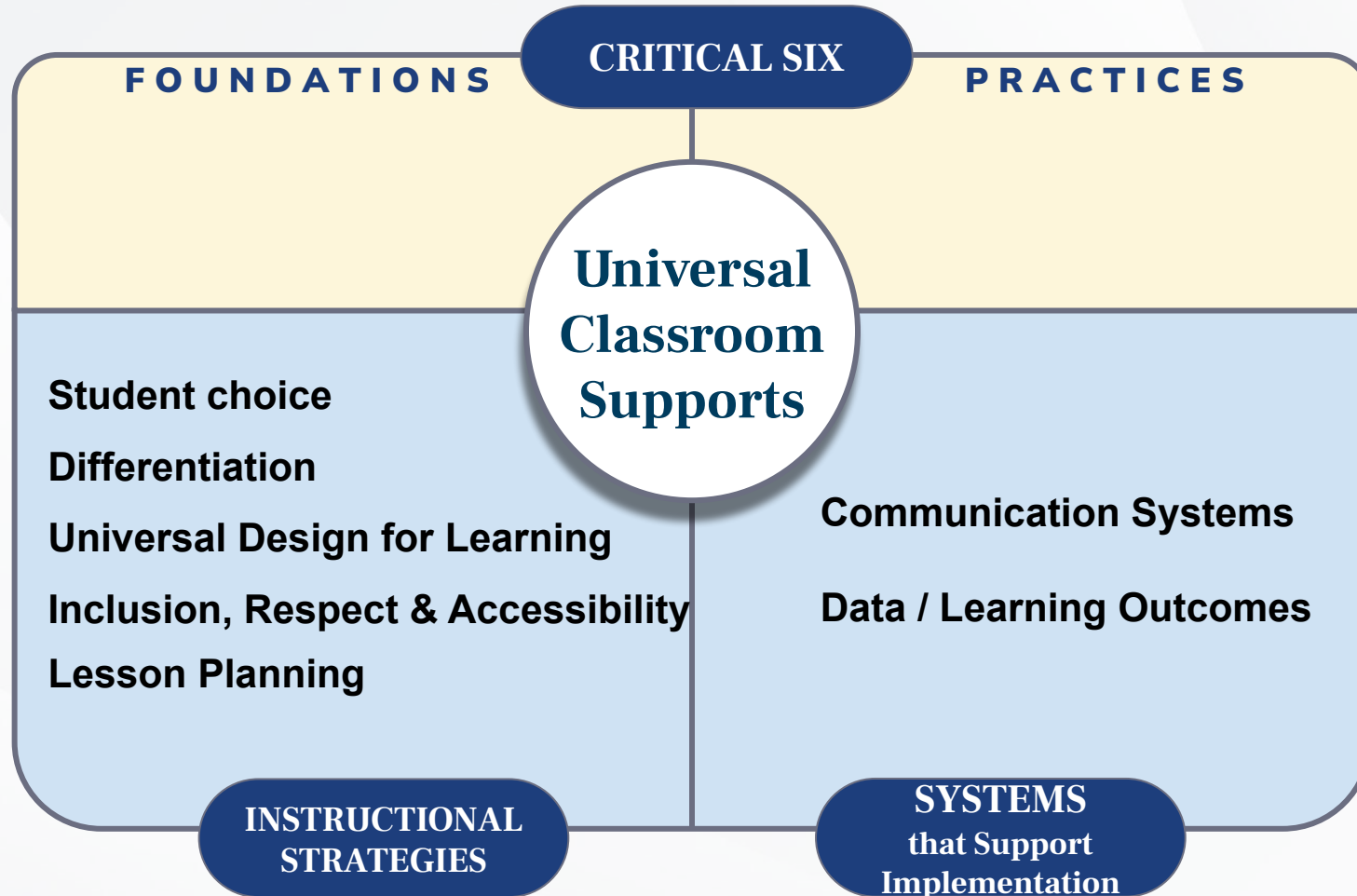


**Organize
and
Integrate**



Instructional Strategies and System Supports

Instructional Strategies and System Supports



Adapted from Simonsen, Freeman, Goodman, et al. (2015). Support and responding to behavior: Evidence-based classroom strategies for teachers, U.S. Office of Special Education.

Incorporate **Instructional Strategies** into the learning process.



Why is this good for all students?

- Flexibility in the ways students access material and showing what they know improves academic performance.
- Students become independent, strategic learners.
- Effective instructional strategies help students become actively involved in the learning process.
- Instructional strategies also support students in reaching their learning objectives.

What does it look like in practice?

Use **Universal Design for Learning (UDL)**.

Instruction is skillfully **differentiated** for a variety of learners.

Student choice embedded into instruction.

Daily, weekly, and yearly **lesson planning** in academics, social skills, functional and vocational skills.

Methods, processes, & tools to support two-way **communication**.



Why is this good for all students?

- Two-way communication: including information sharing, a feedback loop, and voice from stakeholders encourages a team-based approach for student support.
- Builds relationships between all stakeholders: students, families, and staff.

A **data-based system** to monitor and assess student outcomes.

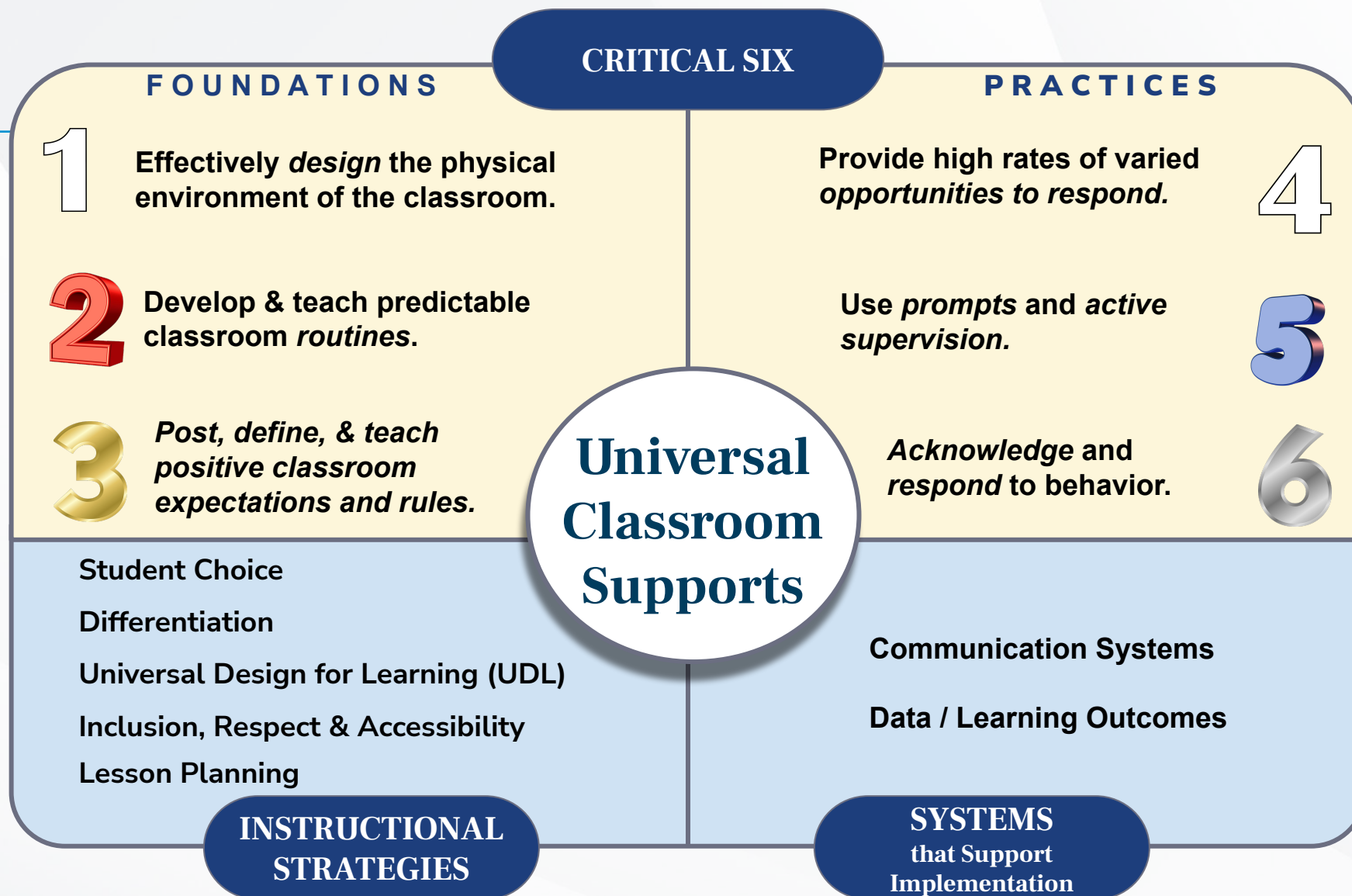
A graphic consisting of a stack of dark blue diamonds. The top diamond is the most prominent and contains the text 'Support System' in white and a large blue number '2'. The diamonds behind it are slightly offset and lighter in color, creating a sense of depth.

**Support
System**

2

Why is this good for all students?

- Ongoing data review informs outcome-based instruction focused on student need.
- Gathering behavior and academic data allows teachers to improve instruction and in turn improve student learning.



Adapted from Simonsen, Freeman, Goodman, et al. (2015). *Support and responding to behavior: Evidence-based classroom strategies for teachers*, U.S. Office of Special Education.

Road Sign Synectic

Process:

Select a road sign (or come up with your own) and create a synectic.



“Universal Classroom Supports are like _____ because ...”

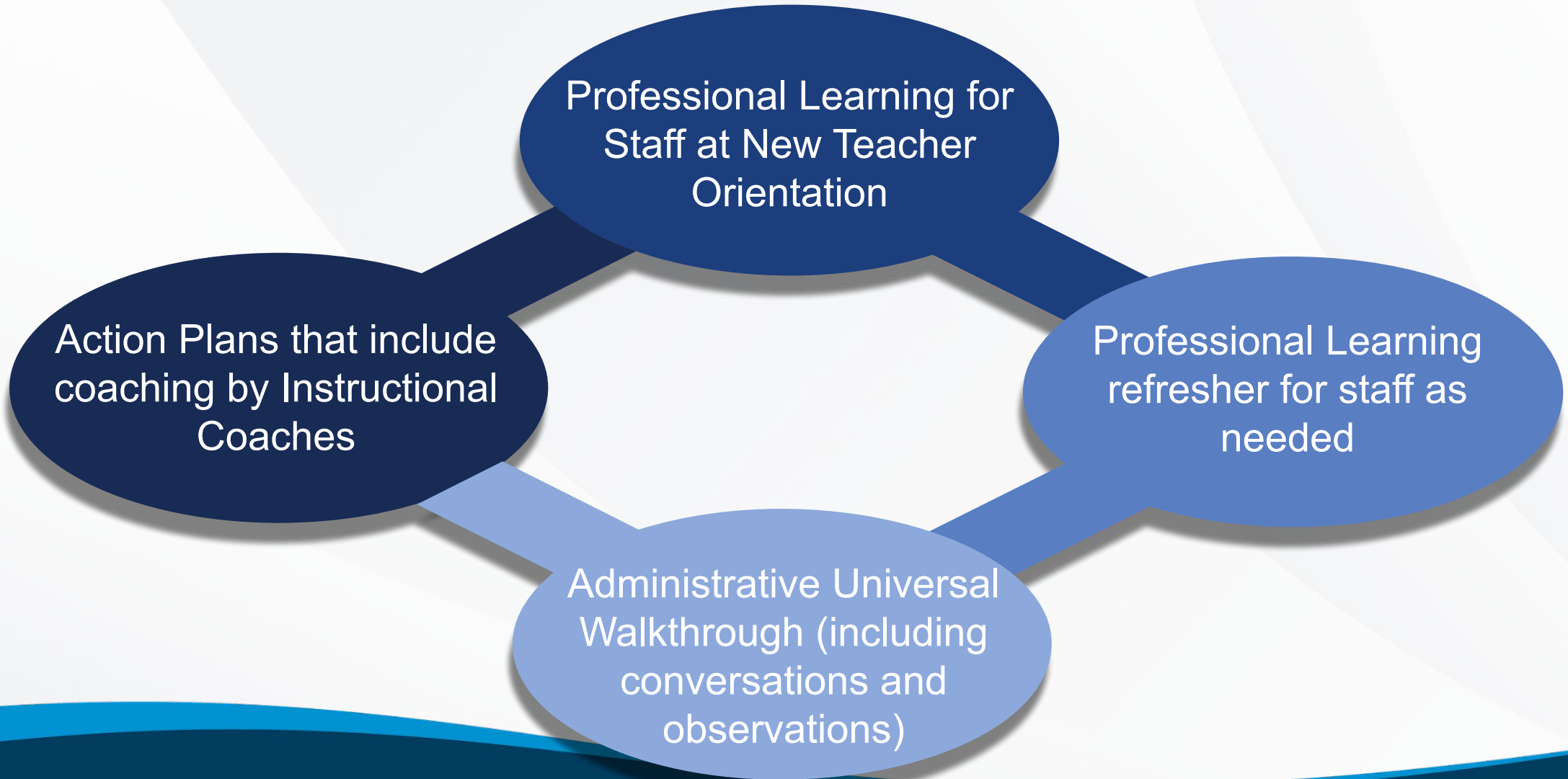
Share your connection at your table.

**Organize
and
Integrate**



Wrapping up: Review, Next Steps

SSD Supports for Universal Classroom Supports



RESOURCES AND SUPPORTS AVAILABLE

SSD Universal Classroom Supports Site

Missouri Schoolwide Positive Behavior Support [Tier 1 Implementation Guide](#)

SSD Instructional Coaches
and MTSS Facilitators

[Supporting and Responding to Behavior:
Evidence-based Classroom Strategies for Teachers](#)

Next Steps

Process:

On your note taking tool,

- **Rank** where your building is for each section of Universal Classroom Supports.
- **Identify** strengths and areas of growth.
- **Create** possible action steps.

COMMITMENT



**Reflect
and
Plan**

OUTCOMES REVIEW

By the end of this session, participants will:

Understand the importance of Universal Classroom Supports for the learning of all students.

Describe the six universal critical components for successful classrooms, universal instructional practices, and systems that support implementation.

Reflect and plan how to grow the current use of Universal Classroom Supports in your environment.

Thanks!

