

New Special Education Teacher Webinar Series

Basic Classroom Management

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



Teacher Listserv

The screenshot shows the Mississippi Department of Education website. At the top, there is a navigation bar with links for Home, About MDE, News & Media, MS Schools, Reports, Public Notices, Careers, Contact Us, and a dropdown menu for Select MDE Office. Below the navigation bar, there is a search bar and a main content area. The main content area is divided into several sections: 'IN THIS SECTION' with a list of links, 'Special Education' with a paragraph of text, 'Resources for Parents' with a paragraph of text, and 'Resources for Teachers' with a paragraph of text. A blue arrow points to the 'Resources for Teachers' link.



Overview



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Target Audience

This webinar series is intended for special education teachers with 0-3 years experience. However, it is available to anyone who would like to participate.



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Purpose

- To provide support and guidance to new special education teachers on a consistent basis throughout the school year
- To address the topics and issues that are relevant to new special education teachers in a timely manner



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Registration and Dates

Registration link:

<https://attendee.gotowebinar.com/register/8555677492844037122>

The webinar will be the **first Thursday** of every month at 3:00 p.m.

October 5, 2017

February 1, 2018

November 2, 2017

March 1, 2018

December 7, 2017

April 5, 2018

January 11, 2018



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Recordings

- For those who are not able to participate in the live webinar, the recordings will be posted to the Office of Special Education's website along with any supporting documents that may be referenced during the webinars.
- The webinar recordings can be found by clicking on the following link: www.mdek12.org/ose/training/webinars.



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Format

- **Hot Topics** will address any new initiatives or important updates in special education.
- **Do Now** will provide teachers with a “To-Do List” of time-sensitive tasks.
- **Did You Know** will address specific special education topics.
- **FAQ** will answer questions submitted by participants.



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Questions

- Submit questions to be addressed during the FAQ section of each webinar to scoon@mdek12.org by the Friday prior to the first Thursday of each month.
- Put **New Special Education Teacher FAQ** in the subject line.



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Hot Topics



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Did You Know?

- Graduation Options regional meetings for special education directors are scheduled around the State throughout the month of October and November.
- Guidance for Discontinuation of the MS Occupational Diploma resources can be found at the following link:
<http://www.mdek12.org/ESE/secondary-education/new-diploma-endorsement-options/resources>
- Scroll down to the August monthly webinar for an overview of the new graduation options.



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Do Now



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Do Now

- Consider reconvening the IEP committee for any student who is showing lack of adequate progress or has discipline issues.
- Check that reevaluation dates are in compliance with the 3-year timeline.
- Prepare for progress monitoring before and after Thanksgiving break to collect data for ESY determination.
- Check MSIS rosters and information for correct dates, SCD determinations, LRE placements, etc. in preparation for the December 1 child count.



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Did You Know?



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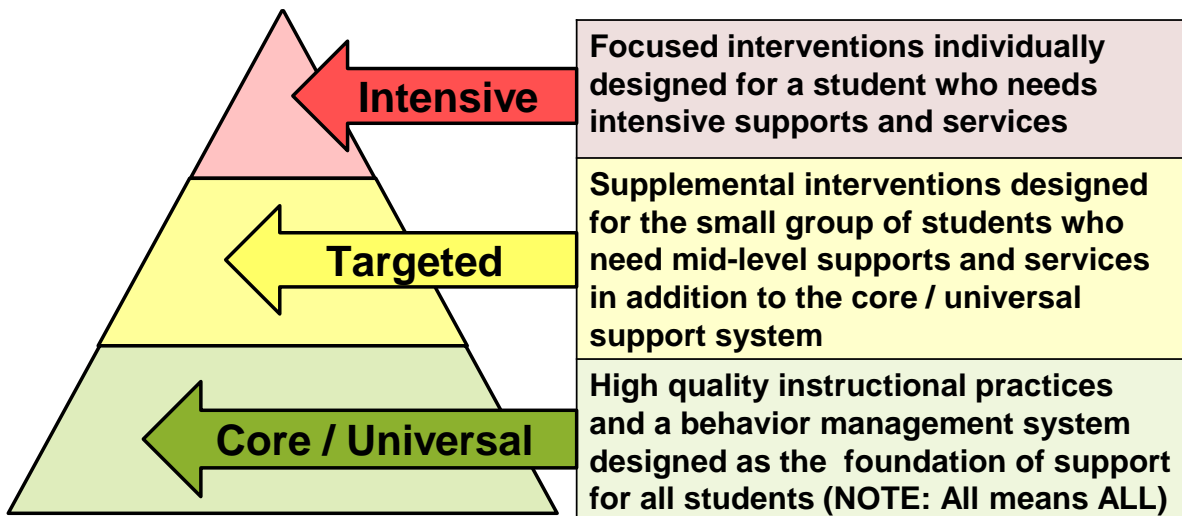
Support Systems

Effective multi-tiered systems of support (MTSS) are associated with increases in overall school climate, school safety, academic engagement, academic achievement, and fewer suspensions and dropouts.



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Defining the Multiple Levels of Support



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Overview: Level 1, Universal Supports

- Set of school-wide expectation and behaviors are defined and taught
- Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging problem behaviors
- Procedures for encouraging school-family partnerships



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Level 1: Classroom Management

Key features of a managed classroom:

1. Instructional / Curricular Management
2. Environmental Management
3. Proactive Behavior Management

(Sugai, 2007; www.pbis.org)



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Instructional Management

- High quality, professional educators with content mastery
- Well developed lesson plans designed to meet the needs of all students and actively engage learners
- Instructional supports and materials to enhance learning
- Differentiated practices providing student choice & voice
- Partnerships (like Co-Teaching) that create inclusive and equitable practices
- System to evaluate effectiveness and drive decision-making



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Environmental Management

Minimize crowding and distraction

Design environment to encourage appropriate behavior:

- Arrange furniture to allow easy traffic flow.
- Ensure adequate supervision of all areas.
- Designate staff & student areas.
- Seating arrangements (classrooms, cafeteria, etc.)

(Sugai, 2007; www.pbis.org)



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Routines

Maximize structure and predictability

- **Teacher routines:** volunteers, communications, movement, planning, grading, etc.
- **Student routines:** personal needs, transitions, working in groups, independent work, instruction, getting materials, homework, etc.

(Sugai, 2007; www.pbis.org)



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Expectations

State, teach, review, and reinforce positively stated expectations.

- **Establish** behavioral expectations/rules.
- **Teach** rules in context of routines.
- **Prompt** or remind students of rule prior to entering natural context.
- **Monitor** students behavior in natural context & provide specific feedback.
- **Evaluate** effect of instruction - review data, make decisions, & follow up.

(Sugai, 2007; www.pbis.org)



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Supervision

Actively and Continuously Supervise

- Move
- Scan
- Interact
- Remind/pre-correct
- Positively acknowledge

(Sugai, 2007; www.pbis.org)



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Praise and Acknowledgement

Provide more acknowledgements for appropriate than inappropriate behavior.

- Maintain at least **4 to 1** praise ratio
- Interact positively once every 5 minutes
- Correct rule violations without shaming, disrespect, or aversive measures
- Systematically reinforce rule following

(Sugai, 2007; www.pbis.org)



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Behavior Enhancement Strategies

- These are strategies used to reinforce the behaviors you want to see
- These strategies focus solely on enhancing the likelihood that the student will perform a task appropriately or to the desired level of expectation
- Shaping of behavior is the primary focus
- Over time, reinforcements and prompts are faded



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Examples of Enhancement Strategies

- Token Economy System
- Level System
- Contingency Systems
- Praise
- Prompting
- Redirection
- Pre-correction



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Behavior Reduction Strategies

- These are strategies used to reduce the prevalence of behaviors that are unwanted, inappropriate, or that do not meet the established level of expectation that has been taught.



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Examples of Reductive Strategies

- Behavioral Contracts
- Time-Out
- Overcorrection / Positive Practice
- Response Cost
- Redirection
- Pre-correction
- Prompting
- Procedural Practice
- *Detention*
- *Office Discipline Referrals*
- *Suspension*



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FAQ



FAQ

Q: Do all EmD Students need an FBA and a BIP?

A: Not all students with EmD must have an FBA or BIP, but most of them will. Generally, if the child was ruled eligible for special education through the tier process, then he/she would have an FBA/BIP as part of tier 3. Additionally, the requirements for being ruled EmD involve functional assessment components. It would probably be good to do an FBA as part of that process. Policy states that the IEP Committee is required to consider the use of positive behavioral interventions and supports (PBIS) and other strategies for students whose behavior impedes learning. If whole school or whole class strategies are ineffective and a student needs more intensive supports, conducting an FBA and implementing a BIP would be considered the use of PBIS.



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FAQ

- Q2. Must all students with an Emotional Disability receive psychological services or counseling as a related service?
- A2. No. The type of supports any student with a disability needs is determined on a case by case basis by the IEP Committee. Determination of services, including the need for counseling supports, must be individualized to each student's specific need. An eligibility category does not determine specific services.



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