

Career Technical Education for Students With Disabilities Webinar Series

Co-Hosted by:

Penn State College of Education, Workforce Education and Development
The National Technical Assistance Center on Transition (NTACT), and
The Association for Career & Technical Education (ACTE)



Classroom Management, Behavioral Supports, and Reflective Teaching



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Dr. Adam Bauserman

Dr. Bauserman has been an educator for over 20 years. He has worked as a Teacher, Specialist, and Leader in both General and Special Education. Dr. Bauserman has also been a University Instructor and Project Coordinator for the Indiana Department of Education. He currently is a Senior Education Consultant for Review360 and a founding partner of Epic Decisions, LLC. His fields of interest are behavior disabilities, transition, and classroom management.



Background on Classroom Management, Behavioral Supports, and Reflective Teaching

- Know Your Classroom Management Style
- Know the Systematic Design Behaviorally for Your School
- Strengths of Behavioral Management
- Known Areas of improvement with Behavioral Management
- Reflective Practices

Classroom Management and School-wide Approach

- Classroom Management Design
 - Rules Driven Approach – use the Rule and Expectations to guide your management
 - Relationship Development Approach – build relationships with students to learn more about them to guide your management
 - Setting, Structure, Motivation, Interchange, Engagement, Excitement
 - Setting – how you design your physical classroom
 - Structure – how you design processes and procedures of your classroom
 - Motivation – how you get students to learn, work, and perform in your classroom
 - Interchange – how you interact and talk with your students
 - Engagement – how you design your day to have students be involved in the daily activities
 - Excitement – the presence that you bring to the classroom and get students excited to be there
- School-wide Approach
 - PBIS – Positive Behavioral Interventions and Supports
 - Ex. - ROAR: Respect, Ownership, Appreciate, Responsibility
 - MTSS/RTI for Behavior
 - MTSS – Multi-Tiered Systems of Support
 - RTI for Behavior – Response to Intervention for Behavior

Do you know your strengths and areas of improvement in these areas?

Reflective Practices

- Constant and Consistent Assessment of Behavioral Management Practices
 - Make sure to review periodically how your management system is working
 - How many Classroom Incidents you have had?
 - How many Office Referrals have you written?
 - Your management style must be consistent each day
 - Inconsistencies create larger problems within your daily classroom management
 - Students need to be sure of classroom expectations and consequences within your classroom
- What Works and What Doesn't Work
 - Are students responding to your style?
 - Do you have the same students not embracing your classroom management style?
- Why Did it Work Last Week?
 - Students change and your style may need to adjust with those changes
 - Has your style been consistent?
- General Practices Don't Always Work for Everybody...
 - Global Praise or Correction can cause issues within your Classroom Management approach
 - Great Job – this can be misleading if all the students didn't do a Great Job: Reinforces Misbehavior
 - Be Quiet and get to Work – this can frustrate students who are performing, yet still being asked to do it

Importance of Classroom Management: Effective Teaching, Behavior Management and Classroom Climate



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Importance of Classroom Management

(Effective Teaching, Behavior Management and Classroom Climate)

- Establishes an effective learning environment
- Contributes to student achievement
- Minimizes behavior challenges
- Decreases teacher stress
- Increases teacher job satisfaction

“...good classroom management, like surgery, requires precision – no random cuts, no rambling comments. Above all, a teacher demonstrates self-discipline and good manners...He/She lives by the law of compassion, even when challenged by children to defy it.”

Ginott (1972)

Effective Teaching

- Positive expectations for *all* students
- Effective classroom management
- Planning, instruction and assessment
- Evidence-based strategies
- Collaboration with colleagues

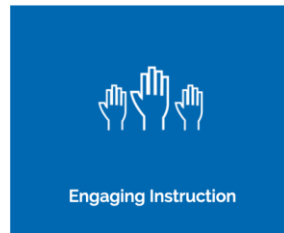
Effective Teaching

Considerations

- Universal Design for Learning (UDL)
- Differentiated Instruction (DI)
- MTSS/RTI

Resources

- **High-Quality CTE Tools**
 - Engaging Instruction
 - Micro Webinars: High-Quality CTE Programs of Study - Engaging Instruction
- **IRIS Center**
 - PD resources, modules, activities, evidence-based practices



Behavior Management



- What about behavior?
 - How to prevent behavior challenges?
 - How to respond to behavior challenges?
-

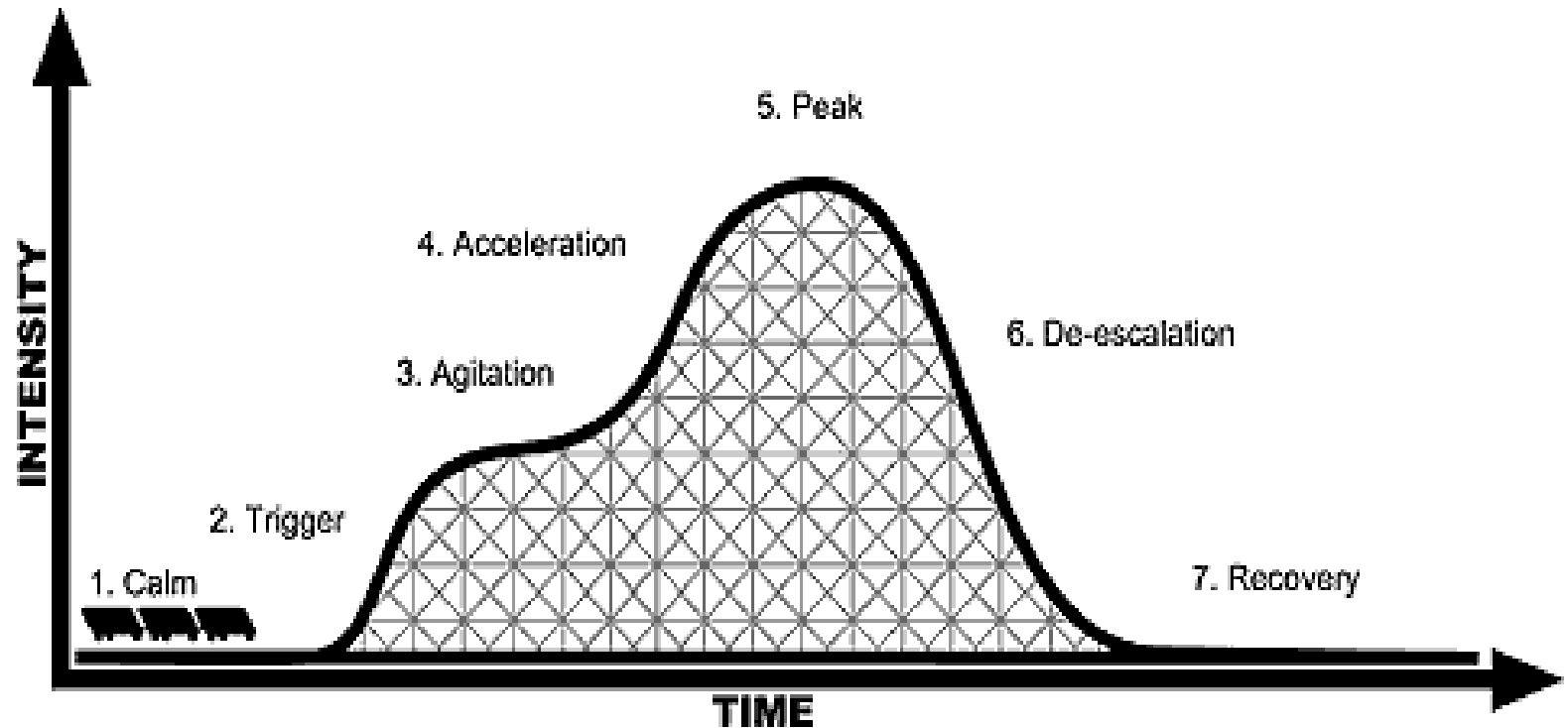
1. Strategies (preventive, supportive, corrective)
2. The Acting Out Cycle
3. Teamwork / Collaboration

Behavior Management - Strategies

- **Preventive** – Minimize misbehavior by keeping students engaged. Preventive strategies help maintain a positive day-to-day routine.
 - Plan lessons and have materials ready, develop rules, routines and procedures and teach them to students.
 - “withitness” Be aware of what is happening in the classroom and respond to situations in a timely manner.
- **Supportive** - Assist students by helping them get back on task.
 - Intentionally teach conflict resolution, self-control, communication skills, social skills, decision-making and responsibility for ones’ actions and choices.
- **Corrective** - Respond to students not following classroom and/or school rules.
 - Distracting behaviors, *Target-stop-do*
 - Controlling behaviors, *“To you to me” statements or Business Like Consequences (related, reasonable, respectful, and reliably enforced)*
 - Angry/violent behaviors, *Restitution (consequence)*

Behavior Management – The Acting Out Cycle

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery



The IRIS Center. (2005). *Addressing disruptive and noncompliant behaviors (part 1): Understanding the acting-out cycle*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/bi1/>

Behavior Management – The Acting Out Cycle

1. **Calm** - cooperative, engaged and responsive
2. **Triggers** - stress, tired, ill, argument with friend or teacher, confused
3. **Agitation** - begins to disengage from instructional activities
4. **Acceleration** - argumentative, refuse to do work, low quality work
5. **Peak** - behavior is out of control
6. **De-escalation** - withdraw, denial, confusion, less agitated, often responsive
7. **Recovery** - subdued, quiet – Debrief is critical!

The IRIS Center. (2005). *Addressing disruptive and noncompliant behaviors (part 1): Understanding the acting-out cycle*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/bi1/>

Behavior Management – Collaboration


- Collaboration – *You are a member of a team!*
- Communication – *CTE and SPED teachers should be talking to each other regularly.*
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plans (BIP)




Classroom Climate

Classroom climate involves the cognitive, behavioral, social-emotional, and physical aspects of a classroom. These aspects impact the mood, standards and organization of the classroom and the learning and functioning of students. Your classroom management plan, teaching style and interactions with students set the tone of your classroom.

Establish

- 
- Classroom Management Plan (rules, routines and procedures)
 - Interactions with Students (style, strategies, responses)
 - Teaching Methods / Effective Teaching (style, strategies)

Reflect

- 
- What is working?
 - What is not working?
 - What have students achieved?
 - What do you want students to achieve?

Adjust

- Change
- Grow and Improve
- Data driven
- Goal driven

Now what?

Tying it all together

Collaboration between Special Educators and CTE Educators

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Everybody is talking about HLPs



But what are they?

22 HLPs

- Collaboration (3)
- Assessment (3)
- Instruction (12)
- Social-Emotional/Behavioral (4)

To be an HLP: The practice must

- ✓ Be fundamental to effective teaching
- ✓ Used frequently by teachers
- ✓ Cut across instructional content
- ✓ Apply to many age levels
- ✓ Apply to different types of learners
- ✓ Improve student outcomes

HLPs: Social/Emotional/Behavioral



- ✓ Establish a consistent, organized, and respectful learning environment.
- ✓ Provide positive and constructive feedback to guide students' learning and behavior.
- ✓ Teach social behaviors.

Establish a Consistent, Organized, and respectful learning environment

- ✓ **Component 1:** Classroom expectations and rules should be defined and taught
- ✓ **Component 2:** Use a continuum of strategies to acknowledge appropriate behavior with high frequency
- ✓ **Component 3:** Optimize instructional time.

HOME

ABOUT THE HLPs

K-12 PRACTICES

BIRTH-5 PRACTICES

RESOURCES

VIDEOS

PF

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



#7 Establish a Consistent Learning Environment

Video Transcript

User Agreement

<https://highleveragepractices.org/videos/>

Provide Positive and constructive feedback to guide students' learning and behavior

- ✓ **Component 1:** Effective feedback is goal directed
- ✓ **Component 2:** Effective feedback is constructive
- ✓ **Component 3:** Effective feedback is immediate
- ✓ **Component 4:** Effective feedback is respectful

HOME ABOUT THE HLPs K-12 PRACTICES BIRTH-5 PRACTICES RESOURCES VIDEOS P

HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior



#8 and #22 Feedback

Video Transcript

User Agreement

<https://highleveragepractices.org/videos/>

Use strategies to promote active student engagement

- ✓ **Component 1:** Teachers must build positive teacher-student relationships
- ✓ **Component 2:** Teachers should use a variety of strategies to ensure student engagement
- ✓ **Component 3:** Teachers need to actively monitor for engagement and provide on-going, specific feedback

HOME ABOUT THE HLPs K-12 PRACTICES BIRTH-5 PRACTICES RESOURCES **VIDEOS** PROF

HLP #18: Use Strategies to Promote Active Student Engagement

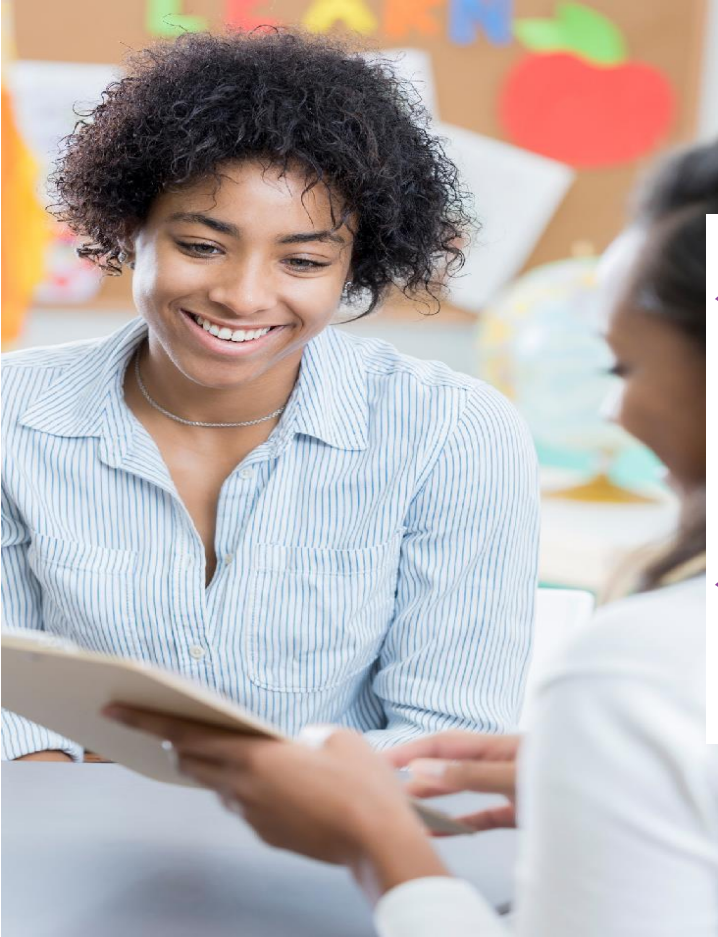


#18 Student Engagement Video Transcript User Agreement

The image shows a screenshot of a website page for HLP #18. At the top is a navigation bar with links for HOME, ABOUT THE HLPs, K-12 PRACTICES, BIRTH-5 PRACTICES, RESOURCES, and VIDEOS (which is highlighted in blue). Below the navigation bar is the title 'HLP #18: Use Strategies to Promote Active Student Engagement'. Underneath the title is a video player showing a classroom scene with several students gathered around a table, looking at materials. A red play button is centered over the video. Above the video player are icons for 'Watch later' and 'Share'. Below the video player are three orange buttons: '#18 Student Engagement', 'Video Transcript', and 'User Agreement'.

<https://highleveragepractices.org/videos/>

HLPs: Collaboration



- ✓ Collaborate with professionals to increase student success.
- ✓ Organize and facilitate effective meetings with professionals and families.

Collaboration

The Role of the Leaders

- ✓ Consider collaboration and co-planning needs within school scheduling
- ✓ Ensure that special educators and CTE educators have opportunities to meet
- ✓ Articulate that planning should include a review of data, overview of expectations, and instructional approaches
- ✓ Articulate that CTE educators plan content and special educators provide strategies to differentiate or specially design instruction

Collaboration

The Role of the Special and CTE Teachers

- ✓ Establish broad behavioral categories or expectations
- ✓ Teach students classroom behaviors
- ✓ Establish common routines
- ✓ Evaluate effectiveness

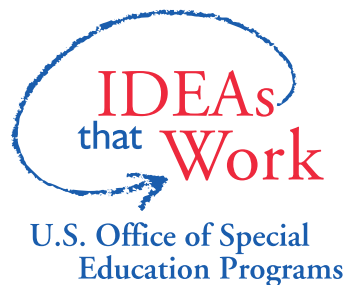
CEC/CEEDAR High-leverage practices website



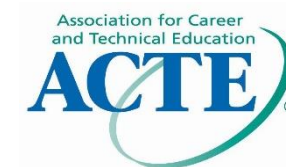
High-Leverage Practices for Students with Disabilities

- <https://highleveragepractices.org/>
 - About the HLPs
 - HLP video series
 - Professional development guide for school leaders

DISCLAIMER

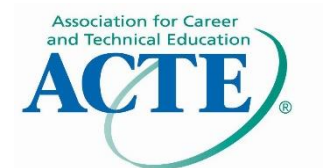


This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A170003. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.



The Role of the CTE Teacher

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Transitions



Transitions

Technician to CTE Teacher







- **Classroom Management**
- **Lesson Planning**
- **Assessment**
- **Safety**
- **Administrative Duties**
- **Professionalism**
- **Professional Development**
- **Certification**
- **Gaining Experience**



- **IEPs**
- **UDL**
- **IDEA of 1974**
- **Individualized Ed Team**
- **ADD / ADHD**
- **Least Restrictive Environment**
- **ESL / ELL**
- **Autism Spectrum Disorder**
- **Inclusion**
- **Behavior Disorder**
- **Due Process**
- **Early Intervention**
- **Learning Disability**
- **Limited English Proficient**



Transitions



Transitions

Student to Adult





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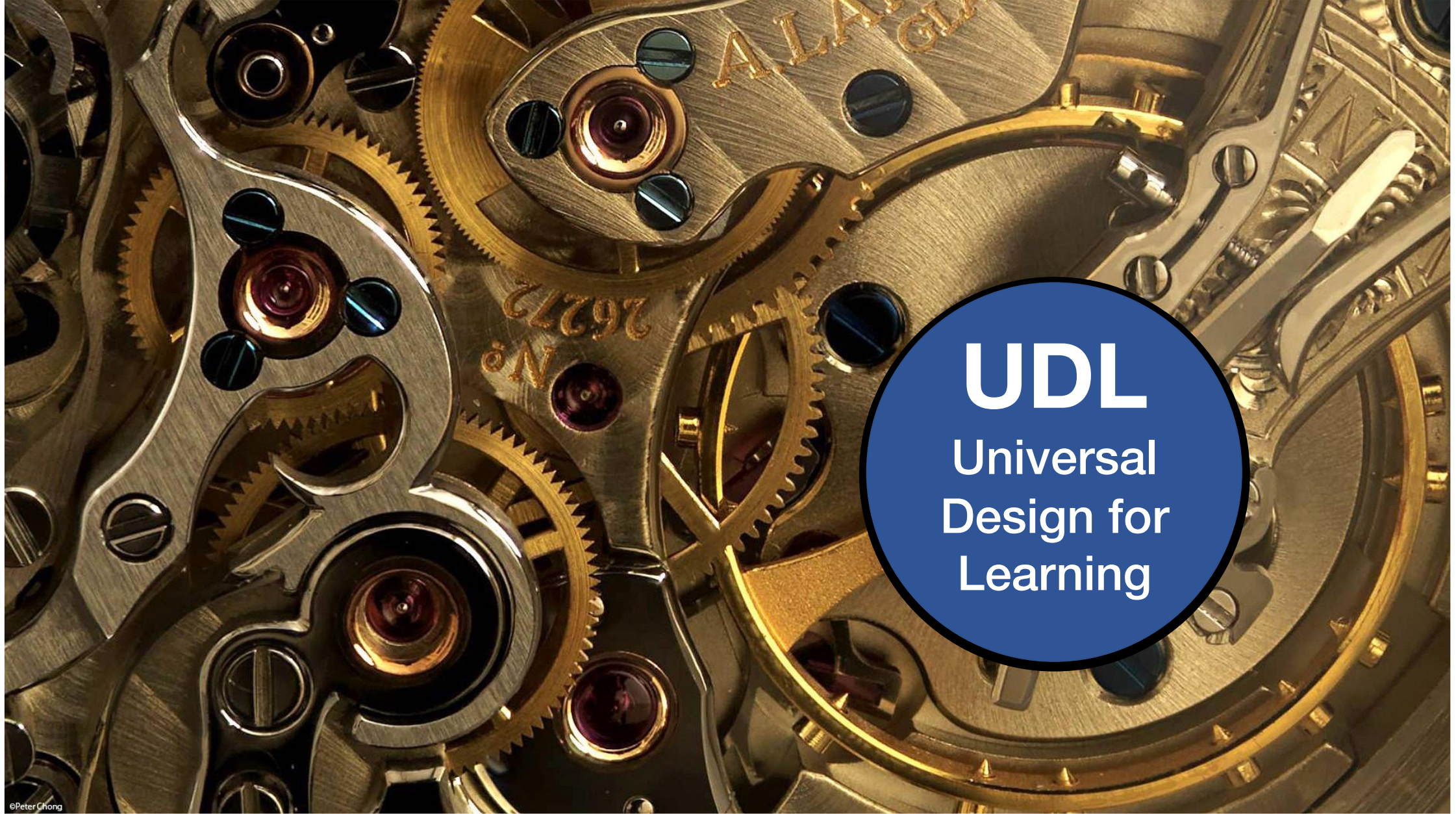












©Peter Chong

UDL
Universal
Design for
Learning



PennState
College of Education



NTACT
National Technical Assistance Center on Transition



~~One
Size
Fits
All~~

THE 7 STYLES OF LEARNING

VISUAL (SPATIAL):

You prefer using pictures, images, and spatial understanding.

- Use images, pictures, color and other visual media to help you learn
- Use color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions.
- Use mind maps
- Replace words with pictures, and use color to highlight major and minor links

SOLITARY (INTRAPERSONAL):

You prefer to work alone and use self-study.

- You prefer to learn alone using self-study
- Align your goals and objectives with personal beliefs and values
- Create a personal interest in your topics
- When you associate and visualize, highlight what you would be thinking and feeling at the time
- You drive yourself by the way you see yourself internally
- Modeling is a powerful technique for you
- Be creative with role-playing
- Your thoughts have a large influence on your performance and often safety

AURAL (AUDITORY-MUSICAL):

You prefer using sound and music.

- Use sound, rhyme, and music in your learning
- Use sound recordings to provide a background and help you get into visualizations
- When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song
- If you have some particular music or song that makes you want to 'take on the world,' play it back and anchor your emotions and state.

SOCIAL (INTERPERSONAL):

You prefer to learn in groups or with other people.

- Aim to work with others as much as possible
- Role-playing is a technique that works well with others, whether its one on one or with a group of people
- Work on some of your associations and visualizations with other people
- Try sharing your key assertions with others
- Working in groups to practice behaviors or procedures help you understand how to deal with variations

VERBAL (LINGUISTIC):

You prefer using words, both in speech and writing.

- Try the techniques that involve speaking and writing
- Make the most of the word-based techniques such as assertions and scripting
- Record your scripts using a tape or digital audio recorder (such as an MP3 player), and use it later for reviews
- When you read content aloud, make it dramatic and varied
- Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or radio calls

PHYSICAL (KINESTHETIC)

You prefer using your body, hands and sense of touch.

- Focus on the sensations you would expect in each scenario
- For assertions and scripting, describe the physical feelings of your actions.
- Use physical objects as much as possible
- Keep in mind as well that writing and drawing diagrams are physical activities
- Use role-playing, either singularly or with someone else, to practice skills and behaviors

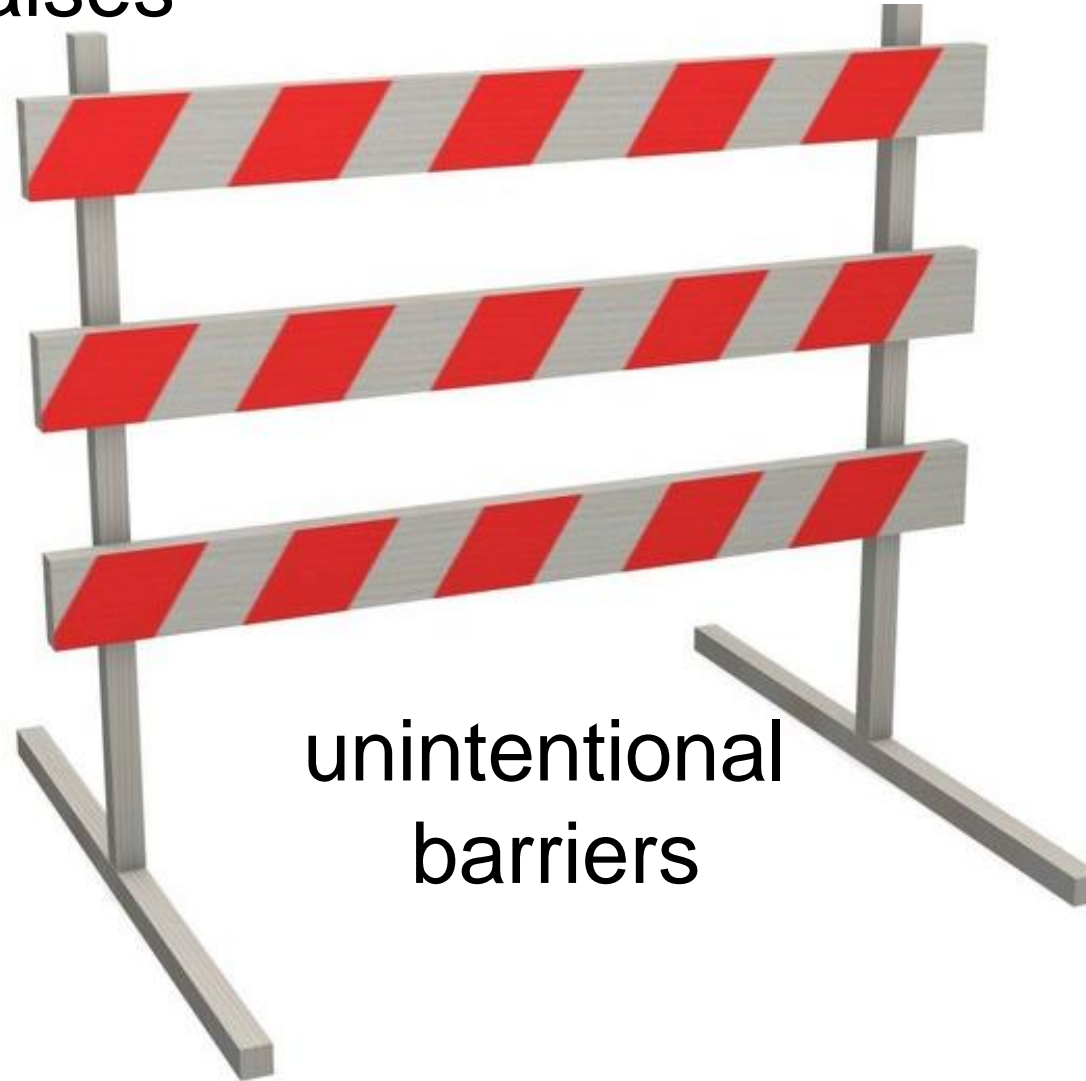
LOGICAL (MATHEMATICAL)

You prefer using logic, reasoning and systems.

- Aim to understand the reasons behind your content and skills
- Create and use lists by extracting key points from your material
- Remember association often works well when it is illogical and irrational
- Highlight your ability to pick up systems and procedures easily
- Systems thinking helps you understand the bigger picture
- You may find it challenging to change existing behaviors or habits
- If you often focus from analysis paralysis, write 'Do It Now' in big letters on some signs or post-it notes



Inflexibility raises



unintentional
barriers

...to learning

However, even learners who are identified as “average”



may not have their learning needs met
due to poor curricular design or
misunderstanding of learning styles



In learning environments individual variability is the norm, not the exception.

Time for you to ask questions...

