Webinar Transcript

Behavior and Classroom Management: Online Professional Development Modules and Resources for Implementation

Julie: So welcome, everyone. Again, this Julie Duffield from *SchoolsMovingUp* based here at WestEd. We're very excited to have you at this Webinar today—"Behavior and Classroom Management: Online Professional Development Modules and Resources for Implementation"—and we are really grateful that we could do and bring you this event with our partnership with the IRIS Center. So I think this is about the fifth webinar we've done, and we're very excited to have them back to share what wonderful resources and work that they're doing with you all. So I'll have a few moments just to get, again, for those of you who just arrived into the room, about the housekeeping. Today, if you need any technical help and you're at the email, please send a private a text message to *SchoolsMovingUp*. That's my colleague, Anna Araneta, and we'll do private chatting with you. If you are having problems getting into the Webinar room, please do Plan B, and that is follow along with the PDF of the Powerpoint that was sent out. Or if you haven't, can't find that in your email, you can actually request a PDF by sending a message to *eventhelpatwested.org*. And we would ask you today to interact with us through the quick polling. We practiced hat was the *Yes/No* buttons. We'll have some multiple-choice. We'll be breaking for open response where this slide will be replaced by an open form, and you type in, and we'll be taking breaks for questions and answers at different times.

Again if you need to have any support and want to send a question in and you're only in email only, you can send it to *eventquestionatwested.org*, and we will paste it in on your behalf. So I—the chat text on the bottom left-hand side of the screen—really want you to use that to share your own experiences, to reflect on the content that's happening, and to connect with one another, and as well as sending any questions that you have on the content being shared. So if you haven't already done so, on the bottom left-hand side of the screen, please type in an introduction. It's really great for the presenters and for our reflectors who are on this event with us to see who's in the room and to learn a little bit about you as well. So let's do a quick poll. I'm on Slide Six, for those who are following along. If you can hear, this is a quick-poll practice. Again, if you can hear me, let's check for who's in the room. Can you please hit the *Check* button if you can hear my sound, and if not, Anna can you please type in the phone number into the chat area so everybody knows that it's only over the phone only? Thank you.

So we are…IRIS has so many exciting resources and very interactive resources, we can't cover them all in this Webinar, but we're going to give you a little taste of them. And to do that, we're going to show you some video clips. I want to go over the video clip protocol. What happens in the video clip is that we will paste the URL in the chat below. You will click on that link, and it'll do one or two things. It'll either open up a window in you tab. If you're on Firefox or Safari, you'll get a link and you'll check your browser and it will show up in your tab, and you'll click it, or the video clip will show up in a new window. And when you do that, you will click on the clip and watch it, and then let us

know when you're finished watching it. Close your window and then hit the *Check* button to say I've watched it, and I'm ready to move on. If you have any problems watching the clip, you can always click on the transcript as it's loading, and there's alternative formats in IRIS media and watch it that way. Or, alternatively, we'll also paste it into the chat, and you can read along. These are only…The clips we're showing you today are only short clips, so for any reason if they don't show up, don't worry. You can always go back and watch them afterwards, and they just require the Quicktime plugin. So again it will show up in a new tab in the window, and if it does that, we'll talk to you more about how to find those as we move along.

So without further ado, a quick role call. Those of you who are typing in where you're joining us from, thank you. Could you please choose which of these is your primary role? Select one. We'll give you thirty seconds, and then we'll paste publish that.

Again, if you're having any problems, just email eventhelp@wested.org, and we'll send you a copy of the PDF so you can follow along. And thank you for typing all this introductions into the chat. So, others: We have assistive technology behavior specialist, we have intervention specialist, assistant principal. So thank you, everyone. I'll publish that now. So if you can hit the *Submit* button. So, Sylvia and all, you can see we have folks from a variety of roles on today's Webinar with us. So I'm just publishing that. Can you see that all?

Syliva: Yes! Yes! That's great! That's great that we see classroom teachers. That why…that was the intention of doing this later in the day.

Julie: Yes, and so we're great. That's worked out, so thank you so much. Now we have a little background poll. We'd like to know about you. So, quickly, can you let us know if you have attended any other *SchoolsMovingUp*/ IRIS Webinars. If you…can you let us know? Please check all that apply. If you've seen and viewed the IRIS Center's Web site, and if you used one of the modules from the IRIS Center in your own work. So if you could, please, we'll give you another twenty seconds to tell. Choose IRIS. Thank you. I see I've gone over gone over my time, so I'm going to ask you to choose that and then hand it over to review the goal. So all those on the call—and you see that a lot of folks— that's great. You've come back. You've attended previous Webinars. Very exciting. You've already used and viewed the IRIS Center's Web site, and some of you are starting to use the modules. Thank you so much. And, if anything else, you can tell us about how you've used the modules or your experiences. I know this would be appreciated by the IRIS staff. They're really open to be getting folks feedback about those pieces.

So today's goals for the Webinar are showing on your screen. This is Slide 10, and we're going to go over what we…Sylvia's going to review of the content of today's Webinar, but really wanted to ask you what were you hoping to want from this Webinar? It's only an hour long, and we have an agenda, but we'd like to know a little bit more about what's one idea you'd really like to explore on the Webinar. So if you could please type that response in the chat as we move forward. I'd really appreciate that.

So someone says "ideas"— thank you, Glenda—"ideas for behavior management." We have "resources to train teachers," "behavior interventions," "ideas for classroom management." Can you see all of those? Keep typing those. We appreciate everybody typing that into the chat. "Best practices." Sylvia?

Sylvia: Yes?

Julie: Do you see those responses?

Sylvia: Yes. And it is exciting to see people interested in, you know, professional development, where I…they're probably working in their own schools or in their districts and looking at how could we use these modules to support professional development on our own sites. And, I think, they definitely lend themselves to that model. But they also definitely can be used to, you know, support a teacher who's just saying, "You know what? I really want to be prepared for instruction in next school year. I'm a new, you know, have just graduated." I saw several of these come across the chat area, who can say, you know, "This is a great way to begin my professional career with a firm foundation and what it really takes to develop a strong behavior management process for my classroom." And so, you know, as we go through the agenda for today, we're going to take a look at the IRIS Behavior and Classroom Management modules. So Naomi and Kim are really going to go over what these six modules briefly entail and how they fit together. And then I will be going over the content of the modules themselves, because

we really look at building behavior management from a proactive stance, really developing the structures. And then how do we deal with the problem behaviors that despite every proactive attempt still come up? And then look at how you navigate through these materials. And then, lastly, really what is the IRIS Center, and what are some of the wonderful other resources they provide? So I can see that from the responses in the chat area there are a lot of people who are providing professional development, but a lot of people who are classroom teachers who want to know the "what works" that's going to work for them in their classroom.

Julie: So just a little time. Format will be, we'll go over the sections. There will be times we're very excited. We'll tell you a little bit about having our reflective voices from the field. We'll have time to review questions and comments. And so this is the format of each of the sections. And so, without further ado, I'd like to introduce you, or, Sylvia, would you like to do the quick introductions to Naomi and Kim?

Sylvia: Well, Naomi Tyler and Kim Skow work with the IRIS Center in Tennessee, and they're part of the development and kind of the brainchild of the content of these modules. So I'm not going to take any more of their time, but let them talk about kind of an overview of the behavior and classroom management modules and really how they came to be.

Julie: So hi, Naomi!

Naomi: Yes!

Julie: Hi. I've got your slide up there. I just wanted to show folks that we're going to ask them to do a quick poll. But, before we do, I just wanted to show them just sort of the IRIS Behavior module series. And so I think with the first poll we have for them, right, Naomi…

Naomi: Right.

Julie: Is this quick-response to all these modules. This is a *Challenge* question we'd like to ask you.

Naomi: Right. You just typed in earlier what you hoped to learn from today's Webinar, and that has very helpful to us. And now what we want to ask you to do is, if you could answer these more focused questions. So if you could click on the specific topic area you'd like to learn more about, and we'll actually show you which IRIS materials relate to that area in just a second. So, Sylvia, about ten more seconds and then we'll post.

Sylvia: Yeah, I can see we have some more, and I'll publish it for you.

Naomi: Okay.

Julie: So for those of you who just want the Powerpoint, we're looking at the questions that were on Slide 14. If you have any responses, you can always send them by email and we'll post them in on your behalf. So, Naomi, I see that we've had over sixty percent of the people on the call choose multiple choice. So, folks can you hit the *Submit* button now, and I'll publish it. Thank you, everyone! So can you see the results of that, Naomi?

Naomi: I can see that. So…interesting. Lots of different responses. It looks like a lot of people are looking for strategies in dealing with students with acting-out behavior. That's great. We've got stuff on that, proactive behavior processes. We've got all of those things. So, let me just tell you how what you just answered ties into the materials that we have here at IRIS. Julie, can you go to the next slide, or do I do that?

Julie: No, I can do it for you. Slide 15 should be on your screen now.

Naomi: Perfect! Okay, the IRIS Center has a six-module series on behavior. You can see that sequence on the screen in front of you. The first two in the series—*Who's in Charge?* and *You're in Charge!*—focus on the basic foundational components of a comprehensive behavior management system that's helpful for every classroom teacher. So we recommend those first two modules to those of you who checked that first question saying you were interested in "proactive behavior processes needed to be in place to minimize problem behaviors in the classroom."

For those of you who clicked the second option—"How can students become more responsible for monitoring their own behaviors?"—we recommend the next module, *SOS: Helping Students Become Independent Learners*. This module is about self-regulation strategies, which are helpful for students who have trouble maintaining or controlling their own behavior. For example, for students with ADHD. For those of you who checked the third question—"What strategies will support teachers in dealing with acting out behaviors in the classroom?"—that was the number-one response, I believe. We recommend the fourth and fifth modules in the series, which focus on disruptive and noncompliant behaviors. Part one takes a look at the acting-out cycle and effective interventions at each stage of that cycle, while part two looks at specific behavioral interventions such as high-probability requests and differential reinforcement. Finally, the sixth module in the series goes into great detail on conducting a functional behavioral analysis. We recommend this module for those of you who checked the last question, "How can a functional behavior assessment (FBA) help to develop an effective individualized behavior plan?"

Kim: Okay, in addition to our module series, we also have four case study units: "Encouraging Appropriate Behavior," "Fostering Student Accountability for Classroom Work," "Norms and Expectations," and then our most recent a case study, "Measuring Behavior." The "Measuring Behavior" case study is actually a supplement to the FBA module, and it focuses on four types of data collection. It's frequency, interval, duration, and latency. And this case study provides opportunities to select the best type of data

collection system to use in a certain situation and also provides opportunities to practice making those intervention decisions.

And, finally, we have a large collection of behavioral activities and information briefs. We're hoping that within the next two weeks we're going to be able to post two new activities, and they will also supplement the FBA module. And in each of these activities, you'll a have a link to watch a videos of students engaged in off-task behaviors, and then you'll have the opportunity to practice collecting data using a the four different data collection method.

Naomi: All right! At this time, I'd like to introduce our experts from the field. John Staubitz and Jessica Sellers both earned their master's degrees and their BCBA certifications here at Vanderbilt, and they work in Metro Nashville Public Schools. John is a teacher at a special day program for students with severe emotional and behavioral disorders. And Jessica is a senior behavior analyst for that district. One of the things we'd like to ask John and Jessica is how do you see these strategies used in your different roles as behavior specialists?

Jessica: Well, for me, I…Jessica here. For me, I find I work with a lot of general ed. teachers, and I kind of serve as a consultant for them with both individual students with behavioral problems, as well as classroom management as a whole. And so the first two modules on developing a comprehensive behavioral management system, I think those are wonderful tools for general ed. teachers to understand more of those proactive

measures you can take into the classroom to try to prevent some of those behaviors. And then the other one also, module six, I found very helpful for teachers to develop and implement a functional behavior assessment for those students that have more individualized behavioral needs.

John: In my role working with the special day program, students who are referred to us are students who are in special education programs and have been particularly aggressive and require the most restrictive setting that our district can provide. And so, for me, the modules that talk about prevention, setting up a good classroom are a good way for us to prevent problems before they occur. But inevitably the students who come to my classroom do have acting-out behavior and do have aggressive behavior. So it's critical that I'm able to identify their acting-out cycle and respond to that in a way that is sensitive and therapeutic. And so I found the modules on both ends very helpful for my practice.

Julie: Thank you for sharing, John and Jessica. And you can see people are reacting to some of your thinking by typing in. Naomi, would you like me to move forward?

Naomi: Yeah, that would be great!

Julie: So, actually, Sylvia, I think… Thank you, Naomi and Kim, and all for sharing, and now we're onto section two and, Sylvia, it's over to you.

Sylvia: Okay, well, you can go on quickly to the next slide because I definitely want to get into the content of the modules. And so module one really is about proactive behavior management that I think a lot of the new teachers that are on today want to know about. How do I set the stage for a positive classroom environment? Where we do take into consideration the cultural considerations of the student? Recognizing, really, the purpose of f this classroom and the climate of this classroom and from that develop the rules and expectations, the consequences and then the procedures that allow it to be successful. I see this, you know, RTI is never far from my mind. I really see this as a strong Tier 1 process. Especially for those schools that are looking at how do we set the foundation for strong common behavioral expectations? And I think this is the module that goes very deeply into looking at really what is the statement of our purpose as a school and then from that develop rules, expectations, the procedures, and the consequences that results in action planning. This can be done at the classroom level but can also be done at the school level.

I do want say that cultural considerations is a great tool. It helped me identify my own biases about behavior and recognized different cultural norms for behavior. I think every school has a different DNA, and so really taking the time to consider the cultural consideration before moving ahead and really developing your own behavior management system, a comprehensive behavior management system is what module one is about. Module two—we can go to the next slide—really is an application of module one where an individual teacher or you could have a staff actually walk through the steps to develop their own comprehensive classroom behavior plan, an online tool where you

actually go in and create your statement of purpose, put down your rule, your procedures, determine what are your positive consequences, your negative consequences, your plan B, your crises planning, and then the action planning based upon that. So it is a very step-by-step, a very practical tool, an application of what you have learned in module one, because at this point you are in charge and you are developing your own comprehensive behavior management system. So it's very specific in walking you through those process steps to either as a school or as an individual classroom teacher to develop that comprehensive and behavior management system.

That is that foundation, that Tier 1, that good proactive behavior foundation that we look for when we're building an RTI framework in regards to behavior. Module three…We didn't want to say, "Oh, well, this, you know, this is only a Tier 2 or Tier 3 module." Because helping students become independent learners and being responsible for their own behavior is going to happen in Tier 1, Tier 2, and in Tier 3. Because the ultimate goal, and I'm sure—you know, John works on this—is, you know, students becoming aware of their own behaviors, aware of their own triggers, and then being able to monitor and change that behavior on their own. So this really is a focus on putting the responsibility of behavior change back on the student and help a teacher walk through that process on a.) recognizing, you know, how is this student really able to do this, and then applying self-directed strategies where students learn to monitor their own behavior based on data. And then setting goals and determining themselves how they can meet those goals and how they can reinforce their own behavior. And how, you know, having worked in schools we know that there's often very little that students have control over.

And so actually recognizing that they have control over their behavior alone is reinforcing. So this module goes deeply into the self-regulation strategies of self-monitoring, self-instruction, goal-setting, and self-reinforcement, which takes the behavior and gives it to the student and allows them to be responsible for their own behaviors. Very, very powerful strategy that can be used throughout the behavior side of an RTI triangle. Do we have people responding to the poll at the bottom?

Julie: What was the poll, Sylvia?

Sylvia: The poll is "Have you heard of these types of self-regulations strategies?" So click *Yes* or the *X* for *No*. At the bottom there, you know, in the little…by the chat box. Do we want to do that?

Julie: We typed it. Anna typed it. So the question is, have you heard of these types of self-regulation strategies? and, if you have, please hit the *Check* button on the bottom right-hand side of the screen. So I'm doing a quick preview. "I've heard of them, and I'm just modeling there." I'm just going to do quick toll account for you here, and it will post. Of the people on the call, over fifty have said yes, and about twenty-five have said no, they have not.

Sylvia: Okay.

Julie: Yet heard of them.

Sylvia: Okay. Well, then, for those who have not heard about it, this is a wonderful module to just go in and preview yourself, to see how, you know, how we can teach students to become responsible for their own behaviors. Very, very eye opening and very empowering for students. As we look at module four, this seems to be where most of the people who are attending this Webinar are interested in this content: addressing the disruptive and non-compliant behaviors or really understanding the acting-out cycle. You know, the knowledge of the acting-out cycle really helps teachers from getting caught up in the complete cycle. And so this module really looks at, one, recognizing the cyclical nature of acting-out behavior, and then identify strategies that teachers can use to avoid triggers and acceleration of those acting-out behaviors. You know, it helps if we, as teachers, if we understand the cycle it keeps us from taking a.) the acting-out personally, because we recognize it's simply part of a cycle, and there are certain triggers that may or may not be related to me personally, and usually aren't, that trigger those behaviors. And so it really does serve teachers well to invest the time in recognizing what are the school and the non-school based triggers. And this module goes very deeply into what does that look like.

The video that we're going to take some time to look at a little bit later in the Webinar is actually on recognizing what is it that the teacher has done that triggers a certain student's behaviors? So the module does include video examples of each phase of the acting-out cycle, of, you know, when they're calm, what's the trigger, how do we recognize their agitation, you know, what does acceleration look like, how do we know it

hits its peak and then recognizing that the escalation and the recovery…recognizing those, the cycle alone, I think, really is a way to, as a teacher, to separate yourself from that behavior. And this module does a great job of helping you see those, what that behavior looks like, so that you can depersonalize it when you see it happening in your own classroom. So, for those of you who came to, you know, really learn about the acting-out cycle and how we can deescalate behavior, module 4 would be a great help to you.

As we look at module 5, again, these are materials that you would use across the tiers. Because in Tier 1, we have students who act out, and in Tier 2 we definitely do, and in Tier 3 we have those students that really are struggling. So, when we look at this module, the goal is really about reducing disruption. You know, at this point, we can understand the cycle. We've learned that in module 4. But now what do we do about it when proactive strategies don't work? And so there's probably a number of people attending today who said, "You know, okay, I've done all my homework. I understand proactive. I've tried every proactive management strategy I know, and still I'm seeing the acting-out behavior." This module really looks at ways that we can change that behavior, you know, when proactive strategies don't work. So we're looking at initial compliance to request in the module, which includes choice making. And, as I said before when we looked at SOS, when students are involved in making choices about their behavior they become responsible and they recognize that they have some small control over their lives. So looking at, you know, what's that first step, it is about the initial compliance, you know, the initial request for compliance, but then also including in that choice-making strategy.

And then how do we then mold the behavior the way that…to the appropriate behaviors? We look at the differential reinforcement. And there are many samples and strategies and video in this particular module that allows the participants to see them in action.

So how do we eliminate behavior using differentiated reinforcement of other behaviors? And that's really about giving or withholding reinforcement depending on, you know, if the behavior is desirable or undesirable. If we want to eliminate or encourage a behavior, there are many different strategies in there and examples of how you do that. Another process for reducing these acting-out behaviors is looking at differentiation of low rates of behavior, and that's reducing the occurrence of otherwise appropriate behaviors. They are not maladaptive behaviors. It's pencil sharping, and going to the bathroom, and getting a drink, and asking for help, but when it's happening too frequently, it's disrupting the classroom. So that is looking at, "How do we reinforce, how do we stop those behaviors from happening? How do we reduce those behaviors using differential reinforcement of low rates of behavior?" And then, lastly, substituting behaviors using the differential of compatible behavior, DRI, where we're identifying a behavior that can occur at the same time as the problem behavior. And so this might be where the student can't wander if they're sitting, a student can't be bullying if they're giving a compliment. So it's really recognizing how can we create or replace the incompatible behaviors? Again the module is chock-full of wonderful opportunities to watch, to listen to experts, and to recognize how these strategies truly do work and make a difference in ending some of this acting-out cycle and bringing students around to more compliant behaviors.

Julie: Sylvia, I'm just going to give you a time-check.

Sylvia: Okay.

Julie: We're, I think, nearly at the end of the section.

Sylvia: Okay so let's look at module 6, and this is about actually completing a functional behavior assessment. And for those, you know…some of you have said, "You know, this is what you're interested in." And, really, I say as we look at developing a behavior plan, it is about identifying the function of the behavior and then designing a function-based intervention. And you know, the function of the behavior, it's recognizing what it is and why the student is doing it. Where are they getting from it? And then developing that intervention to meet their needs. And so this is definitely very well done. And looking at, you know, how we have to use data in order to identify the problem behaviors and really come up with what replacement behaviors might be. So for those of you working with students who need a functional behavior assessment to develop a strong behavior support plan, this is definitely a module that you will want to work all the way through. So we have a quick poll. Check the box if you've done a functional behavior assessment before. Otherwise, click X. So click the 4 for yes and the 5 for no.

Julie: So folks in the poll…let me have a quick look…folks are responding pretty evenly to this poll.

Sylvia: Okay.

Julie: Actually, pretty very evenly. A lot of people hitting now. But they're, I mean, just just barely. So it's pretty evenly divided. Thank you, everybody, for doing the polls, and thanks for you questions and comments in the chat.

Sylvia: And probably all of the yeses are people who are school psychologist, behaviorist, because, really, when you look at module 6 it is about Tier 3. It's about those individual supports. Just quickly on slide…Sorry, Julie, we can go to 24.

These are other resources, and as you can see there are activities and information briefs. So say you are the behaviorist or the counselor at a school site. You can send that teacher to one of these information briefs to help them management that behavior. I really like the, you know, in the activities, there's conducting ABC analysis where really, we're really looking at identifying what is a function of that behavior? Why are they doing it? What are they getting from it? Because sometimes when we can understand that, again as a teacher, you can separate yourself from the behavior and realize it's not all about you really. It's about something that the student needs. And then there's the behavior game. The activities are great. Again, they allow you to apply the information that you've learned, and the information briefs are wonderful resources. The behavior contents and experts who provided the foundation for this are the people that you read about in your textbooks and that their names are behind all the research that's out there. So the behavior approaches in these modules are definitely research-based and have a lot of strong

knowledge behind them. And then as you look at the series—if we go to the next slide—I think what makes these modules so meaningful is that we're actually working with— Slide 26—is that we're actually working with teachers who are dealing with classroom situation that probably all the teachers that are attending today, you know, have dealt with. And so throughout the modules we have Mrs. Rollison, and I'm going to let you say it…Sy…Sybado, and Mrs. Tory who are working with the same students that have the same types of behaviors that the classroom teachers that are attending today deal with. And as we go even to Slide 27 we can see these are real kids who have, you know, trouble paying attention and completing assignments, refusing to do work, great on some days, refusing on other days, acting out, disrupting the classroom, sarcasm, teasing, all of the things that classroom teachers deal with on a regular basis. So, again, we're going to do a quick poll. Click the 3 if you know students like these. And I'm sure all of you have one popping into your head right now.

Julie: Yes, some people have lots of yeses for this one.

Sylvia: *Lots* of yeses.

Julie: So I'm just looking at in lieu of time, Sylvia.

Sylvia: Uh huh.

Julie: We're just moving on now to reflections from the field, correct?

Sylvia: Yes, yes. So, John and Jessica, are going to answer this question.

Jessica: Yes. In my field, like I said, I kind of serve as a consultant to general ed. teachers throughout the district. And I find a lot of times we kind of have to back up sometimes, and rather than addressing the needs of one child in the classroom, to kind of back up and look at classroom management as a whole. And if we can provide more of those Tier 1 supports for the entire classroom then we can support those students with more individual needs as well. And so I definitely see the need for additional training and just more strategies in classroom management where modules 1 and 2 can really assist with that. And then, you know, even if you have a wonderful classroom management plan and you're doing every proactive strategy you can think of, you still have those friends that rise to the top in needs of support, and so conducting the functional behavior assessment can be such a helpful, valuable tool to understand how you can really support that student and really change behavior.

One participant made a really good point about the need for replacement behaviors. And I think that was the great point that we don't want to just focus on specific problem behaviors, but then what can we teach students to do instead? So we're not going to teach Johnny that he's just not going to need our attention any more. We're going to teach him a more appropriate way to get it. And I really think modules 5 and 6 really address that and help us understand how to teach those skills to those students.

John: Actually, with my classroom—I think I mentioned that I work in a special day program—there's seven fifth graders in my particular classroom, and with these students what I see is frequent acting out for them. It's been important for me to look at the IRIS Module that refers to the acting-out cycle and helps people to understand how that works. In part, that's been a big problem area, because if I don't correctly identify that a student is beginning to escalate, then quickly the problem can become out of control. What this looks like for me in the past is a student might begin by being noncompliant with an assignment then they escalate to scribbling graffiti, or using profanity, and then escalate all the way to being physically aggressive towards myself or towards other staff. And if I identify that this is taking place through studying the acting-out cycle then I'm able to intervene at the correct time, the time before things have blown up to the point of being a dangerous situation. So that's certainly helpful to me. I would also say that the primary, in terms of setting up a good—and I think I mentioned this before—but a good game plan for your classroom, comprehensive management system in module 1. For me, everything about the way that I try to instruct my students with respect to behavior comes down to my classroom rules and my classroom procedures. I feel that as I'm correcting students on behavior. It's important that there's a short-and-easy-to-understand set of rules that promote student emotional health and wellbeing and success in the classroom. And so I highly recommend that especially classroom staff take a moment to look at the modules that talk about setting up a good comprehensive behavior management system. In turn, I would say that the third module, talking about helping students become independent learners, the students in my particular program, as I said, they're in a very restrictive

setting where we have a very high staff-to-student ratio. Our goal for all of our students is for them to become reintegrated into a program that is less restrictive. We want all students to find a way into a less-restrictive, least-restrictive environment possible. And so it's important to build some skills where they can rely on themselves. Building skills such as self-monitoring or the ability to identify what coping strategies they need to use for a particular situation and then employ those. Those are very critical skills for my students to be able to get the best education possible in the least-restrictive environment.

Julie: Thank you, John, and thank you, Jessica. Really appreciate having you here and getting those reflections. Participants, this is Julie and Sylvia. We are having a little break to see if there's any questions on clarification on the information just covered, not sort of information to come. Or if there's anything you want to or anyone on the call wants to spotlight that was shared in the chat. Thank you, Jessica and John, for pointing out some of the comments that others were making as well. So, Sylvia and all, we have questions. Do you have anything that you would like to address or have others share about, so please jump in.

Sylvia: And I'm trying by my…you know, your little screen scrolls to the very last question, so it's hard to catch the others. I think someone did ask, you know, when is it that you do bring in that behavior specialist? And I think that, you know, that is a point where you recognize that that you do need to do the functional behavior assessment. You need to analyze what is that behavior communicating. And that's why I think in a RTI framework it is so important to have that criteria. What does misbehavior mean? What

does acceleration…how is that defined? How is it quantified? That would determine when does that student then need the entire team to take a look at them and determine what is going on. And I think that's really important when we look at an RTI framework, to say, you know, what is the criteria that says you need some Tier 2 interventions? We need to look at you and provide you with what you need, usually attention, if we look at what those behaviors are communicating. And at which point does that no longer work where we recognize, we quantify, and you know, often, unfortunately, you know, office referrals, and suspensions, and those things. But I think, as a staff, it it's better to identify those as more specific behaviors and have a number related to them. Say at this point, we know that this student really…we need to look at why this behavior is happening and to do that functional behavior assessment. So I think that an important part of a staff decision in creating a school-wide positive behavior intervention system is quantifying at which point do we then say this this child is in need of Tier 3 individualize intervention? So I saw that question, at which point do we do that? And I see that John is answering some questions down there, so I'm going to let him continue to do that while we move on.

Julie: Okay. Are there any…John and Jessica, are there ones that you want to answer on the phone or before we move on? Or are you happy typing them in? If there's a quick response you want to give, please feel free to jump in the next minute or so.

John: Yeah, I guess I would like to. I see one right here from a Seth King asking about a research on reintegrating students with severe emotional disturbance in the general

education setting. What I would say is that the unfortunate reality of the situation is that there's limited studies in general on working with students with severe emotional disturbance. What I would say is that I think that critical things for us to look at are research about integrating students with other disabilities and then try to apply some of those models to students with severe emotional disturbance. I found that I prefer…in many cases we have to look at what's done with people with other disabilities. It's a sad reality of the situation. I would certainly look, though, to journals such as *Behavioral Disorders*, *The Journal of Emotional Behavioral Disorders*, and also *Beyond Behaviors*. Those would be good resources to look at for that sort of question.

Julie: So I thank you, and, Jessica, I see that you've been typing into this chat, too. So thank you, John and all, and I think now we are on Slide 30. We keep moving forward. Correct?

Sylvia: Yes. And so this is a quick walkthrough of the behavior module and how to really navigate a module, because I could see from the question that some people have not gone to these modules before. And so we're going to take just a few minutes to walk through how you would find this information. So we're going to do just a quick module walkthrough. There are live tours available at *iriscenter.com*, and you can set those up and have someone walk through, you know, the entire module with you. You know, kind of on the phone, a personalized thing. Just set that up, contact them, and they'll set that up with you. But we're going to do a walkthrough right now, looking at, you know, when you go to the IRIS Resource Locator, this is the page that would come up. And so we

would want to…you would want to click on *Behavior and Classroom Management* where the arrow shows on the left, and then that would open up for you what materials currently are available under *Behavior and Classroom Management*. And you can see that there are six modules, three case studies, seven activities, and ten information briefs, and no podcasts at this time. So it…when we would be opening the modules, we would be clicking on the modules and then entering what, you know, what would then be the behavior modules.

But, before we move on, I would like you to take a look at the topics that these IRIS Modules cover. And we have done several Webinars in the past around RTI and along with assessment, but there are great modules on there for accommodations, and collaboration, and differentiated instruction, and, you know, there's just excellent modules, and if you've never been here before give yourself a half day, because this is very deep content information, to just browse through these and look at what resources are available.

So let's move on then and look at how we would navigate a module. So we'd be on Slide 33. If we click clicked on *Module*, this is the page that you would see. And the arrows are pointing out that there are two resources to help you even beginning the process. "Navigating an IRIS Module," how to use them, assignment tips, because many of these materials are used by college instructors, also are used by professional development providers, and then the module outline. The module outline tool is a PDF, and so it prints the module outline for you. And it really could be a great study guide or guided notes for

participants to use as you walk through the modules, that has the objective. It has the *Challenge* questions, and so I think, you know, when we're looking at good instructional practice, using the module outline is a great way to provide the participants with an outline of what's going to be covered along with a place to take notes. It also lists the references that you may want to use or go to at another point in time.

Sylvia: So the tools that are on the right are really helpful. As you can see, the modules are based upon the *STAR Legacy* Module, the learning cycle, and I think we might be on Slide 34 Julie. Well, we start with the *Challenge*, and then based upon that *Challenge*, which is a real-life classroom situation, teachers have an opportunity to come up with some questions along with the questions posed in the *Challenge*. The content is then covered in the *Perspectives and Resources*, and that's where we're going to spend most of our time today.

There is an *Assessment* to check for understanding, and then there's a *Wrap Up* where teachers can truly reflect on what they have learned. And it's based on the adult-learning theory where we want our time to be effectively used, and so the questions that are posed at the *Challenge* are also the questions that are in the *Wrap Up*. And I think, you know, as we can see, that, you know, what we really have learned a lot. I have a different perspective now from what I've learned in this content, and there's so many opportunities to really get to practice skills that they can be they can be applied very quickly. So we're going to move into what a *Challenge* might look like because everyone starts with a *Challenge*.

The *Challenge* presents, you know, a real-life scenario about a teacher, the teacher's fate, and it leads at the end with questions on how to meet the *Challenge*. Now this is a place where we are going to allow you to attempt to go live. We are not going to do that, but you can see this link. I think it's going to be available down in the chat area.

Julie: Yeah, we're posting it right now. Anna from *SchoolsMovingUp*, you'll see her posting the link, so, Anna, could you close that, please, and then what will happen is when folks click on it. Sylvia?

Sylvia: Okay.

Julie: It'll either open up in a new tab for them, or it will open up in a new window. It's about a minute and a half. You click and watch the video, and then after you've watched it if you have any problems you can always hit the transcript and sit, and then when you've become finished please hit the *Check Box* button or type into the chat to let us know you've watched it. So we'll be on pause for the next two to three minutes. Please hit the link right now and watch the video and type into the chat, close the window, and come back, okay?

Sylvia: Okay, and your check will let us know that you're back.

Julie: Yes, thank you.

Sylvia: Okay, one person's back. Two, three, four. Great

Julie: All right, so lots of people back. We'll give it twenty more seconds.

Sylvia: Okay. Excellent. Great.

Julie: So thank you. We have about 105 people. Over half have said they watched the video, so if you've had any problems come back afterwards. You need Quicktime. You can watch it on your own time. There's wonderful, rich resources there, as you say, outlining the *Challenges* and doing a lot of different pieces. And we ask folks who came back early to respond to the *Challenge*, and thank you for your responses.

Sylvia: Wonderful, and if you weren't able to see it, you know, this is just an example of a *Challenge* where, you know, a teacher is faced with the question that all teachers face about, you know, concerns about misbehaving and feeling ill-equipped to really begin the school year and so that's really the foundation for the first module. The *Thoughts*, as we move on to the next slide, are questions based on the scenarios. So, as Mrs. Rollison really planned for her school year and was concerned about misbehavior and confused about conflicting advice, you know, she's thinking, really, is this justified and, you know, as maybe her colleague what advice would you possibly give her? So the *Thoughts* question are there really to drive the content of the instruction, and as we move from *Thoughts* to *Perspectives and Resources*, we see those same questions posed, and so the

Thoughts questions will be answered in the *Perspectives and Resources* section. So the *Initial Thoughts* were, you know, problems with behavior management. We will see that she's going to be given the tools now in the *Perspectives and Resources*. So, yes, Julie, we can go ahead to the next slide.

Julie: Thank you, Sylvia.

Sylvia: Sorry about that. So, based on the *Initial Thoughts* questions, the content of instruction is delivered through the *Perspectives and Resources* pages, so let's take a look because there's quite a bit on the *Perspectives and Resources* pages. This is really the content, and learners are provided clear objectives, really, for each lesson so that they know what they'll be able to do by the end of the module. So we know that, based upon these objectives, Mrs. Rollison is going to understand, you know, what it is that general ed. teachers need to know in order to effectively manage disruptive and noncompliant behavior, understand problem behaviors occurring within an acting-out cycle, and then— I'm sorry. This is the *Perspectives and Resources* for one of the later modules—and then understand the acting-out cycle and know how to respond. But the information provided in the *Perspectives and Resources* really does recognize the different learning styles of the attendees, be it teachers or schools or whoever. So we often have text information, video information, audio inserts, so it isn't just sitting and reading pages and pages. It's very interactive. So we can see, there's an example of text information on the next slide. We can see, you know, here's another example of text information, but it's also very graphic. And, again, recognizing that the information is presented via text, video, audio,

activities, sample interventions, and games. So, you know, if you think you might be using the text information go ahead and click *Yes*.

This is…it's very rich information, and very often it's interactive in that, you know, some point along you'd click on an audio tool, and you would get to hear an expert share their experiences. Let's move on to video examples and Slide 40. Let's see. What's the next one? Oh, if we look at Slide 43, this would actually be a video example, and we're not going to play this one live right now, but it provides visual models of how to implement the learning, and in this example learners get to recognize the different stages of the acting-out cycle. And it will actually play it for you as you're listening to audio to help reinforce the content about really, you know, what is the acting-out cycle and what is it that it looks like. On the next slide, Slide 44, we're going to take another minute to allow you to go live to the Web site and actually watch the short video. And what you're looking for, you know, are the triggers to Mark's behavior in this classroom situation. He's the student sitting in the front there. So we'll give you about three minutes to go watch this video. I think, again, it is another example of the rich instruction that happens within these modules.

Julie: So, Anna, will type in the video now, please, and you'll click on it, and we'll have the same thing happen. So thank you, and Anna's kindly putting the chat in so folks who can't get to it can also read the transcript of the video clip.

Sylvia: Okay. Excellent. So should we go on, Julie?

Julie: Yeah, I guess. Do you have a question that you want folks to respond to here, Sylvia, before we move on?

Sylvia: Yeah, in the chat area. If they can see, you know, what were some of the behavioral triggers that set Mark off, and he's that student in the front. If they were able to see that while watching the video. I do want to add, and they may not have noticed this that all the videos are closed captioned for the hearing impaired, plus there are transcripts of all of the videos, and any of the, you know, all of the audio as well, and so it is definitely accessible to the hearing impaired, or if you don't have live, you know, if you don't have Wi-Fi as you're doing your training in the training room, you can download the materials and use the print materials as well.

Julie: So Mary writes that the trigger she saw from the video was the lack of interaction. Someone says, "I don't think he wanted attention but felt unable to work."

Sylvia: Uh uh, and it wasn't, you know, that the teacher gave the three instructions all at once, didn't recognize the triggers of him, you know, beginning to, based upon those requests, you know, begin the acting-out cycle, and so, you know, when you look at…and I think that's the benefit of having the transcripts: You can really look at it, you know, and the teacher says, "We're going to do three things well right there that are already," and I think someone pointed it out and it was more than he was ready for. So, you know, I think it definitely is a good example of what it typically looks like in a

classroom. We may not even, you know, think about it as we're giving instruction, but something like that could trigger an acting-out cycle for a student where we know that that it is a trigger. Giving too many directions, not feeling like there was any interaction going on, being talked at…that would set that student up for the beginning of, you know, beginning that acceleration phase. So this is just an example of the *Perspectives and Resources*. As you can see on Slide 45, there are many other tools that are available: sample of negative consequences for elementary and high school, sample hallway procedures, sample elementary rules. So, again, if teachers are developing their own classroom or individual behavior plans or even school-wide plans, the modules provide many, many examples or models or exemplars that a school or a teacher could use in making those decisions. And there are also sample interventions in addition to, you know, step-by-step processes for interventions, audio suggestions related to the context of the problem, and in this case, you know, how to help the teachers solve the problem truly is very applicable to what it is that we face as teachers every day. And so there is a quick poll in there. Do you see yourself using some of the sample interventions? It's a little difficult to see on this screen, but really looking at, you know, can you quantify the behavior, can you truly define what that behavior is?

Very early on, you know, Miss Rollison was worried about misbehavior, but she didn't identify really what that was, and that's one of the essential pieces in really being able to change behavior. So let's go on. I know we're running out of time, but I definitely want to give Jessica and John a chance to respond to this question.

Julie: So, Jessica and John, over to you.

John: Sure, yeah, the question in front of us about understanding the way a child's action accelerates, I think it would be inaccurate to assume that all students are going to go through the cycle at the same pace. There are some students for whom, when they have begun at the point of which they've begun agitating, they immediately accelerate within the matter of just a few moments without intervention, and so I think that it's really important to know how this particular child is going to respond. I think it's important to understand that in many cases, just because a child has started out by, let's say for instance, tearing up paper at their desk, it is not likely to end there if you don't do something about it and have a plan and have an intervention that you're prepared to do in order to address what the issue the child is having. So I think that, again, it's important to understand the cycle, and it's very important to know on a student-by-student basis what it's going to look like for your students.

As I think I was alluding to earlier, for some of the students in the classroom where I work, once they have gotten to the point of being aggressive, it's too late for me at that point to try to a smooth things over, to try to do a simple redirection at that point. In some cases, students need to be removed from the classroom. If they're missing out on instruction, there isn't a whole lot I can do about it. So I very much recommend that people study that cycle, and study what it looks like with their students.

Jessica: I totally agree, John, and I think one of the really important pieces to that, someone mentioned this in the chat earlier, was really knowing your kids and knowing what they like, and knowing what they want, and knowing ultimately what they're trying to get from this, why they're so upset and really understanding those triggers so you can understand how to react in that situation. And the acting-out cycle really helps you to know when to engage and when to not engage. And so you can kind of really start to understand how you are fueling the fire and what you can change about that. The other piece to that is, as part of the FBA process, there's something called ABC data, and you're really looking at the…you're looking at antecedents, which is what happens right before the behavior occurs. And then you're looking at consequences for what happens right after. And so really using those antecedents to try to figure out what's causing this behavior to occur can help you in that acting-out cycle when you're looking at the child as a whole.

John: I think, too, there have been a lot of comments, people who are looking at the module and saying things about how the classroom itself may have solicited some of the behavior that occurred. I think that continuing this discussion of what Jessica has mentioned about antecedents are triggers, I think it's important if you know, for instance, the student is very wary of looking bad or looking dumb in front of other students in the class, it's important to think about are do we have the right lesson style in place that this child is going to be likely to be laughed at or feel humiliated in front of their peers? I think even knowing that there's a particular academic subject that the child feels challenged by, you know, that the fact that it is now suddenly spelling class, and that's

the thing they don't feel they're very good at, that in itself can be a trigger. And it's going to require some finesse on your part to think about how can we make sure that this is a lesson plan in which the child will feel supported, in which they'll feel that there's enough scaffolding. It meets them on an instructional level, as opposed to a frustration level. And I think it's easy to overlook those sorts of things, but it's critical that we don't.

Julie: Well, thank you, John and Jessica, and, as someone said, great comments. They really appreciate them. Sylvia, do you want to address any questions to Jessica and John? And, folks, we are having a small break, so this is the opportunity if you have any questions on the content just covered.

Sylvia: Well, and I'm just looking at the comments coming through there, and I guess I'm very pleased to see that, you know, many people recognize that this was not the best instruction, example of instruction of student engagement of, you know, any choice involved with the student, you know, that it was sitting in rows, listening and working on dittos, and that's not what we advocate as good instruction. So it is kind of that foundation of good instruction, good first instruction, that supports students who do struggle with everything that John, Jessica, and all the people down there are commenting. This is probably a difficult task for the student. He's definitely not feeling like he was going to be successful in, you know, with these three tasks and therefore gave up way up front. And so it is about interpersonal relationships, recognizing what it is that the student would have needed. So I think people are answering their own questions, and there's wonderful sharing going on in the chat area. So why don't we…people keep

reading that, and why don't we move ahead, kind of finishing what they will find as they work their way through the module. So if we go to Slide 49, you can see this is also part of the *Perspectives and Resources* pages, and this is one of the interactive activities. It's still part of *Perspectives and Resource*, but it is an opportunity along the way to check for understanding. The interactive games really allow learners to check where they currently are, you know, and this particular game, you know, depending on positive reinforcement, your goal is to click on *Increased Behavior* and then the next slide or the next little tile would come up saying, "Good reinforcement increases the likelihood that the behavior will occur." In order to increase the occurrence of the behavior you will, and your choices are "Give Something," "Take Something Away." So, right then and there, a teacher or the participant can click on which one they think is correct, and they're immediately given feedback on if they're correct or incorrect.

Julie: And I think Naomi is going to give us a tour of this right, Sylvia?

Sylvia: Well, we said if you want to go there, it'll take a few minutes, but it is kind of fun to do. So Anna was going to put the link in the text area, and if you wanted to go and play the game yourself we'll give you a few minutes to do that.

Julie: Yeah, so, Naomi, it's up to you. Would you like to quickly walk people through that?

Naomi: How are we doing on time?

Julie: We're a little over, but I suppose the recommendation could be we're actually on time.

Naomi: I was going to say, why don't we do this? Why don't…we've got the link there for folks, and they can, you know, go ahead and click on it later. I think Sylvia did a nice job of just sort of explaining that these interactive activities allow the learners that really quickly apply their newly acquired knowledge or check their understanding in a format that's much more fun than just reading about it and answering questions. So we've got the link there, and I think we'll just maybe move ahead, if that's okay.

Julie: Oh, I could put it to a vote.

Naomi: Oh, yeah, we could. Yeah, folks, if you would like this to go live, we could spend some time. So if you would like to see the tour, say *Yes*, or we can cover the content and you could do the tour later. I think those are the options. So we'll let you have a quick vote. We have lots more to share and show, but we could do that. So if you would like to see it go live, hit the *Yes* button, or hit the check across the button if you would not like to see it live right now or plan to come back and view it afterwards.

Sylvia: Well we have a few *Yeses* and some *Nos*.

Julie: Mostly *Nos*, I have to say. So I think we have…so, thank you, we will keep moving forward then based on that democratic process here.

Sylvia: Okay, well, when you get a chance go check it out because it's fun, and again it gives you that immediate feedback, and so, of course, if you're wrong, you know, it gives, you know, that right away, you know. I don't really have that down yet, and so I think the immediate feedback lets the learner knows if they're correct or incorrect then they get another opportunity, another prompt in order to practice. So we're moving on then to the open poll response. Do you have any questions or comments on the type of information a learner might find in the *Perspectives and Resources* section? We covered, you know, that there are many different types of information. We saw text, video, audio, interactive games, intervention. So that's what we're asking. Do you have comments on the types of information a learner might find in the *Perspectives and Resources* section as a way to provide the contents to the learners?

Julie: I guess there's one question about getting credit for training. I'm looking at the preview of the questions so far, and someone says, "Love the variety of venues to address the topic. Are they reproducible?" I think the question is, can you reproduce any of this information?

Sylvia: Well, we'll, I mean, they are all free, and so, you know, you can download whatever it is that that you would like to from the, you know, from the Web site to use if, you know, kind of as a static model or, you know, to save it to some type of media. But,

as far as graphic organizers, at this point the outline is a good graphic organizer. Naomi, Kim, are there others?

Naomi: I think the module outline is probably the best. It really does highlight the key points in every module. It's just a really nice little road map as far as how to navigate those.

Julia: So I'll publish those, folks. If you're typing in your questions, could you hit it now, and I'll publish those so we can see if there are any other questions that we can direct your way right now. There was one that I saw. "Do you have templates for keeping and collecting the data?"

Sylvia: In the data collection modules, you know, those are new ones, and, Kim, you had mentioned that the data is the newer one? In that case study, are there templates?

Naomi: Yes, there are.

Sylvia: Okay, that's what I thought.

Naomi: Yeah, and they're also in the FBA module as well. There are all kinds of print-down data collections sheets that you can use different samples, so there's all kinds of printables.

Julie: So I'm just going to publish those now and see if there's any other questions I missed as we were coming up there. Are there any other questions you want to address now? Unless there's no questions…there's something about the template, and there's a question about the assignment. Any other questions that you want to address now, Sylvia?

Sylvia: Is there more help available? You know, I think that something that we are asking towards the end, if you would be interested in further e-learning, you know, using these modules, and so that's something that that we're looking into developing. But, Julie, we have another slide for that later on right?

Julie: Yes.

Sylvia: Okay. All right. Well then, let's finish. There's still two more sections. As you look at the sample *Assessment* and sample *Wrap Up*. And if we didn't address your questions, retype them down in that chat area. Hopefully we did. The *Assessment* section…the next two sections are *Assessment* and *Wrap Up* to really complete this adult-learning *STAR Legacy* Cycle. The *Assessment* section reviews all the content provided in the module, and it's all related to the *Challenge* viewed at the beginning. So, again, it's not just some questions. It's related to the questions that in module 1 Mrs. Rollison had about how do I set up a behavior management strategy that's going to reduce problem behaviors, stop bullying, fighting, and those things happening in my classroom? And so, as we look at the sample assessment on Slide 52, you can see there is a list of questions,

but we also recommend then that you go back, you know, to the resources to help you answer those. And I think, you know, for a professional development providers this is a great opportunity to have, you know, have groups working together to go back into the modules and really go deeply into the content to be able to answer these questions. Because they aren't real simple, because we want participants to leave and be able to apply this information in their classroom. Or, you know, if this is something that you maybe, you know, use in a classroom, maybe at the college level, then you would want them to work on this and really spend the time to go back into the module to answer the *Assessment* question.

And then the last piece—and we talked about this—it's interesting because sometimes people skip the *Wrap Up*, but I do think that as we look at the sample *Wrap U*p, it brings us to that point of reflection, and good instruction is about reflecting on what we've learned from the experience. And so, in the sample *Wrap Up*, we come back to those original question. You know, what aspects of the behaviors do you think Mrs. Rollison should focus on? Who can Mrs. Rollison go to for help? You know, what can she do to encourage initial compliance? How is she going to manage, you know, the disruptive behaviors that that have risen, you know, in her classroom? Those were the initial questions, and then, you know, we've had the instruction happen through the resources, the *Perspectives and Resources*, and now we're answering those questions again. And it really gives learners the opportunity to reflect on what was learned so that they can then, you know, practically apply those skills in their own classrooms. So it is a really important part of teaching, and, you know, we very often don't take that time to do the

reflection, but it is such a essential part to taking what we've learned, really reflecting on it, and then being able to move ahead and apply it. Well, let's go on to our last poll.

Julie: And I think this is based on a nice segue about reflection. So we would like folks who are on the call today or who are listening to this Webinar afterwards to reflect on how you might use this information in your own work with students in the next week or month, in a short time, or as you're planning for, you know, what's coming up, and I know a lot people are wrapping down for the school year, but, how it might affect what you plan for in the upcoming year or think about where you might go deeper over for your own professional development.

Sylvia: Uh huh.

Julie: Someone wrote, "Share with teachers." Someone wrote, "I will be using this with teachers in other professional development." Please keep sharing. Would like to ask you just to make a note to yourself. And then someone else just wrote, "I will be teaching the student-teaching seminar, and I'll use that as a group discussion. I will focus on triggers." Thank you. "I will share with the school positive behavior plan team." Someone said, "I will share IRIS resources with state education agencies." Thank you!

Sylvia: Wonderful!

Julie: So we'll give folks about another minute. And, Sylvia, are there any other…we really appreciate a lot of this sharing that people have done today in the Webinar.

Sylvia: Definitely! And I think that's one of the benefits of attending the Webinars live is that you can have these dicussions and sharing of resources across the country. And I think this is a real benefit to, you know, the real time of of being here and hearing that so many of you are interested in using these tools, you know, with your school, in your own classroom, with your own schools in your districts, and even your state is very encouraging.

Julie: So I'm going to publish that. Thank you so much, folks, for a sharing a little bit about next steps with us. I'll give you another twenty seconds. And I'll just do a brief publishing of that so for all to share and see that colleagues who participated in the Webinar today are going to do a variety of different things. So really appreciate you coming with us today. So I think we're over to what is IRIS, who put these resources together for you, are going to do a quick Wrap Up. Naomi, over to you in terms of, you know, where did all this good stuff come from and what to do next?

Naomi: Okay. Well, I have to say from looking at your feedback on the earlier question, we here at IRIS are thrilled that so many of you are going to be sharing these resources with your school teams, district teams, state teams, other teachers because that is exactly what we want. IRIS is funded through a grant from the U.S. Department of Education, the Office of Special Ed. Programs. And we are funded to provide free, online resources

about working with struggling learners and students with disabilities in inclusive settings. So these resources are designed for both professional development and for preservice use at the college and university level. So, you know, we're so happy to see that so many of you will be sharing these resources with others. All of our resources focus on either evidence-based practices or on educational initiatives, such as response to intervention. College students and practicing teachers report that they enjoy using these resources, and we have research data showing that IRIS materials are an effective way to learn this new content. So, oh, Julie you can go on to the next slide.

Julie: And I just pointed the word out, *free*, again, Naomi.

Naomi: You want to make sure that everybody is clear, that these are free. There has…and then I'm going to scoot on to the next…well, I think, yeah. John mentioned in the chat room, and I'm just so glad he did, that we have so many different types of resources. We, you know, we've been going through the behavior strand here, but we have resources on so many topics, like reading and language arts, assistive technology, math, learning strategies, diversity, just to name just a few. They're just, you know, all up there. They're free for whatever kind of, you know, benefit that folks can get from them. I know we've had several questions in the chat room about are there CEUs available, or professional development credit. And at this time, we do not have anything at IRIS that can actually provide you with that. We do know of schools and districts that do have teachers turn in their assessment questions after going through a module to get credit for

the module, you know, and have come up with different creative ways of providing CEUs. We just don't have that availability right now at the IRIS Center.

Julie: And I think segueing onto your question, Sylvia, was that we are exploring all these resources are free, so you can use them at your own time and anyway, but we know that sometimes folks want to coach and go through them and talk about them and have a little bit more exploration and actually do get some credit with them, and so if you're interested in doing something more formal, this would be more fee-based, and the resources are free. Just hit the *Yes*, *No*, or make a comment in the chat for us. Because we've had some of that feedback that people would like to, you know, spend time and dig deeper and get some credits for going through this piece. So if you could let us know and hit the check or type into the chat, we'd appreciate that for that feedback.

Sylvia: Okay, I see a yes.

Julie: Yeah, some *Nos* some *Yeses*, so thank you.

Sylvia: Okay.

Julie: So I think we're coming up towards the end. I think we had a final open-response question, and I guess my question…we could even ask you…put that in chat…do you have any final questions and comments? And please type them in, and then meanwhile I

want to know if John and Jessica have any final comments or questions or reflections themselves to share before I hand it back to you, Sylvia.

Sylvia: Okay.

Julie: So as our reflectors today, John and Jessica, do you have any final comments or questions you would like to make?

John: Yeah, one came up. I was lucky enough last summer to participate in some professional development on behalf of our school district, and most of the participants were actually special educators or consultants. And we used content directly from IRIS's modules 1 and 2 and 4 and 5. And I found that those, the particular content there, the video and organizers really help to direct our discussion. I found that the participants seemed very able to understand the way it was laid out.

Jessica: I totally agree. I also have used content from the module 4 on the acting-out cycle as well as the FBA module. And participants find it very interactive and just a great way to present the information in a way that's easily understood, and their questions are answered within the module as well. So I really enjoy using the IRIS Modules.

John: I'd like to add one more thing, too. It's great…during the course of our discussion, we weren't able in some cases to complete the discussion to the extent we'd like, for instance, on setting up your classroom rules, but it was great to be able to say, "Okay,

well, here's the link on the IRIS Web site. We recommend that on your own time you come back and delve into the module deeper."

Julie: Well, thank you, and thank you, John and Jessica, again for playing this role with us today. I'm going to a publish the results, and there's not a lot of questions in here, but IRIS folks and all, there's a lot…and Sylvia for being our presenter today…there's a lot of…thank you…and we want to thank our participants for taking time out of your busy schedule and for all the great work you do on behalf of, you know, students. So without any further ado, next step, contact information. We're putting that up. You can get back, as we said, to the IRIS Center. We have…here's the URL and that's contact information, you can get to it, you can ask questions, and it's ongoing. And we also want to thank you again. Thank you to our colleagues at IRIS. Thank you to Jessica and John, and thank you to my colleague, Sylvia Daravo, for stepping up and doing this presentation. Sylvia, do you have any final questions or comments as I push out the next steps from *SchoolsMovingUp* slide?

Sylvia: Well, I do. One of the last comments was, you know, I had been to the site before, but, you know, wasn't really sure how to navigate through it, and so I think that, you know, I felt we have met one of my objectives and that was to really get people to the point where they would feel comfortable in knowing, well, you know, what is it when I go to the *Perspectives and Resources*, or what is it when I go to the Challenge? How does that relate to the rest of the module? And so I really hope that, you know, this little taste

of what the modules have will cause people to go and spend a little bit of time there and see just the richness of the resources that are in each of these modules.

Julie: Well, thank you. And then I'm going to push out a survey, because we're always wanting to hear feedback from our *SchoolsMovingUp* Webinar participants, and we want to thank IRIS and all for partnering with us and bringing another Webinar to you all. So I'll push that out and, again, all the archives of the Webinars, this one and other Webinars that we have done with IRIS, are all on the *SchoolsMovingUp* site. And the archive of today's Webinar is going to be published on the site where you registered. And for those of you who are watching the archives afterwards, we ask you to give your feedback. There is a form below as you watch it live. We also have it in streaming media, or you can log in and watch it and see the chat, which has been invaluable. So, without further ado, I'm going to push out the survey link. It'll pop up in either a new window or on your screen. And, again, I want to thank everybody for participating today, and I'm about to end the archive. Wondering if anyone from IRIS has any final comments?

Naomi: This is Naomi, and I would like to thank, first, everyone who sat in on the Webinar for participating, and I'd especially like to thank John and Jessica for giving up a big portion…

Sylvia: Yeah.

Naomi: …of their day to come and help us out with this, because I think their voices of experiences were really valuable.

Julie: Yes, and so thank you. Well, thanks all. I know it's late on the east coast, so I'm going to say goodbye and wish you all the best and thank you, and enjoy these wonderful resources, and I'm officially ending the Webinar. Thank you all and keep well and safe. Bye.

Sylvia: Bye.