

Slide Presentation: Social/ Emotional/Behavioral



Purpose: This tool provides talking points that can be used with the high-leverage social/emotional/behavioral practices slides.

The “Slide Presentation: Social/Emotional/Behavioral” is to be used with the “A Look at Social/Emotional/Behavioral Practices” slides to introduce high-leverage social/emotional/behavioral practices in special education. A blank slide at the end can be used to create personalized slides for such things as your contact information, a list of resources that are available to participants in the school or district, a description of ongoing high-leverage practice activities that are already being used in the district, and so on. It is designed as a PDF fillable form that you can digitally populate.

In addition, suggested talking points are provided for each slide. Some optional conversation starters also are given that might be used during the presentation to engage participants in thinking about the topic.

The required amount of time will vary across presenters, depending on how many of the talking points are used, the number of conversation starters, and the style of the presenter. In general, the slide presentation (without conversation starters) should take approximately 6 to 7 minutes.

This professional development guide also includes a set of overview slides and sets of additional slides that can be used to look more deeply at a practice area (collaboration, assessment, social/emotional/behavioral, and instruction). Practice-area slides can be integrated into the overview slide set or used as a stand-alone slide presentation at various points in the presentation. All slide sets include suggested talking points and optional conversation starters.



Slide Presentation: Social/Emotional/Behavioral Talking Points and Optional Conversation Starters

Slides: Social/Emotional/Behavioral

Slide 1:

A Look at Social/Emotional/Behavioral (Cover Page)

Talking Points: High-leverage practices are frequently occurring educational practices that *all* K-12 special educators should know how to do. To make the twenty-two practices more understandable and easier to use, they are organized around four intertwined areas of practice. Social/emotional/behavioral is one area of practice.

Slide 2:

Effective special education teachers ensure that students with disabilities have the academic and behavioral supports they need to achieve success in school.

Talking Points: Effective special education teachers recognize that academic and behavioral support strategies are more effective when delivered within the context of positive and caring teacher-student relationships.

Optional: Ask participants, “What types of positive support strategies do you currently use with students who have social, emotional, and/or behavioral challenges?”

Slide 3:

High-Leverage Social/Emotional/Behavioral Practice 7

- *Establish a consistent, organized, and respectful learning environment.*

Talking Points: To build and foster positive relationships, teachers should establish age-appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced throughout the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); should be respectful of all students; and should value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.



Slide Presentation: Social/Emotional/Behavioral (continued)

Slide 4:

High-Leverage Social/Emotional/Behavioral Practice 8

- ***Provide positive and constructive feedback to guide students' learning and behavior.***

Talking Points: The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be delivered strategically and be goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with the task and phase of learning (e.g., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Slide 5:

High-Leverage Social/Emotional/Behavioral Practice 9

- ***Teach social behaviors.***

Talking Points: Effective special education teachers explicitly teach appropriate interpersonal skills, including communication and self-management, aligning lessons with classroom and schoolwide expectations for

student behavior. Prior to teaching, teachers determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction is provided until mastery is achieved. If students display performance problems, the appropriate social skill is initially taught, then emphasis shifts to prompting the student to use the skill and ensuring that the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

Slide 6:

High-Leverage Social/Emotional/Behavioral Practice 10

- ***Conduct functional behavioral assessments to develop individual student behavior support plans.***

Talking Points: Creating individual behavior plans is a central role of all special educators. A major part of developing such plans is to conduct a functional behavioral assessment any time behavior is chronic, intense, or impedes learning. A comprehensive functional behavioral assessment results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that teaches the student a pro-social replacement behavior that will serve the same or similar function; alters the environment to make the replacement behavior more efficient and effective than the problem behavior; alters the environment



Slide Presentation: Social/Emotional/Behavioral (continued)

to no longer allow the problem behavior to access the previous outcome; and includes ongoing data collection to monitor progress.

Slide 7:

Important Considerations Across High-Leverage Social/Emotional/Behavioral Practices

To reduce problems:

- ***Value student’s cultural and language backgrounds and experiences.***
- ***Provide well-designed, effective instruction.***

Talking Points: It is always important to consider students’ cultural and language backgrounds and experiences as the social/

emotional/behavioral needs of students are assessed and as strategies to address identified needs are developed and used. One of the most effective approaches teachers can use to reduce problem behavior in educational settings is to provide students with well-designed, effective instruction. In other words, social/emotional/behavioral practices always should be used in concert with effective instruction practices.

Optional: Ask participants if they agree or disagree with the two practices identified to reduce problems. Ask, “Are there other practices you use to reduce problems?” Ask them to explain their answers.