

34th Annual Learning Symposium

Breakout Session:

Fostering Belonging in the Classroom: Evidence-based Learning and Behavioral Strategies and Systems:

Presented by Heather Haynes Smith, Ph.D. Associate Professor
in the Department of Education at Trinity University



This session is appropriate for educators, school leaders, and families. Dr. Smith will provide an overview of evidence-based practices in implementing learning and behavior strategies and systems that support belonging. The session will also introduce practical strategies and resources to support, or advocate for, systems of support reflecting the research evidence-base. This session will provide time for questions and discussion.

Presentation Objectives/Learning Outcomes:

- The participants will understand evidence-based strategies for learning and behavior strategies and systems that support belonging.
- The participants will explore a framework for whole-child education.
- The participants will learn and identify evidence-based resources to implement, or advocate for, in schools. Similarly, they will recognize resources and practices not supported in the research.

Bio of presenter:

Heather Haynes Smith, Ph.D. is an Associate Professor in the Department of Education at Trinity University. She teaches courses on special education, disability justice, learning disabilities, positive behavioral supports and reading instruction. Her scholarship explores these fields, educator preparation, and the implementation of systems in these areas, namely the application of universal design for learning guidelines. She has worked as an elementary teacher, K-12 literacy coach, state-level reading technical assistance specialist, reading and teacher preparation program coordinator on research grants, and researcher. She currently holds the Trinity Lubetzky Social Emotional Learning Faculty Research Fellowship and Trinity HHMI Inclusive STEM Faculty Fellowship and serves the Texas Education Agency (TEA) on a Standards Advisory Committee for Reading, Special Education, and systems in educator preparation.

Fostering Belonging in the Classroom: Evidence-based Learning and Behavioral Strategies and Systems

Heather Haynes Smith, PhD

Winston Symposium

January 2024

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Session Overview

This session is appropriate for educators, school leaders, and families. Dr. Smith will provide an overview of evidence-based practices in implementing learning and behavior supports that support belonging. The session will also introduce the Framework for Whole Child Education and resources to support, or advocate for, evidence-based practices. This session will provide time for questions and discussion.

Session objectives:

1. The participants will understand evidence-based supports for learning and behavior that support belonging.
2. The participants will explore a framework for whole child education.
3. The participants will learn and identify evidence-based resources to implement, or advocate for, evidence-based practices in schools. Similarly, they will recognize resources and practices not supported in the research.

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Session Agenda

Connections & Community Building
Mindfulness
Defining Behavior
Framing our Learning: Belonging
Evidence-based Supports for Learning & Behavior
Framework for Whole Child Education
Resources for Implementation & Advocacy
Wrap-Up

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Connections and Community Building

Before we begin exploring the evidence-based strategies, framework and resources, I invite us to experience application of these strategies in a learning space.

First, we invite introductions of session participants. Then, we will engage in a mindfulness activity to support our transition to learning.

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Connections: Introductions

If you could have a ticket (or two) to go anywhere, attend any event (present or past), where would you go? If you are taking someone with you... who?



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Mindfulness Practice

How we arrive to classrooms or spaces for learning can impact our energy, focus, and success. As the teacher, one strategy we might consider for supporting our students learning and engagement transition could include a mindfulness practice.

This will be a brief, 1-2 minute practice.

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First, defining 'behavior'...

I am talking about....

- Social, emotional and behavioral considerations
- Behavior as communication
- Considering the 'whole child'
- Developmental considerations
- Internalizing and Externalizing behaviors
- systems

I am NOT referring to...

- Outbursts
- Meltdowns
- Aggression
- Or other externalizing 'behaviors'

and how these support BELONGING in the classroom

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Framing our learning today... Belonging

The FRAME Routine

Key Topic: _____ is about...

Main idea: _____

Main idea: _____

Main idea: _____

Essential details: _____

Essential details: _____

Essential details: _____

So What? (What's important to understand about this?)

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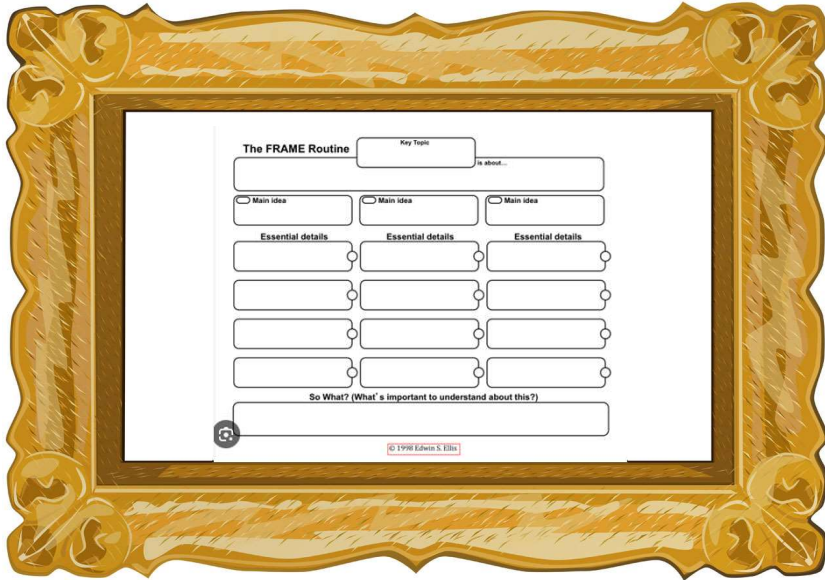


Framing Routine
Strategic Instruction
Model (SIM) Learning
Strategy

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Fostering Belonging in the Classroom: Evidence-based Learning and Behavioral Strategies and Systems Presented by Heather Haynes Smith, Ph.D.

Framing our learning today...



Key Topic _____

Is about _____

Main idea #1: _____

Essential details: _____

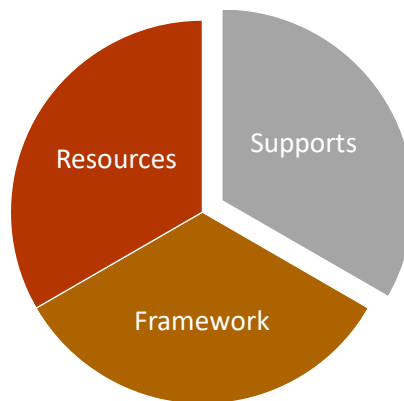
So what?



Framing Routine
Strategic Instruction
Model (SIM) Learning
Strategy

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Three main ideas for fostering belonging in the classroom



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Evidence-based supports for learning & behavior that support belonging

1. Systems

2. Strategies: It's complex



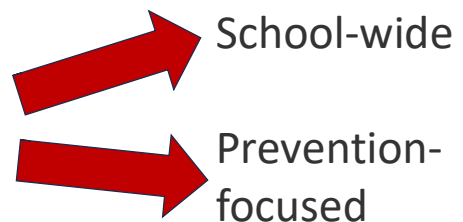
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Evidence-based supports for learning & behavior that support belonging

1. Systems

A multi-tiered system of supports (MTSS) has several critical features. This system's critical features include a focus on:

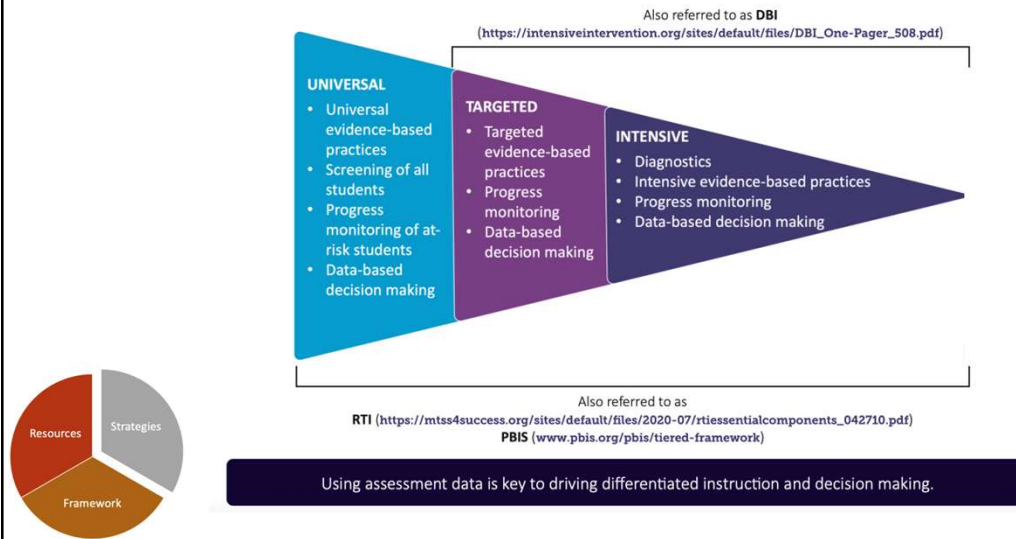
- a) high quality, effective instruction,
- b) universal screening for all students,
- c) a multi-tiered model for intervention and instruction,
- d) research-based instruction, and
- e) the use of data for decision making (NASDSE, 2001)



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MTSS: Texas Education Agency

Figure 1: MTSS Components and Other Support Systems



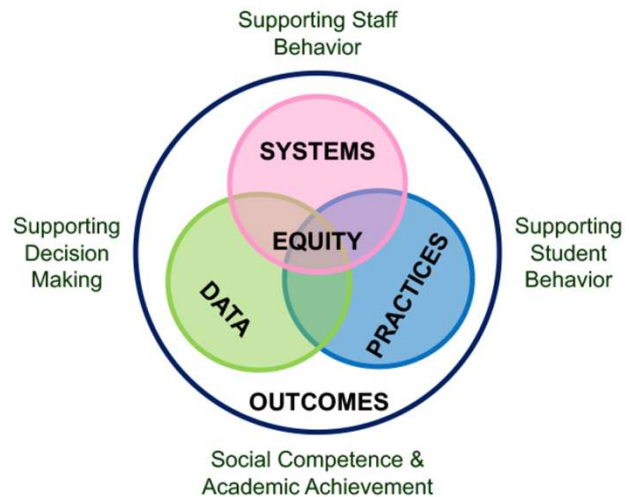
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Example of School-wide System for Behavior

Positive Behavioral Interventions & Supports (PBIS)

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged
- A supportive and involved school administration
- On-going access to professional development for preparing all staff to implement each tier of PBIS
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making
- Disaggregating data to examine equity among student subgroups



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Evidence-based supports for learning & behavior that support belonging

2. It's complex:

- Academics
- Social & Emotional
- Behavioral
- Developmental
- Cultural
- And more...



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Evidence-based supports for learning & behavior that support belonging

2. It's complex:

• **Academics**

- Social
- Emotional
- Behavioral
- Developmental
- Cultural
- And more...

Literacy skills = lasting decreases in disruptive classroom behavior.

- Relationship between problem behavior and academic achievement (Lassen, Steele, & Sailor, 2006)
- Academics interventions and instruction at Tier 1 and Tier 2 can have a positive effect on behavior outcomes
- Behavior intervention and instruction at Tier 1 and Tier 2 can have a positive effect on academic outcomes
- Functional behavior assessments can increase intervention effectiveness for a wider range of students than previously thought (Filter & Horner, 2008)

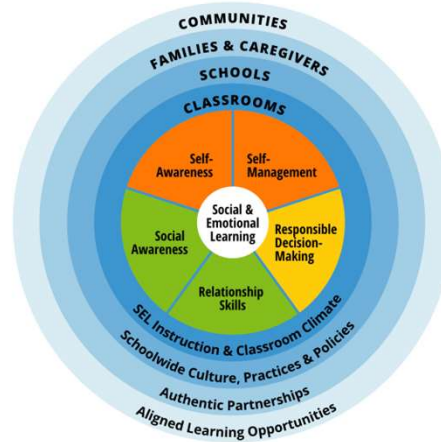


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Evidence-based supports for learning & behavior that support belonging

1. It's complex:

- Academics
- **Social & Emotional**
- Emotional
- Behavioral
- Developmental
- Cultural
- And more...



Over the past 20 years, many evidence-based approaches and strategies have been created to promote SEL in educational settings. More than half of U.S. states have now articulated learning standards (sometimes called “competencies” or “benchmarks”) for SEL.

Source: CASEL

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Evidence-based supports for learning & behavior that support belonging

1. It's complex:

- Academics
- Social & Emotional
- **Behavioral**
- Developmental
- Cultural
- And more...

- Functional behavior assessments can increase intervention effectiveness for a wider range of students than previously thought (Filter & Horner, 2008)



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Evidence-based supports for learning & behavior that support belonging

1. It's complex:

- Academics
- Social & Emotional
- Behavioral
- **Developmental**
- Cultural
- And more...

Research on human development shows that the effects trauma can be mitigated when students learn in a **positive school climate** that offers long-term, secure relationships that supports academic, physical, cognitive, social, and emotional development — an approach known as “**whole child**” education. (Learning Policy Institute)



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Evidence-based supports for learning & behavior that support belonging

1. It's complex:

- Academics
- Social & Emotional
- Behavioral
- Developmental
- **Cultural**
- And more...

These “whole child” educational environments can provide all children with a **sense of safety and belonging** by creating safe and **culturally responsive** classroom communities, connecting with **families**, teaching social-emotional skills, helping students learn to learn, and offering a **multi-tiered system of supports**. (Learning Policy Institute)



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Evidence-based supports for learning & behavior that support belonging

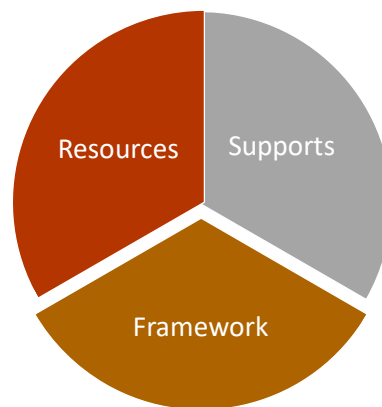
1. It's complex:

- Academics
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- Cultural
- **And more...**



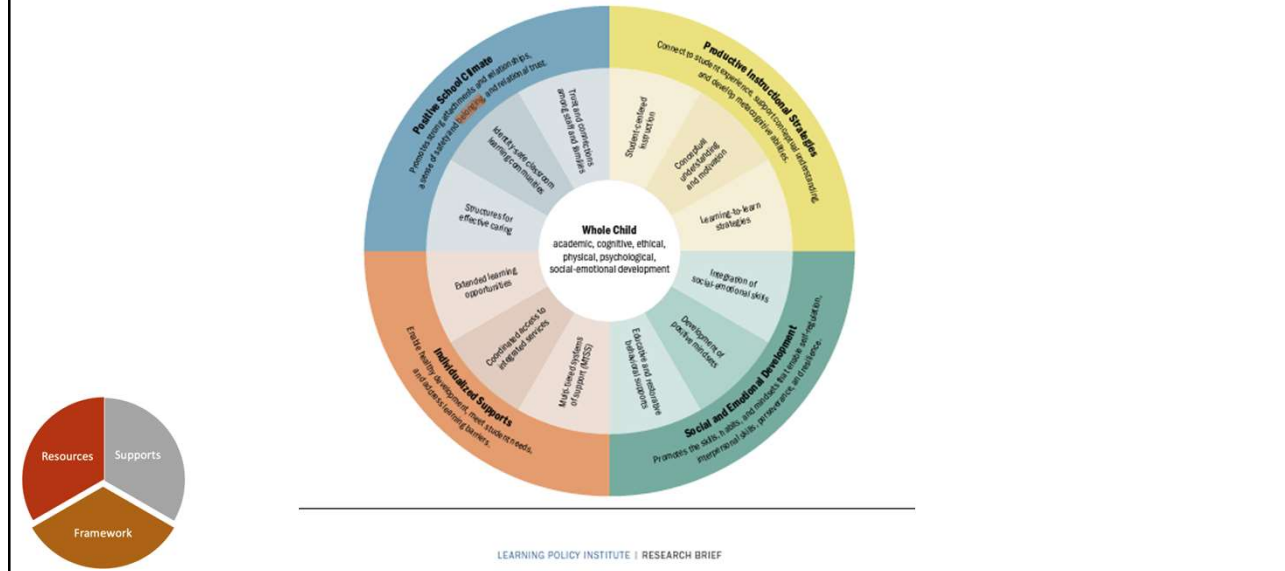
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A Framework for Whole Child Education



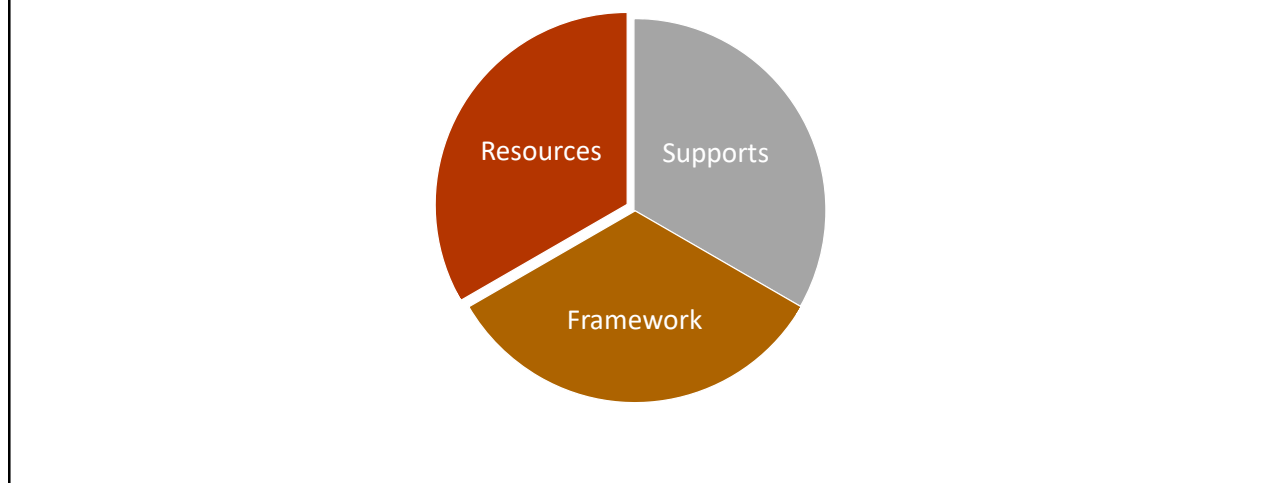
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A Framework for Whole Child Education



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Resources for Implementation & Advocacy

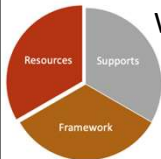


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Evidence-based Resources for Implementation & Advocacy

Academic Resources Fostering Belonging

Science of Learning and Development (SOLD)
TEA -Science of Teaching Reading
KU Strategic Instruction Model (SIM)
National Center on Intensive Interventions
Institute for Education Sciences (IES) -
National Center for Education Evaluation
What Works Clearing House

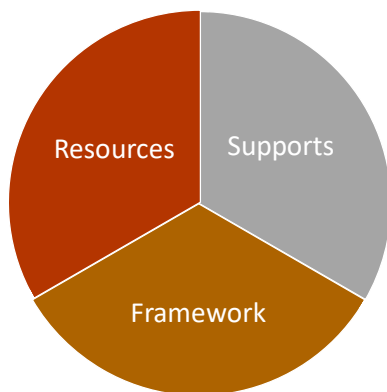


Social, Emotional, & Behavioral Resources Fostering Belonging

Collaborative for Academic, Social, and Emotional Learning (CASEL)
Learning Policy Institute
National Center on Positive Behavioral Interventions & Supports (PBIS)
National Center on Safe and Supportive Learning Environments
TEA – Texas Behavior Support Initiative
RULER

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Wrap Up – Community Sharing



Revisiting our FRAME

- What are some 'big ideas' about fostering belonging?
- How can we translate the information presented in this session to practice?

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Feel free to reach out when you are thinking about the 'layers'.

Heather Haynes Smith, PhD
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The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)



Strategies for Developing Productive School Environments

To support student achievement, attainment, and behavior, research suggests that schools should attend to four major domains, shown in Figure 2 and described below:

1. Building a positive school climate in both classrooms and the school as a whole
2. Shaping positive student behaviors through social and emotional learning
3. Developing productive instructional strategies that support motivation, competence, and self-directed learning
4. Creating individualized supports that address student needs, including the effects of trauma and adversity

Figure 2
A Framework for Whole Child Education

