

Table of Contents

Outline

Session Overview	3
I. Greeting and Agenda	5
II. Classroom Connection	6
III. Personal Connection	6
IV. Creating Safety	7
V. Interactive Modeling in Action: DVD Viewing	8
VI. Taking It Into the Classroom	9
VII. Preparation for Next Session and Closing Reflection	10

Charts and Handouts

Energizer Directions: Rainstorm	11
Find One	12
Steps in Interactive Modeling	13
DVD Viewing: Interactive Modeling	14
Classroom Implementation: Interactive Modeling	15
Reading Journal: Setting Goals	17

2 Creating Safety From Day One

Learning objectives for Session Two

- Continue process of forming community
- Gain deeper understanding of interactive modeling
- Plan for applying new learning to classroom situations

Materials needed (also see "Logistics," *Getting Started* booklet, page 7)

- Supply of small notebooks and/or pads of paper, sticky notes, pens/pencils
- Copies of *Rules in School*, 2nd edition, for any new participants
- Welcome chart
- Agenda for the day
- Chart: Ground Rules (from Session One)
- Chart: Find One (see page 12)
- Chart: Steps in Interactive Modeling (see page 13)
- Handout: DVD Viewing: Interactive Modeling (see page 14)
- Handout: Classroom Implementation: Interactive Modeling (see page 15)
- Handout: Reading Journal: Setting Goals (see page 17)

Preparation needed (also see "Logistics," *Getting Started* booklet, page 7)

- Photocopy handouts for today and put them on a table by the door or on participants' chairs.
- Decide how you will form small groups.
- Set up a welcome chart by the door.
- Review information on interactive modeling.
- Choose and plan how to introduce the DVD clip(s).
- Review directions for the suggested greeting, "Good Afternoon" Greeting (page 5), and energizer, Rainstorm (page 11), and plan how to teach them.

Sample schedules

Following are two sample schedules—a two-hour schedule and a one-and-a-half-hour schedule.

Two-hour schedule

I.	Greeting and agenda	10 minutes
II.	Classroom connection	10–15 minutes
III.	Personal connection	10–15 minutes
IV.	Creating safety	10–15 minutes
	<i>Brief energizer break</i>	<i>2–3 minutes</i>
V.	Interactive modeling in action: DVD viewing	20–25 minutes
VI.	Taking it into the classroom	30 minutes
VII.	Preparation for next session and closing reflection	5 minutes

*One-and-a-half-hour schedule

I.	Greeting and agenda	10 minutes
II.	Classroom connection	5 minutes
III.	Personal connection	10 minutes
IV.	Creating safety	10 minutes
V.	Interactive modeling in action: DVD viewing	20 minutes
VI.	Taking it into the classroom	30 minutes
VII.	Preparation for next session and closing reflection	5 minutes

*In the detailed outline, times in parentheses are for the one-and-a-half-hour session.



Grouping for I: Whole group in a circle

Have a welcome chart set up to greet participants.



I. Greeting and agenda— 10 minutes (10 minutes)

1. Before beginning the session, quickly introduce any new members who have joined the group and remind participants to put on their name tags.

2. Do a simple, low-risk greeting.

Suggested greeting: “Good Afternoon” Greeting

The person who begins the greeting turns to a neighbor, smiles, and says, “Good afternoon, _____,” using the neighbor’s first name. The person who was greeted returns the greeting then turns to the next person in the circle and the greeting continues around the circle.

Sequence:

a. Introduce the greeting, describing what participants will do. Emphasize that there is no touch involved in today’s greeting.

b. Model with a neighbor. Key things to model are eye contact and friendly voice.

c. Ask participants what they noticed you say and do.

d. Check for understanding and begin the greeting.

3. Review the agenda for the day.

II. Classroom connection—

10–15 minutes (*5 minutes*)

1. With partners, participants discuss implementation efforts.

a. Ask partners to share observations from the previous week in the classroom. Participants can refer to notes they made on the handout Classroom Implementation: Awareness.

✧ *What times of day felt calm and safe?*

✧ *What contributed to that feeling?*

b. Circulate while participants talk, listening for patterns, addressing concerns, and answering questions.

2. In the large group, ask participants to share strategies that contributed to feelings of calm and safety.

III. Personal connection—

10–15 minutes (*10 minutes*)

1. With partners, participants reflect on the three paragraphs on page 13, *Rules in School*, under the subhead “Having faith in children’s abilities to make sense of the rules.”

a. Direct participants to read/review the text.

b. Participants reflect on the following questions and then share thoughts with their partners:

✧ *Does this feel right to you, based on your experience as a teacher?*

✧ *Where does this align with your thinking?*

✧ *What are your questions?*

2. Participants share a few ideas with the whole group.

3. Make the following point:

As we continue reading and discussing and putting some of these ideas into practice, let’s see if any of our thinking about children and rules shifts and in what way.

IV. Creating safety—

10–15 minutes (*10 minutes*)

1. Partners use the Find One discussion structure to review and discuss the paragraphs on pages 15 and 16, *Rules in School*, under the subhead “The first priority: Establish a sense of calm and order.”

a. Individuals read the assigned text and mark one sentence, one phrase, and one word that they find especially meaningful, interesting, or provocative.

b. Each person chooses one of the pieces marked to share with her partner and say why she marked it.

c. If there is time, participants can discuss another marked segment.

2. Remind participants of the strategies you used in Session One to create safety in the group (established a signal for quiet, thought about goals, established rules connected to the goals, used a version of interactive modeling adapted for adult learners). Let them know that for the remainder of this session they will be focusing on interactive modeling.

Post directions for the Find One structure (page 12) in addition to giving directions verbally.



ENERGIZER BREAK

This is a good place to pause and ask participants to get in a circle for a quick energizer break. A suggestion for this session is Rainstorm (see directions on page 11).

V. Interactive modeling in action: DVD viewing—20–25 minutes (20 minutes)

1. Post chart showing the steps in interactive modeling (page 13).

Quickly review the steps, highlighting the ways in which students are involved (e.g., sharing what they noticed the modeler do and say, taking part in the modeling).

2. Participants watch a grade-level-appropriate DVD clip of interactive modeling from the Session Two choices.

Each clip has a version marked “without steps” and a version marked “with steps.” Begin with the version marked “without steps.”

- a. **Participants move** with partners so they can easily view the DVD.
- b. **Direct participants** to the handout DVD Viewing: Interactive Modeling.

c. **Ask participants** to pay attention to how this form of modeling is similar to/different from modeling they might already use in their classrooms.

d. **Show the version** of the clip marked “without steps.”

e. **After viewing**, ask participants what they noticed. If no one mentions it, be sure to point out the student involvement and the minimal amount of talking from the teacher.

f. **Show the version** of the clip marked “with steps.” Using the handout, partners work together to fill in what the teacher and children say and do at each step.

You can either pause the DVD after each step or play the clip through a couple of times.

If you have time and your group is interested in seeing more examples of interactive modeling, please note that there are several examples at both the primary and upper elementary grades levels.



VI. Taking it into the classroom— 30 minutes (30 minutes)

1. With the whole group, create a list of routines that participants could teach with interactive modeling.

- a. **Remind participants** that interactive modeling is used when there is just one way teachers want students to do something.
- b. **Refer to examples** on DVD. Note that before thinking about when to use interactive modeling, teachers need to be clear about exactly how they want a particular routine to be done.
- c. **Partners work together** to list routines that they could teach with interactive modeling.
- d. **Participants share ideas** with the whole group.
- e. **Write participants' ideas** on a flip chart.

2. With the whole group, review the list created in step 1.

- a. **Ask** participants to identify one or two routines that could be broken down into smaller steps.
- b. **Talk about** what those steps might be.

3. Plan for implementation of interactive modeling.

- a. **Direct participants** to the handout Classroom Implementation: Interactive Modeling.
- b. **Partners plan** how to introduce a signal for quiet using interactive modeling. (If an individual has already taught a signal for quiet, that person can plan for and use interactive modeling to teach a different routine.)
- c. **Participants can** refer to pages 21–23, *Rules in School*.
- d. **Before the next session**, participants try using interactive modeling to teach a signal for quiet.

VII. Preparation for next session and closing reflection—

5 minutes (*5 minutes*)

1. Give the assignment for Session Three.

a. Read information on setting goals in Chapter One, “Creating Rules with Students” (pages 27–34, *Rules in School*), beginning with sub-head “Reflect on the purposes of rules.” Use the handout Reading Journal: Setting Goals to make notes.

b. Use the handout Classroom Implementation: Interactive Modeling to record information about your efforts to teach a signal for quiet (or other routine) using interactive modeling.

2. Use an “around-the-circle” structure for today’s reflection.

a. Ask participants to think about one thing they want to be sure to remember from today’s session.

b. Go around the group, giving each participant a chance to briefly share their idea.

Rainstorm

1. Participants move as needed to see the facilitator. This energizer can be done either standing or sitting.
2. The facilitator begins by making motions and noises that sound like a rain-storm building in intensity.
3. The participants imitate the facilitator, continuing to make that motion/noise until the facilitator changes to a different one.

Here are the motions and sounds:

As the storm builds

Rub hands on thighs (light wind)

Rub hands together (stronger wind)

Snap fingers (soft rain)

Clap hands softly (hard rain)

Clap hands loudly (harder rain)

Slap thighs loudly (soft thunder)

Stomp feet (loud thunder)

As the storm dies down (reverse the sounds)

Stomp feet (loud thunder)

Slap thighs loudly (soft thunder)

Clap hands loudly (harder rain)

Clap hands softly (hard rain)

Snap fingers (soft rain)

Rub hands together (stronger wind)

Rub hands on thighs (light wind)

Find One

- ✦ Individually, read a piece of text and mark one sentence, one phrase, and one word that you find meaningful, interesting, or provocative.
- ✦ Choose one of the pieces you marked and share it with your partner. Say why you marked it.

Steps in Interactive Modeling

1. Describe a positive behavior you will model.
2. Demonstrate the behavior.
3. Ask students what they noticed about the behavior demonstrated.
4. Ask student volunteers to demonstrate the same behavior.
5. Repeat step 3.
6. Students practice. Teacher observes and coaches.

DVD Viewing: Interactive Modeling

First Viewing

Note ways in which interactive modeling is similar to and/or different from modeling you've used in your classroom.

Second Viewing

Note what the teacher and students do in each step of the modeling process:

- 1. Teacher describes the positive behavior to be modeled.**
- 2. Teacher demonstrates the behavior.**
- 3. Teacher asks students what they noticed. Students share observations.**
- 4. Student volunteers demonstrate the behavior.**
- 5. Teacher asks students what they noticed. Students share observations.**
- 6. Students practice. Teacher observes and coaches.**

Classroom Implementation: Interactive Modeling

Using the following guide, plan how to use interactive modeling to teach a routine such as responding to a signal for quiet.

- 1. Describe a positive behavior you will model. (What will you say that is both clear and brief?)**
- 2. Demonstrate the behavior. (What will you do?)**
- 3. Ask students what they noticed about the behavior demonstrated. (What questions will you ask? What do you want to be sure children understand?)**
- 4. Ask student volunteers to demonstrate the same behavior. (How will you set this up? What will you say?)**
- 5. Repeat step three. (What questions will you ask? What behavior do you want to highlight?)**
- 6. Students practice. Teacher observes and coaches. (How will you prepare the students to use this behavior during the school day? How will they know your expectations?)**

Reflect on your implementation of interactive modeling:

What went well?

What contributed to success?

What was challenging and why?

How might you address this challenge?

Reading Journal: Setting Goals

Read information on setting goals in Chapter One, "Creating Rules with Students" (pages 27–34, *Rules in School*). Optional: Read information on setting goals in one of the grade level chapters (grades K–2, pages 109–110; grades 3–5, pages 153–158; grades 6–8, pages 201–206). Use a format like the one below to reflect on the reading.

New ideas	Confirmation of what I know
Questions I have	Something I look forward to trying