



An Institute of



# Providing a supportive environment to facilitate good behaviors and effective learning

*XIE Huichao, Ph.D., Assistant Professor*

Psychology and Child & Human Development

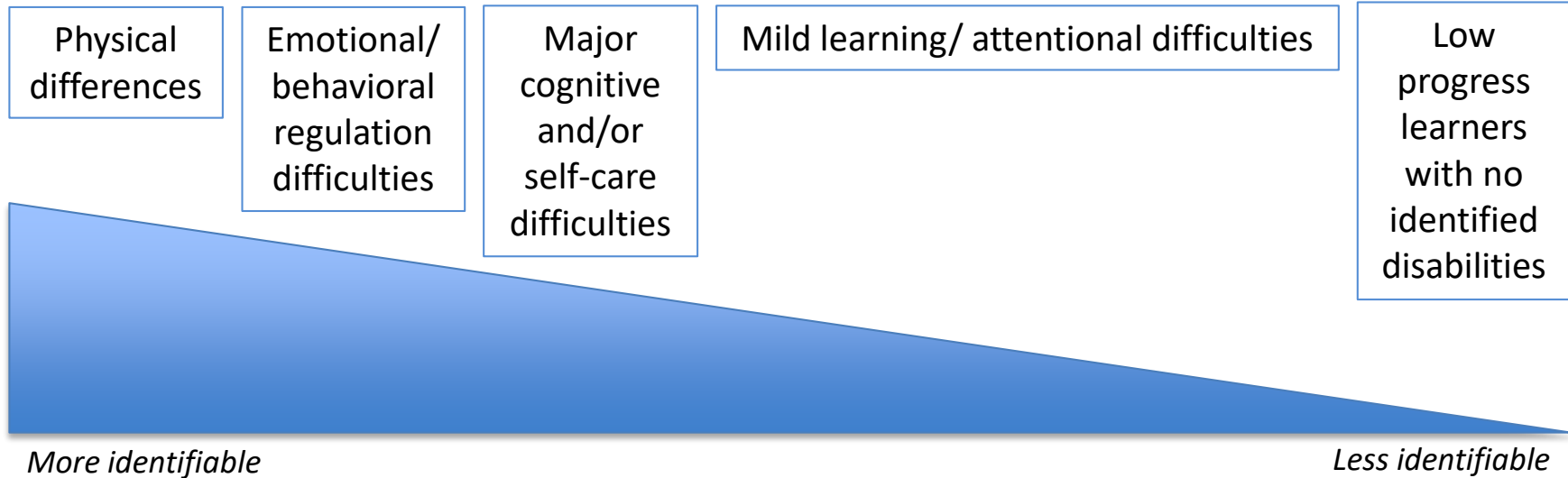
Academic Group

**TRANSFORMING TEACHING  
INSPIRING LEARNING**

# AGENDA

- ❑ What are the special needs?
- ❑ How to support? A system's perspective
- ❑ Five tips with examples
- ❑ Q&A

# Students with Special Needs in Schools: *Who are They?*



# Students with Special Needs in Schools:

## *Important Areas to Look Out For*

### *Practical skills*



- Personal care
- Following routines and schedules
- Independent living
- Getting ready for work

### *Social skills*



- Getting along with adults
- Getting along with peers
- Observing rules

### *Conceptual skills*



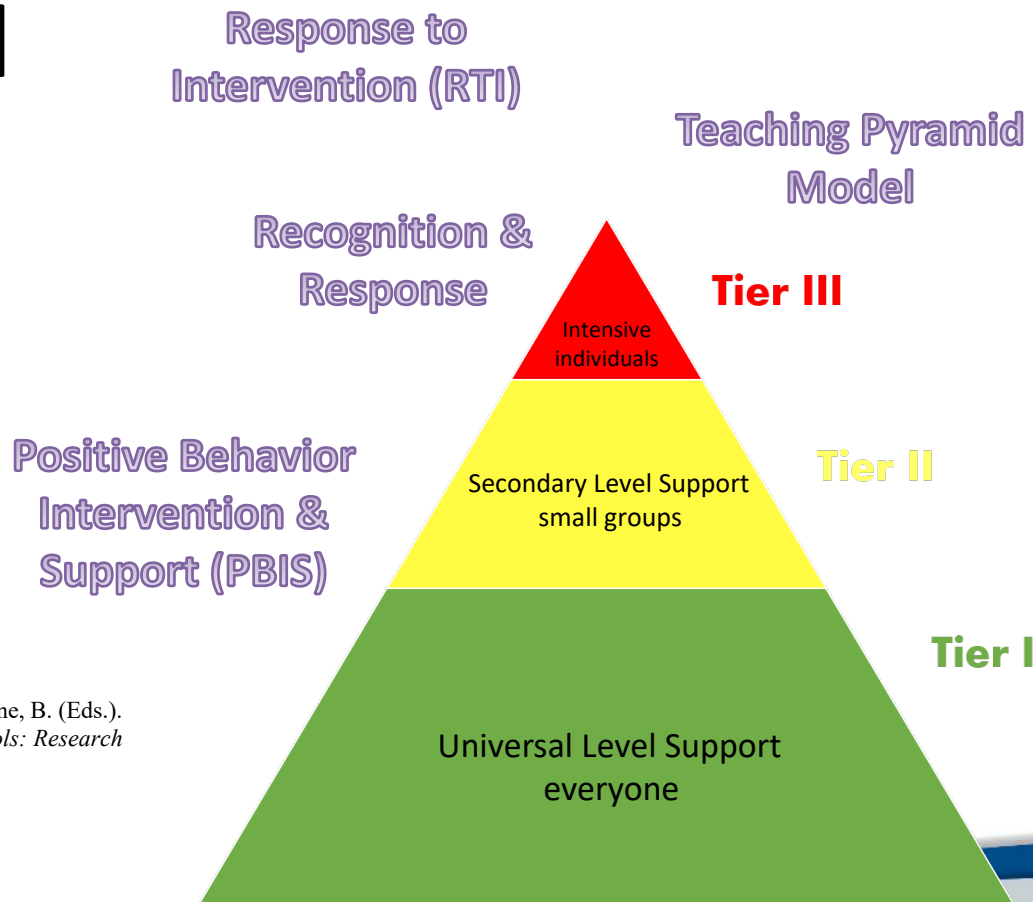
- Language
- Literacy
- Number concepts
- Society and nature



**For Supporting Students  
with Special Needs**

# Multi-Tiered System of Support

*A Decision Making Model*



McLeskey, J., Waldron, N. L., Spooner, F., & Algozzine, B. (Eds.).  
(2014). *Handbook of effective inclusive schools: Research and practice*. Routledge.

# MTSS

## RTI (Response to Intervention)

**Individualized Support**  
foundational or prerequisite skills such as joint attention, staying on-task, speech therapy

**Secondary Support**  
gaining independence, learning to initiate rather than respond, performing quickly with accuracy

**Universal Support**  
common learning goals set by policy makers or school-wide curriculum

Data-driven decision making

More specialized individualization,  
Intensity and frequency of instruction

1-5%

1-5%

5-10%

5-10%

80-90%

80-90%

Less specialized individualization,  
Intensity and frequency of instruction

## PBIS (Positive Behavior Intervention Support)

**Individualized Support**  
functional behavior assessment and intervention

**Secondary Support**  
social skills group instruction, sensory tools, social stories

**Universal Support**  
classroom management system, visual cues and schedules, story book reading, praise cooperative and on task behaviors

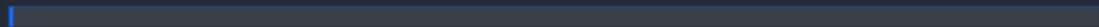
Go to [www.menti.com](https://www.menti.com) and use the code 16 40 66 3

# What is your experience with the MTSS?

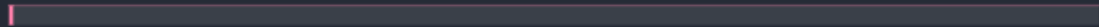
Not at all

All the time

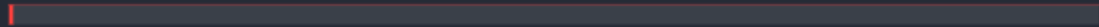
I have heard about it.



I have seen other teachers implement it.

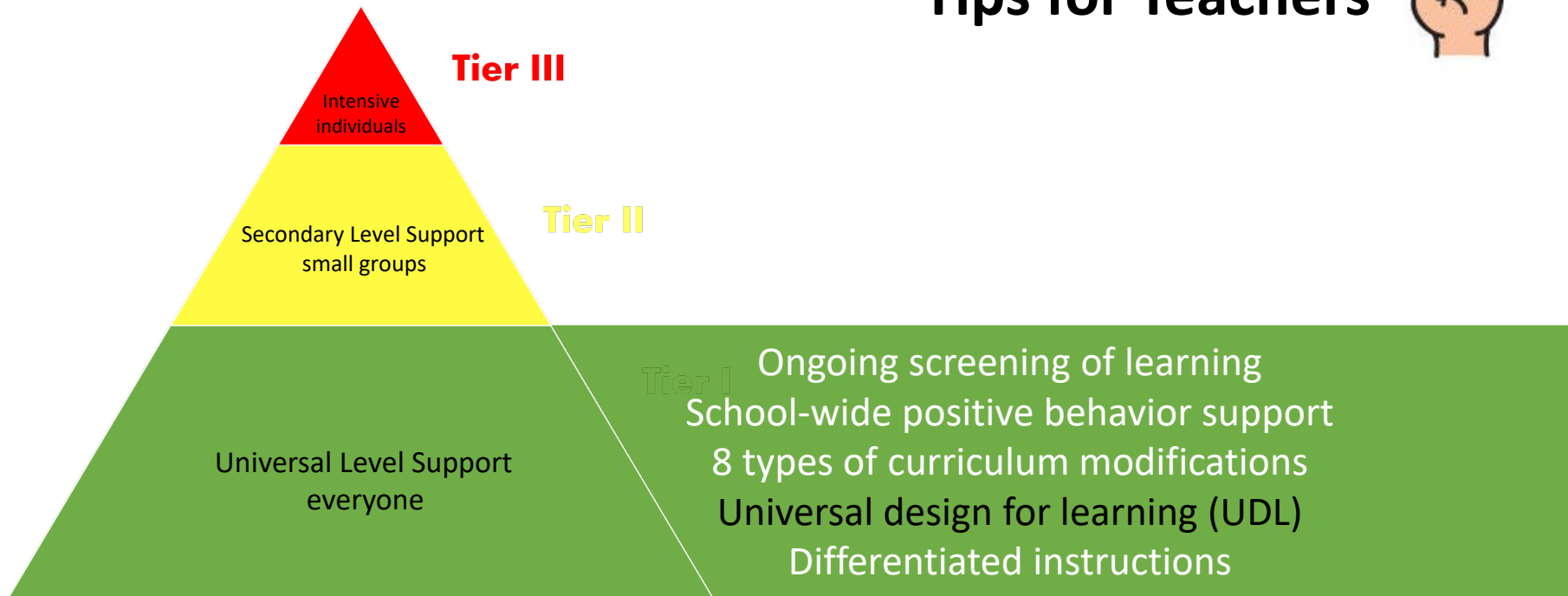


I have implemented the MTSS (or part of) in school.





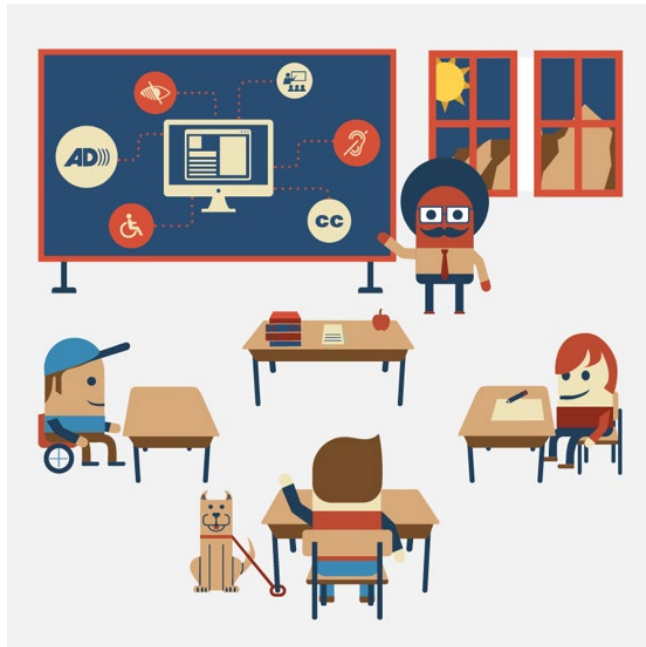
# Tips for Teachers



# Tips for Teachers



## Universal Design for Learning (UDL)



Why?

### Multiple Means of Engagement

- Recruiting children's interest
- Sustaining children's interest

What?

### Multiple Means of Representation

- Providing multiple forms of communication
- Providing for multiple levels of complexity

How?

### Multiple Means of Action & Expression

- Acceptable formats for making responses
- Multiple acceptable levels of complexity of responding

Tips for Teachers



# 3 KEY ELEMENTS OF UDL

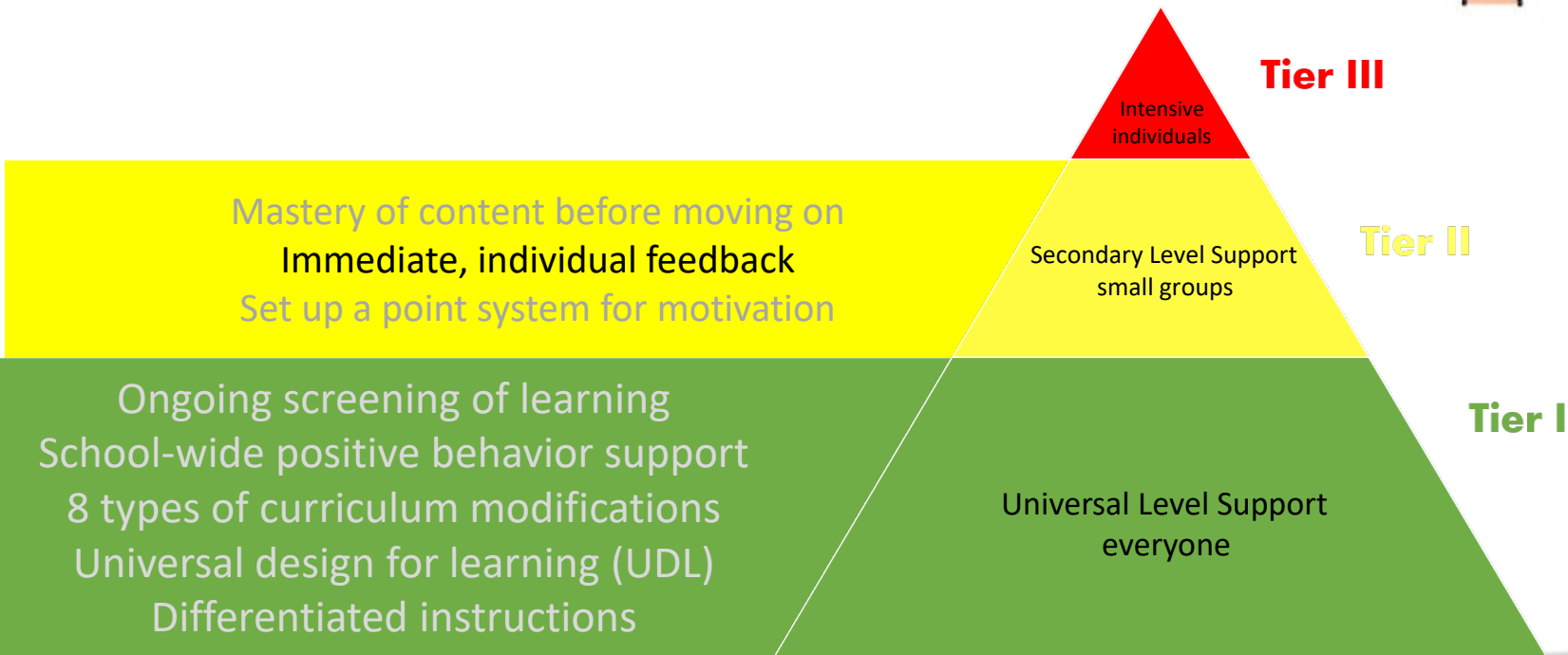
## Tips for Teachers



- <http://www.cast.org/> (CAST)
- <http://www.udlcenter.org/> (National Center On UDL)



# Tips for Teachers



## Tips for Teachers



### Immediate, individual feedback Using Check-in/Check-out intervention



For students who...

- Struggle with Tier 1 behaviors
- Little or no participation or completion
- Poor performance in submitting homework
- Poor organization and/or time management
- Struggle with emotion, focus, staying on-task
- Respond well to adult attention

Purpose

Support the student to be better aware and managing of own behaviors.

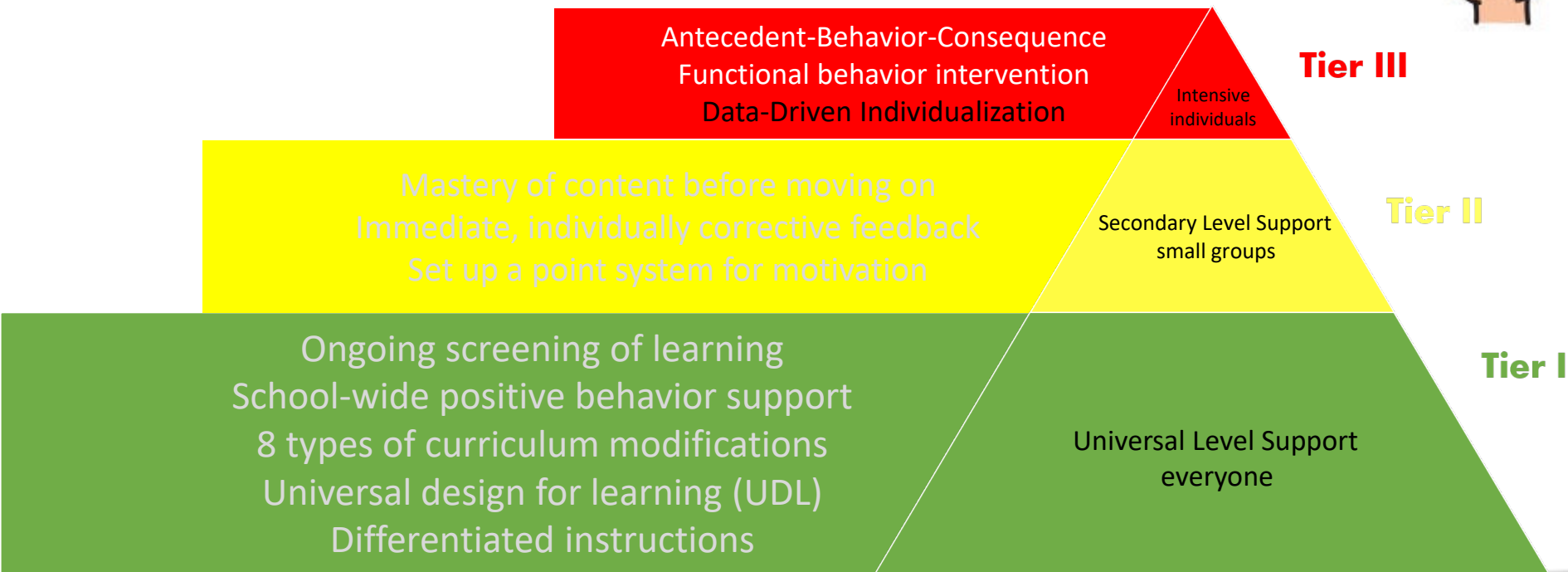
## Tips for Teachers



### Immediate, individual feedback Using Check-in/Check-out intervention

	Time	Personnel	To do
Step 1	Arrival at school	Mentor	Set goals for the day Develop " <i>points card</i> "
Step 2	Throughout school day	Teachers	Tick on <i>points card</i> when goals are met
Step 3	Before going home	Mentor	Review <i>points card</i>
	At home	Parents	

# Tips for Teachers





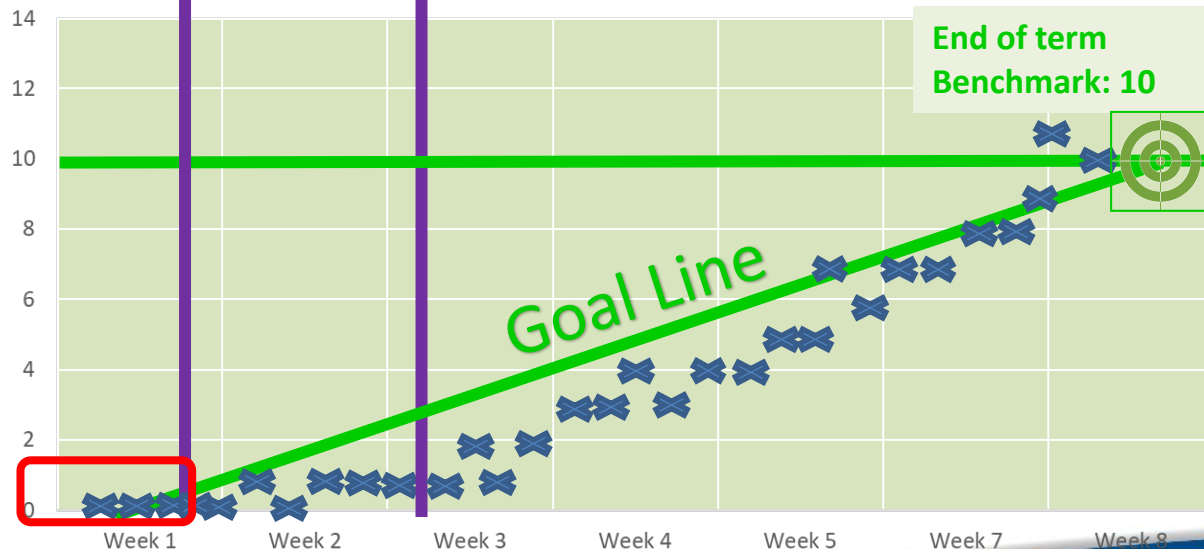


# Data Driven Individualization Example: Tasha's numeracy learning

Tier I curriculum is not sufficient, implement focused intervention

Increase intensity of intervention

Average # of numbers correctly labeled



Baseline: 3 consecutive 0

## Tips for Teachers



**We exclude because we  
don't understand...**

**We don't understand  
because of limited  
contact...**

**We lack contact because we  
exclude.**



# Tips for Teachers



## Stay Positive

*The relationship between confidence in teaching children with SEN and inclusive disposition*



## Tips for Teachers



### Healthy Praise

Making deposits into a positive relationship with children:

- Praise
- Share
- Play
- High Fives
- Listen



# Tips for Teachers



## Healthy Praise



### **Be enthusiastic**

“You are so generous!”

### **Be contingent**

“Look, Mel seems very happy, it was nice of you to let her play with your blocks.”

### **Be specific**

“You did very well helping your friends during clean up.”

# Tips for Teachers



## Healthy Praise

Don't forget the adults!

- Build effective communication with families
- 3 positive notes, 1 concerns/suggestions
- Ask what worked at home
- Acknowledge parents' accomplishments
- Listen



# Anti-Bias Education

## Tips for Teachers



- For all children
- Understand and respect human diversity

### Resources for Anti-Bias Education

What is Anti-Bias Education at <https://www.adl.org/>

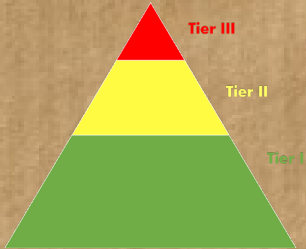
Understanding Anti-Bias Education at <https://www.naeyc.org/>

List of children's book: <https://www.teachingforchange.org/anti-bias-education>

Teacher training textbook: <https://www.naeyc.org/resources/pubs/books/anti-bias-education>

# Wrapping Up

- ✓ Applying the Multi-Tiered System of Support framework
- ✓ Tip #1: Tailoring pedagogy/curriculum for all students using Universal design for learning (UDL)
- ✓ Tip #2: For a few students, use the check-in/check-out (or similar) intervention to facilitate self-management
- ✓ Tip #3: For students require training on foundational, pre-requisite skills, provide highly intensive, individualized supports
- ✓ Tip #4: Stay positive, shape behaviors by healthy praises
- ✓ Tip #5: Educate all students to understand and respect human diversity





# Thank You



*For correspondence:  
huichao.xie@nie.edu.sg*

# Resource page

- Checklist for High Quality Environments (The Teaching Pyramid)
  - [https://challengingbehavior.cbcs.usf.edu/docs/Implementation\\_practice\\_environment.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_environment.pdf)
- Effective classroom environments; Scheduling; Rules, rituals, & routines
  - [https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices\\_preventing-challenging-behavior.pdf](https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_preventing-challenging-behavior.pdf)
- Positive Behavior Support
  - <https://www.pbis.org/>

# Helpful Online Resources

- IRIS Center Module: Collaborating with Families
  - <https://iris.peabody.vanderbilt.edu/module/fam/#content>
- CONNECT Module 4: Family-Professional Partnerships
  - <http://community.fpg.unc.edu/connect-modules/learners/module-4>
- Virtual Lab School: Communicating with Families
  - <https://www.virtuallabschool.org/management/comm-lang-development/lesson-2>
- Family-Professional Partnership Self-Assessment:
  - <https://beachcenter.lsi.ku.edu/sites/default/files/inline-files/4.%20Beach%20Center%20Family%20and%20Professional%20Self%20Assessment%20form.pdf>