

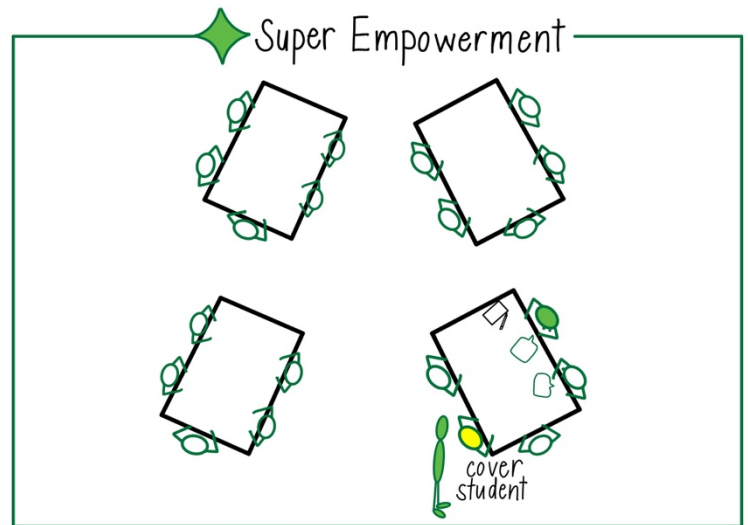
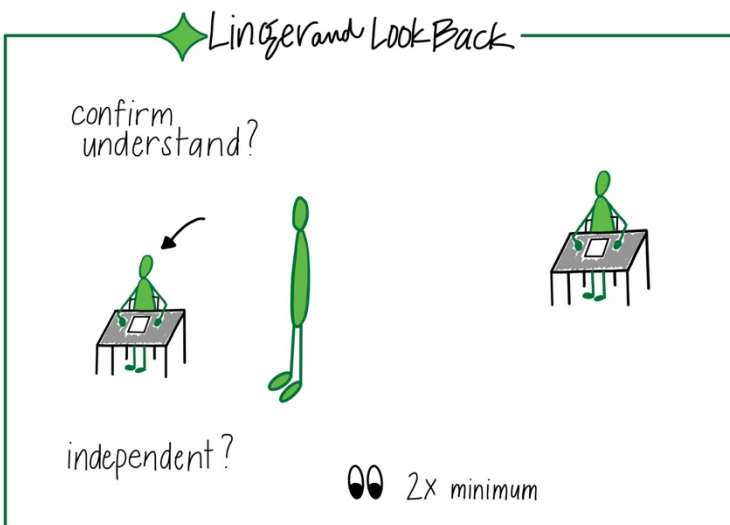
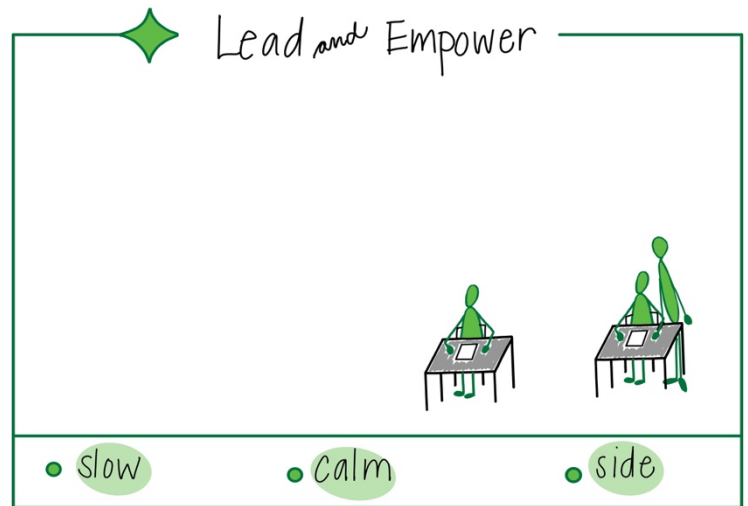
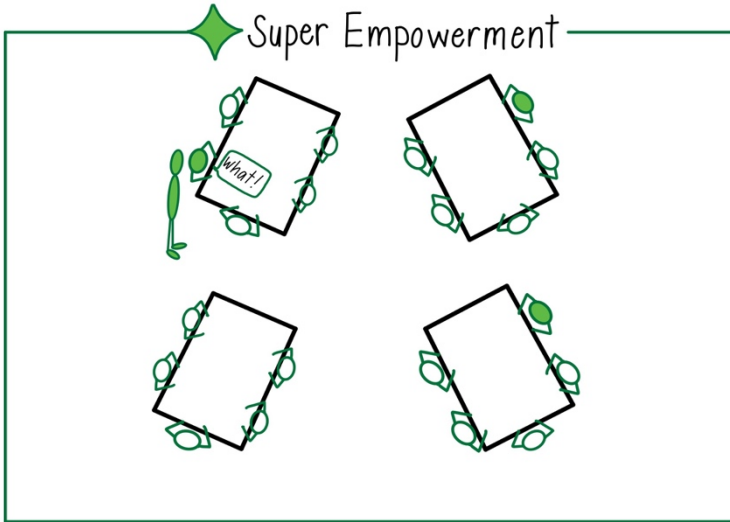


to

# Keeping Them in the Room

The Catalyst Approach was  
Developed by Nancy Burns & Jacki Brickman

Super Empowerment



☁ Pause and Reflect-

1. Which students do you find yourself in danger of micromanaging?

2. Are there times of the day in which you could try super empowerment to reduce how often you are interacting with the focus student?

3. Think of students who get less attention from you and would benefit from being the cover student.

————— Orient their Space —————

◆ Orient their Space



◆ Orient their Space

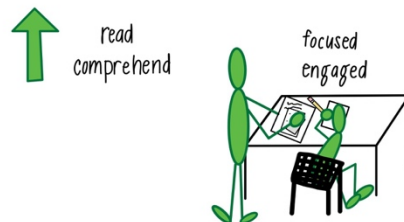


◆ Orient their Space



Let's readjust

◆ Orient their Space





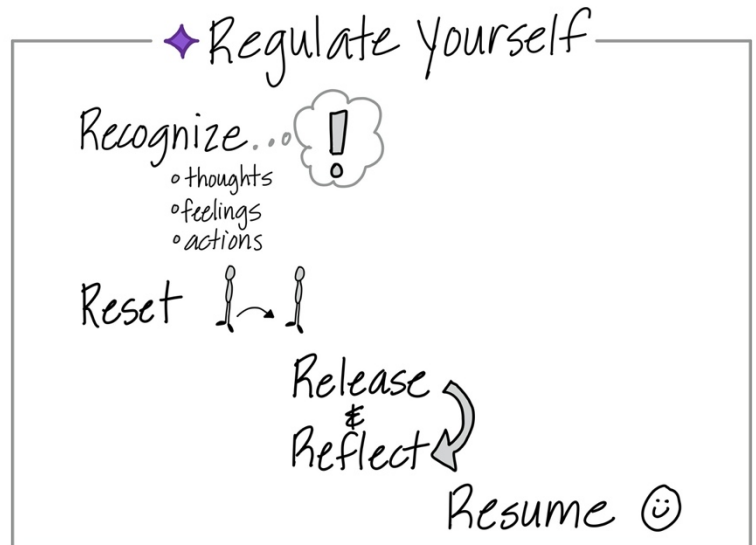
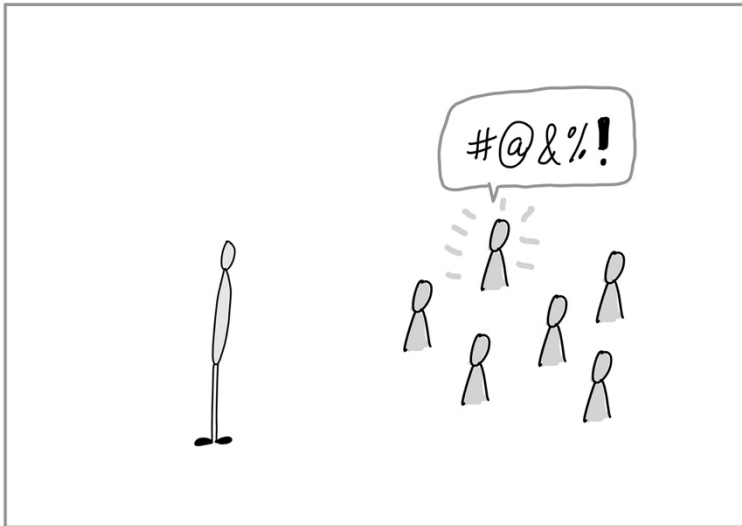
Pause and Reflect-


1. What additional supports might be needed when you think about special adjustments from behavioral to academic?
  
  
  
  
  
  
  
  
  
  
2. Which students come to mind when needing support in orienting spatially and what reminders will you give yourself to check for student orientation?



Article notes- What is proprioception and why is it important

Regulate Yourself



 Pause and Reflect-

1. What are some predictable times of the day that you will need to use this skill most often ?
  
  
  
  
  
  
  
  
  
  
2. What are proactive ways that you could apply this skill to increase the amount of time a student remains in the room ?

---

Monitor and Adjust

---

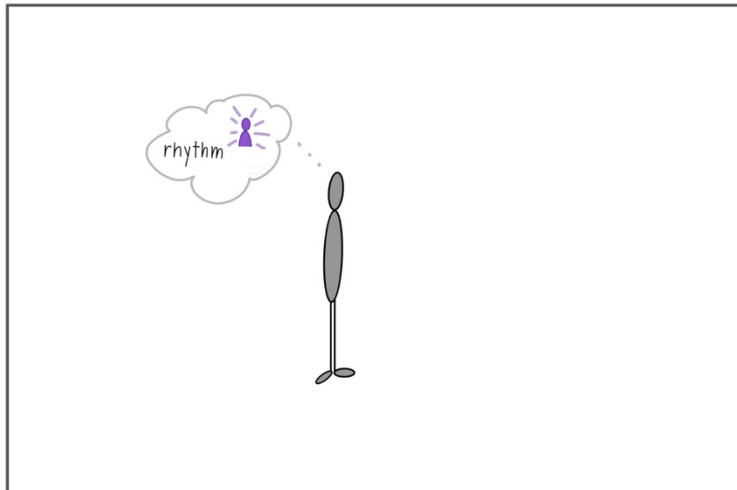
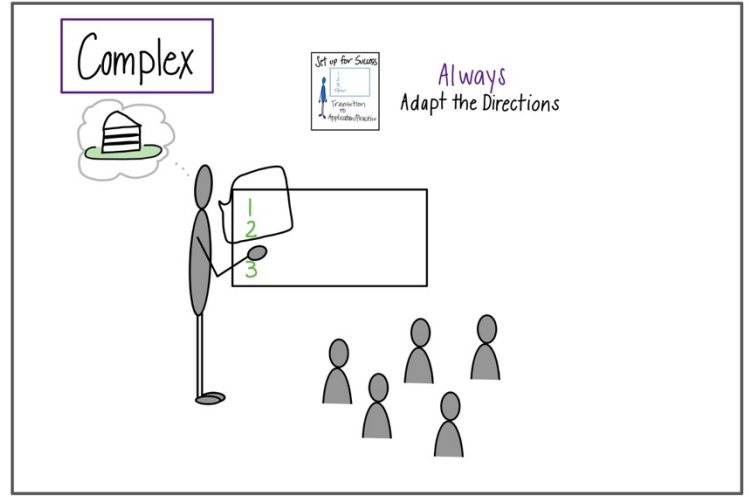
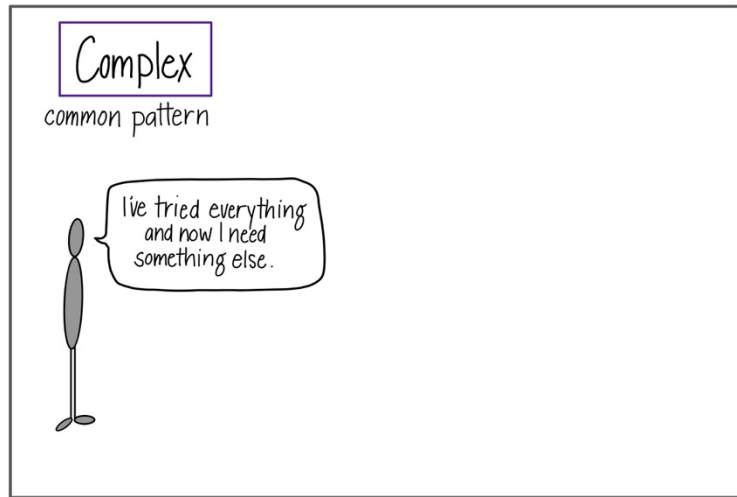
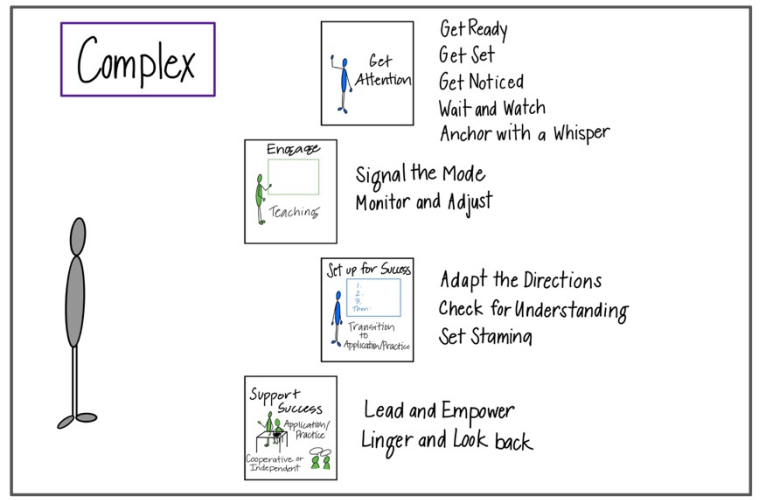
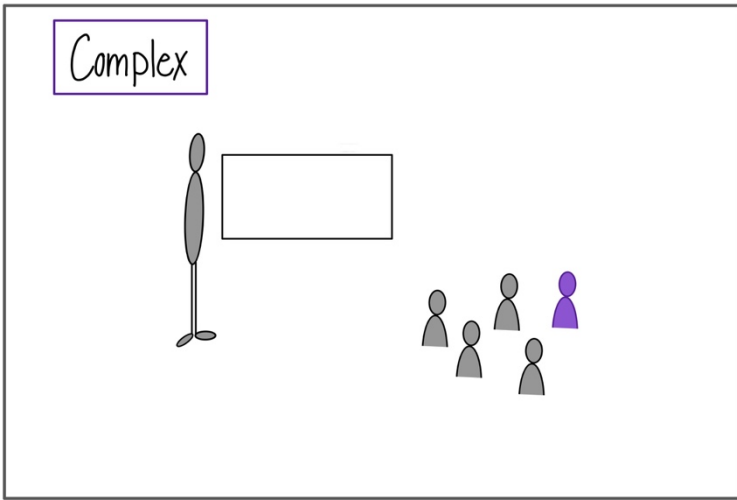


Strategy in Action

What did you notice?

How could you apply this skill in your classroom?

Know Yourself and Grow Yourself



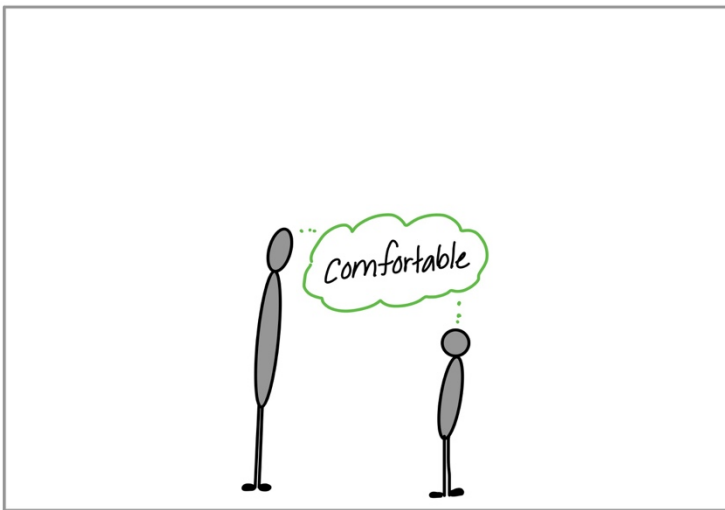
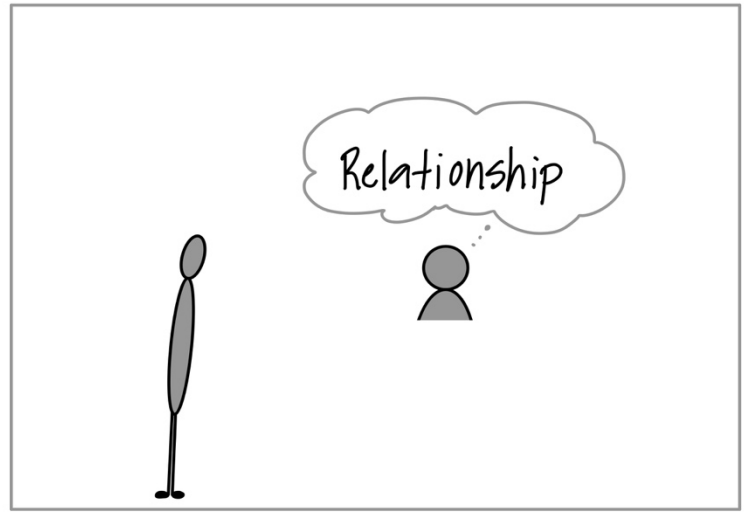
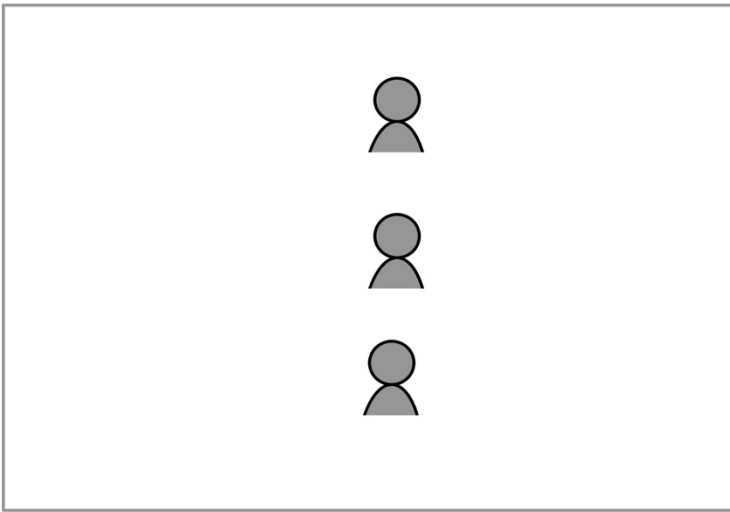


### Pause and Reflect-

1. When you consider the Whole Group Classroom Leadership foundational skills, which skills are most solid? Which skills can you sharpen in order to become even more effective with the individuals and the class as a whole?
  
  
  
  
  
  
  
  
  
  
2. Think of your tendency towards perfection. When you think about yourself and your students, in what way do you need to give yourself a little more grace?
  
  
  
  
  
  
  
  
  
  
3. In what ways might you be perpetuating a cycle of escalation and removal?



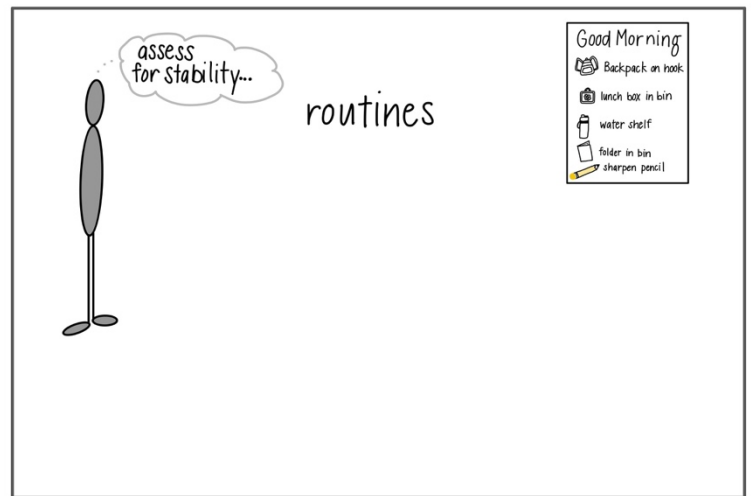
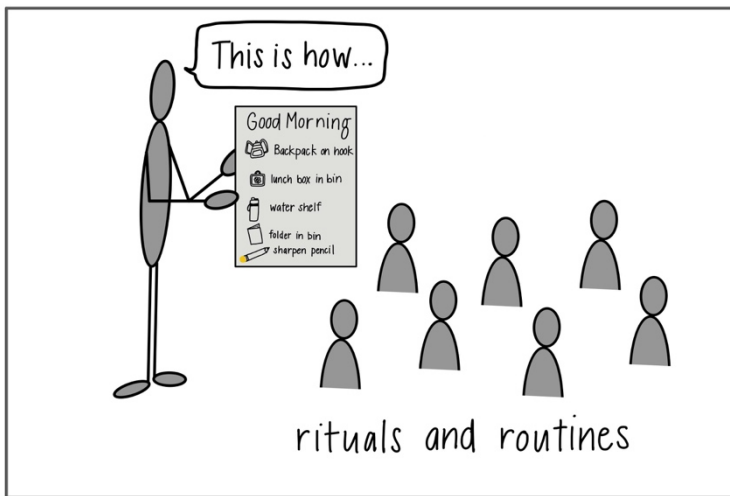
Know the Student



Pause and Reflect-

1. Thinking of a student now or in the past, especially one who is harder to get to know, what are some things you did to form a relationship with them?

Know the Class



Pause and Reflect-

1. How stable are your routines? Have you worked out the kinks?
2. Which parts of your routines continue to be difficult for the students to figure out? Do they need more visuals, re-teaching or full system replacement?
3. How likely is it that students are able to make decisions and support each other independently?

# Problem Solving Process



Timings



Mornings	Mid-day	End of Day

- Who: \_\_\_\_\_
- Frustration: \_\_\_\_\_

Get Attention	Engage	Set up for success transition to	Support success Apply Practice

Corresponding Foundational Skills


Goals(s)



- Increase:
- Consistency
  - Awareness
  - Add components:

---



---



---



---



---

Goals(s)



Additional Skills/concepts to learn/practice/refine:

---



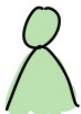
---



---



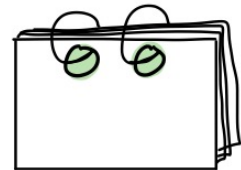
---



Accountability Buddies

- Accountability Plan:
  - video self
  - colleague Feedback
  - Coaching
  - Notes /text
  - Other: \_\_\_\_\_

Check-In



Date and/or frequency of check in



Article: Teacher Well-Being is a Critical and Often Overlooked Part of School Health



Ted Talk: How We Can Support the Emotional Well Being of Teachers

