

“A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed “Oh my God, it’s my son!” Can you explain

**While thinking about this, please download kahoot**

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# Diverse, Equitable, and Inclusive (DEI) Classroom Management for School Counselors

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# Norms

Silence Technology

Experience Discomfort

Speak Your Truth

Stay Engage

Expect and Accept Non-Closure



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# Kahoot!



# Agenda

- ICE BREAKER
- INTRODUCTION
- NORMS
- KAHOOOTS
- BIG CONCEPTS
- SPECIAL ED
- BREAKOUT (time permits)
- Q&A

# Objective

At the end of this session participants will develop a deeper understanding of the components of Inclusive Classroom Management and will commit to implementing at least one component in their classrooms as well as becoming more competent and an advocate to be able to expand this approach to ALL the adults in a classroom.

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<https://youtu.be/hRiWgx4sHGg>



## Cognitive Dissonance and the Experience

Empowering

Disempowering

Type in the chat





# What Do We Mean?

## INCLUSIVE CLASSROOM MANAGEMENT

### Equity

1. Gives every human being what they need to be successful
2. Reduces the predictability of who succeeds and who fails
3. Interrupts reproductive practices that negatively impact diverse students
4. Cultivates the unique gifts and talents of every student

National Equity Practices

Inclusive classroom management starts from the belief that **ALL** students have value, brilliance, assets and the ability to be successful. The teacher works to build a rapport with each and every student aware that the approach and time required to build this rapport will be different for each and every student. *Classroom procedures and behavior plans are built around the students' needs (meaning standard practice may not work).*

### Classroom Management

“The wide variety of skills and techniques that are used to keep students organized, orderly, focused, attentive, on task, and academically productive during a class”

- *Respect and Rapport*
- *Culture for Learning*
- *Classroom Procedures*
- *Student Behavior*
- *Physical Space*

Charlotte Danielson



## BUILDING POSITIVE Teacher-STUDENT RELATIONSHIPS

EDUCATION ON THE EDGE

@woodard\_julie

#Reed Gillespie

1. Get to *know* your students & accept them for who they are. *Listen*

{ Be the teacher that defends every student others criticize. }

2. Set **HIGH** expectations for students. *Recognize student potential.*

{ Recognize student potential. }

3. Be empathetic and **TEACH** empathy. *Provide a safe environment where student voice is heard.*

{ Provide a safe environment where student voice is heard. }

4. Be positive and energetic. *Be Passionate. Smile and celebrate. Brag about students.*

{ Be Passionate. Smile and celebrate. Brag about students. }

5. Build trust. *Show your vulnerability. Take risks.*

{ Show your vulnerability. Take risks. }

6. Be **YOU!** *Share you. Give glimpses of who you are.*

{ Share you. Give glimpses of who you are. }

*"No significant learning can occur without a significant relationship ."*

*James Comer*

## Building Positive Relationships

### Respect

- Smile
- Call your students by their name
- Be inclusive of all students
- View your students through an asset lens
- Be equitable
- Be trustworthy
- Be consistent
- Always use a calm voice
- Never use sarcasm
- Set high expectations for all students

### Rapport

- Get to know your students
  - What is their cultural background?
  - What are their likes and dislikes?
- Welcome your students to class each day
- Make connections with your students
- Be humorous
- Tell stories about yourself
- Show interest in your students



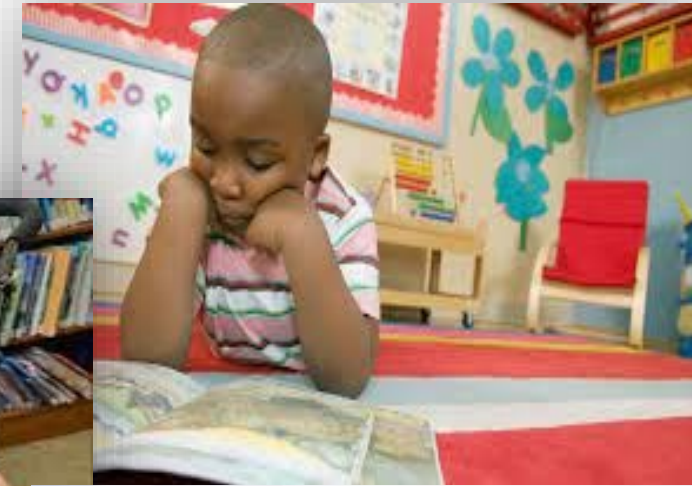


# Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher.

Danielson

- Student have an opportunity to learn from one another's varied experiences and perspectives.
- Teacher can show they value the students' lives and identities in a variety of ways. Such as learning to pronounce students names.
- For teacher who experiences differ from those their students, it is critical to exercise sensitivity in the following ways
  1. An asset-based view of youth and unfamiliar identity based groups
  2. A commitment to avoiding and challenging stereotypes



3. A sense of openness and cultural humility
4. A willingness to let students define their own identities .
5. A strong belief that EVERY student can learn.

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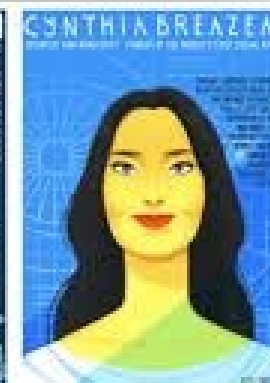
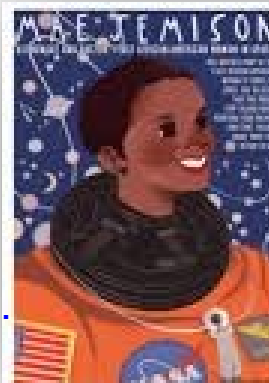
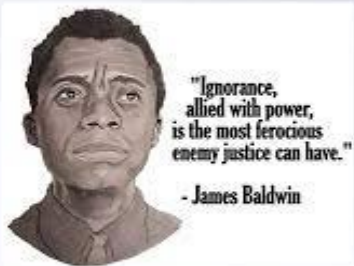


## Classroom Environment and Aesthetics



Without saying a word, classrooms send a messages about diversity, relationship building, communication and the roles of teacher and student.

- *Classroom milieu* Classrooms should be decorated with multicultural images that mirror students backgrounds and showcase diversity of our society.
- *Arrangements of furniture and supplies* Arrangement will look different depending on age group and subject, but all teachers can draw on goals when setting up classroom; supporting collaboration, fostering dialogue, encouraging ownership and ensuring comfort
- *Student roles and responsibilities* Classrooms will be most effective when structured to maximize student voice and participation. .
- *Classroom norms* Norms and expectations should take into account different cultural and communication styles, as well as gender differences, language needs and desires to challenge stereotypes.









## Response to Student Behavior

Even experienced teachers find that their students occasionally violate one or more of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill.



### Levels of Performance

- Unsatisfactory = The classroom environment is chaotic, with no standards of conduct evident.
- Basic = The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- Proficient = Standards of conduct appear to have been established and implemented successfully
- Distinguished = Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

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## Redirection and Corrective Action

### Is It Cultural

The way the student(s) interact with one another are all culturally determined. Sometimes, these interactions are not congruent with the expected cultural behaviors of a school. The teacher must evaluate the classroom for white cultural norms, determine which are necessary, and teach "situational appropriateness" to the students without placing value on any culture in terms of bad versus good.

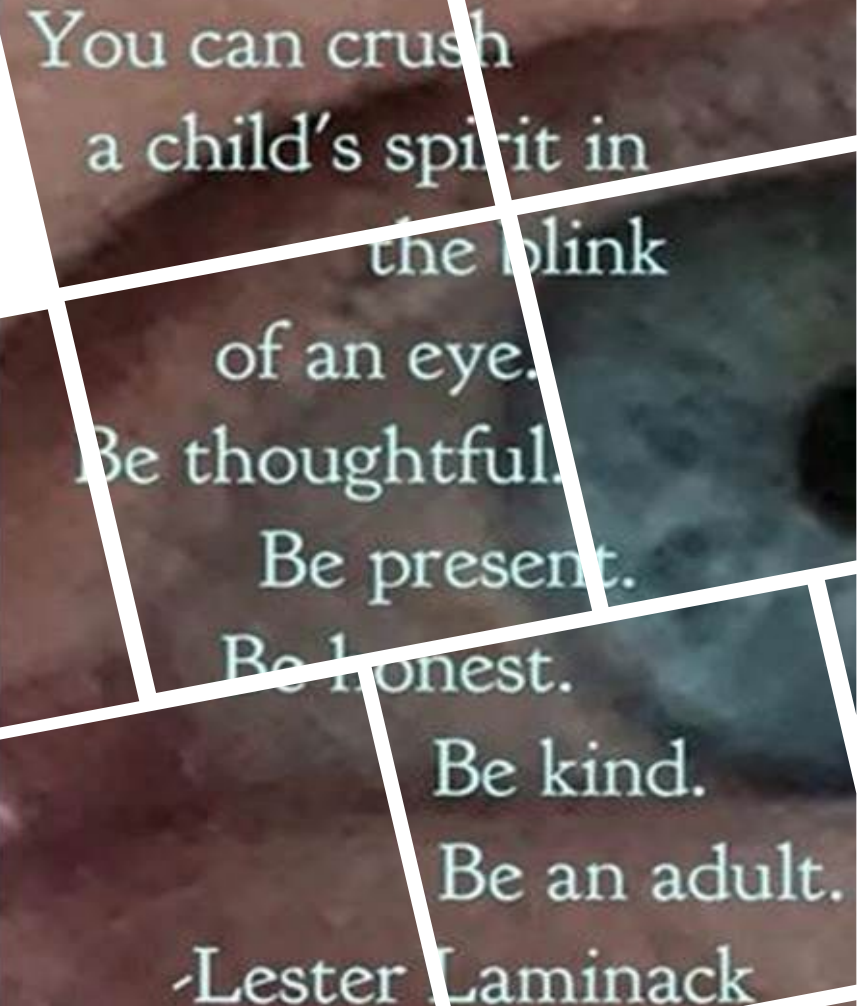
*Holly, Sharroky; Culturally and Linguistically Responsive Teaching and Learning, 2012*

### Be Preventive!

Be proactive by predicting potential problems and eliminating them before they occur. Keep the students interested and engaged. Monitor the students closely. Choose which battles to fight. Every infraction does not need a consequence.

### Correction

If the behavior is not cultural (requiring affirmation, building and a bridge to the classroom culture), correction may be necessary. Consequences must be reasonable, consistent and applied quickly. The negative behavior must be separated from the child. The teacher must remain calm and respectful to the student.



You can crush  
a child's spirit in  
the blink  
of an eye.  
Be thoughtful.  
Be present.  
Be honest.  
Be kind.  
Be an adult.  
-Lester Laminack



# Inclusive Classroom Management and Special Education

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The disabled population is the world's largest minority of which anyone can become party of at any time.

- All behavior is a form of communication.
- All behavior serves a function for the students, determining the function reduces the likelihood of the behavior continuing.
- Data, Data, Data... decisions must be made based on observation "go see the child"
- Behavior plan (BIP) must be equitable, and culturally responsive.
- 3M's, Maintained. Modified, Monitored.
- Follow the Proctol



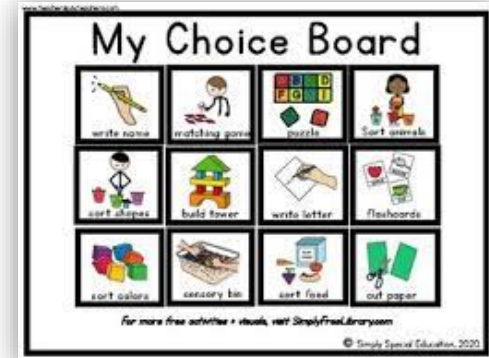
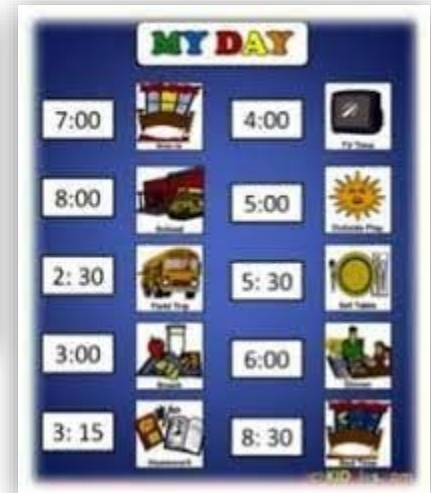
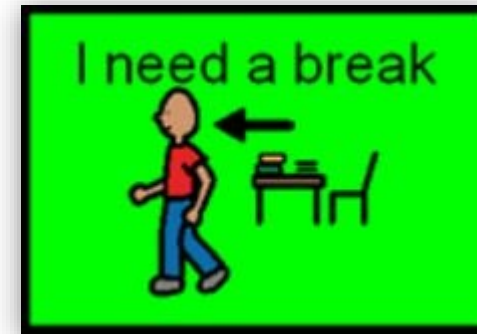
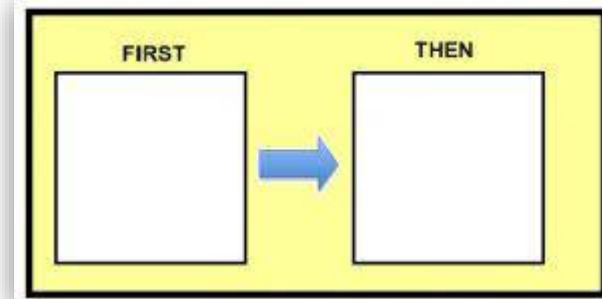




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# BREAKOUT GROUPS

STRATEGIES TO ENGAGE ALL  
LEARNERS AND RESPOND  
EQUITABLY AND INCLUSIVELY  
WHEN FACED WITH VARIOUS  
SCENARIOS.

Each breakout group can add to a shared doc their top 2 approaches to each prompt. We will then discuss those prompts at return.



## Sources

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