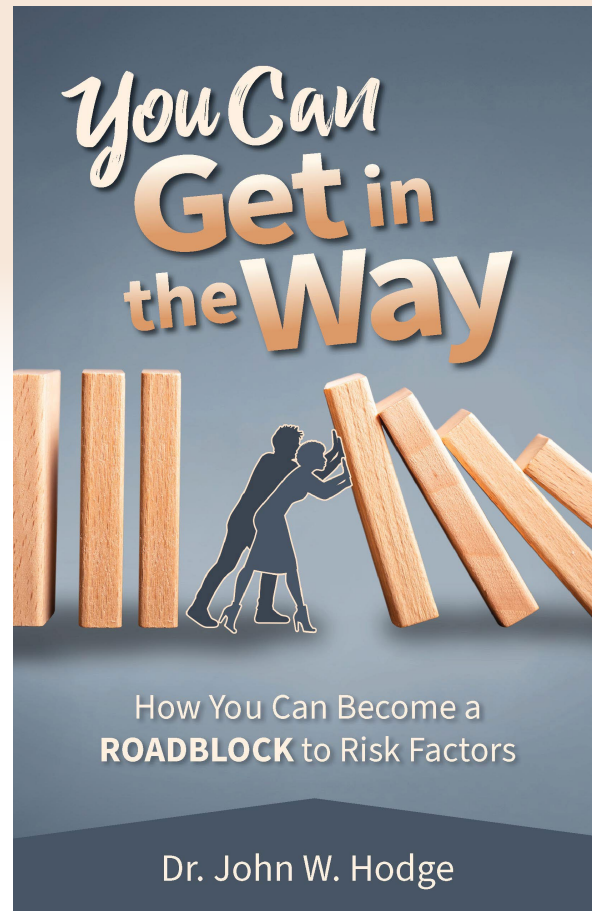


# Reproducible Resources from



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*You Can Get in the Way: How You Can Become a ROADBLOCK to Risk Factors*

Written by: Dr. John W. Hodge

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# ROADBLOCK RULES (R<sup>2</sup>)

- 1.** Utilize effective instructional practices.
- 2.** Establish positive relationships with students that demonstrate genuine care and concern.
- 3.** Focus on systems, rather than events, to protect children.
- 4.** Be consistent with your actions.
- 5.** Be willing to collaborate with others to ensure school-wide norms.
- 6.** Give your new approaches time to work.
- 7.** Use available data and follow the six essential steps for planning.

# Key Elements of Effective Instruction

## 1. INSTRUCTIONAL OBJECTIVE

(Scored as observed “Yes” or “No” with comments)

a. Is a written objective / learning target clearly visible?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

b. Does it articulate in student-friendly terms what the student is to know or be able to do at the end of that daily lesson?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

c. Does it address what the student is to learn as opposed to describing an activity?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

## 2. SUPPORTIVE INSTRUCTIONAL ENVIRONMENT

(Scored as observed “Yes” or “No” with comments).

a. Are the majority of the students exhibiting attentive, responsive behaviors?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

b. Was there a sense of calm and mutual respect between students and the teacher?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

c. Did the behaviors of students interfere with the delivery of the lesson?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

## 3. STUDENT ENGAGEMENT

(Scored as observed “Yes” or “No” with comments).

a. Were 50 percent or more of the students intentionally focused on an instructional activity linked to the daily lesson objective?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

b. Were the following types of engagement evident: students paying attention, taking notes, asking focused questions, responding to questions, and reacting with interest as they pursued the learning target? Off-task behaviors yielding a negative response include students misbehaving, heads on desks, having off-topic discussions, or causing disruptions. Off-task behaviors also include students doing assigned tasks without a clear connection to the learning target. Copying from the board or playing unfocused instructional games/software activities are examples.

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

#### 4. CHECKING FOR UNDERSTANDING

(Scored as observed “Yes” or “No” with comments).

a. Does the teacher use a variety of techniques throughout the lesson to determine if all of the students are mastering the content as it is being taught?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

b. Does the teacher use effective strategies to keep a pulse on the mastery level of all students throughout the teaching process (flash cards, white boards, walkabouts, exit cards, signaling, etc.)? Calling on students whose hands are raised first, single student responses, callouts, and general choral responses are not positive indicators.

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

#### 5. ACADEMIC RIGOR

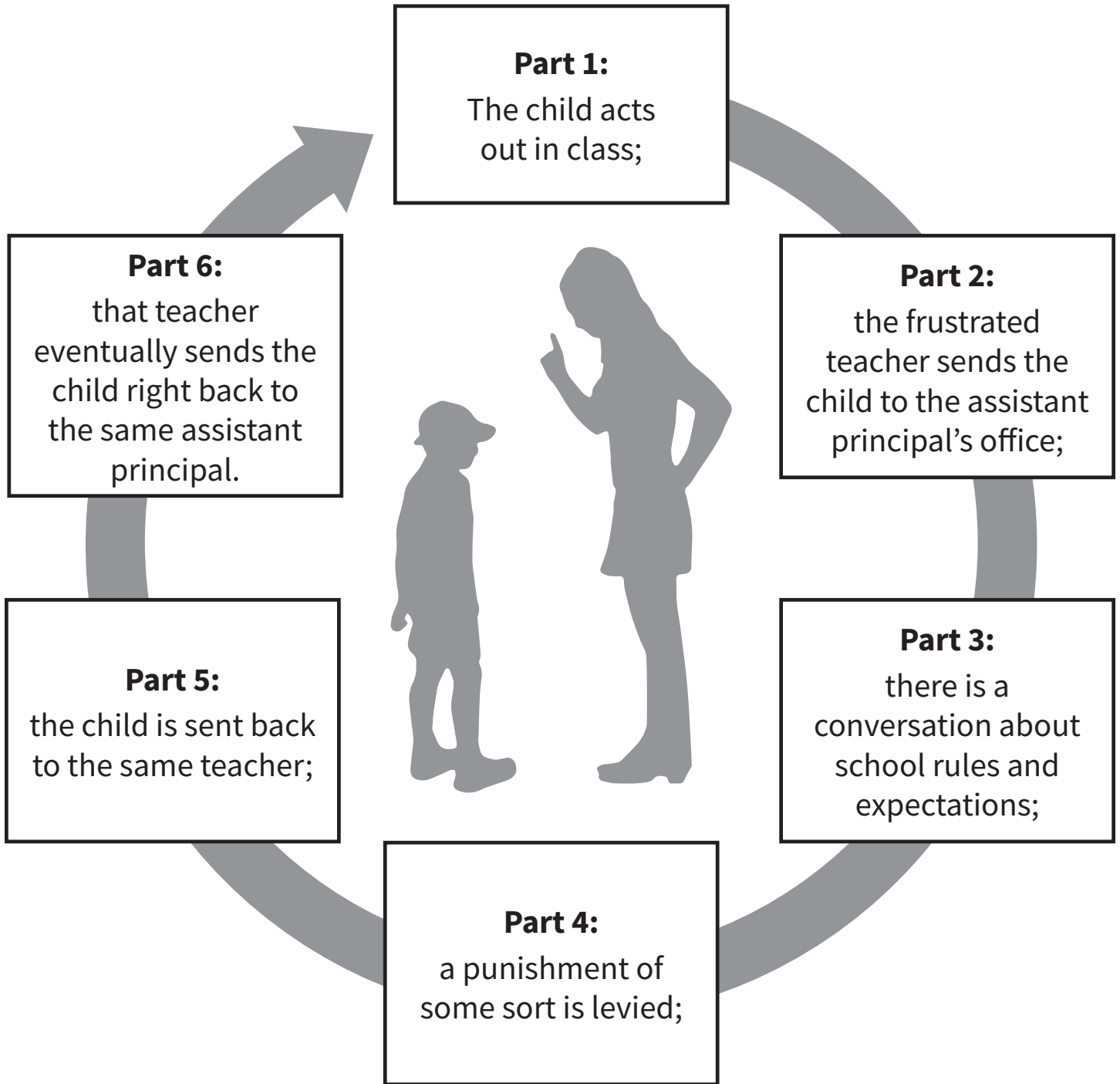
(Scored as a percentage of observed/heard written or oral questions in presentations or assessments at various levels of Webb’s Depth of Knowledge [DOK] model).

a. Does the teacher scaffold oral questions and written questions in classwork, assigned tasks, and assessments to go beyond DOK levels 1 and 2 to include higher-order thinking at levels 3 and 4?

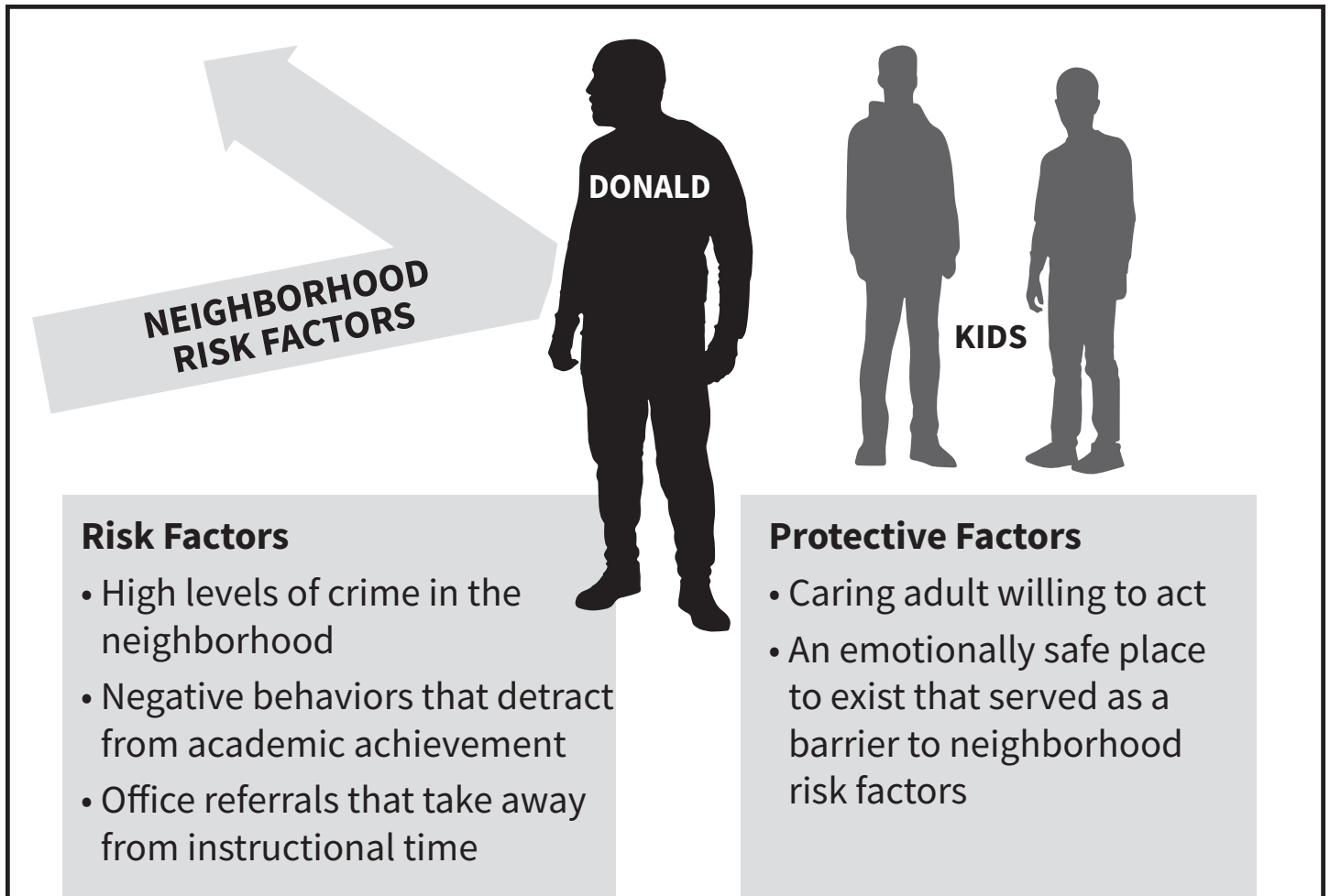
- Level 1: Recall and Reproduction: Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.
- Level 2: Skills and Concepts: At this level, a student must make some decisions about their approach. Tasks with one or more mental steps, such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.
- Level 3: Strategic Thinking: At this level of complexity, students must use planning and evidence. The thinking at this level is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving nonroutine problems, designing an experiment, or analyzing characteristics of a genre.
- Level 4: Extended Thinking: These tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one area of focus to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

The elements listed in the charts above are just a few of the many considerations one must ponder when attempting to use effective instructional practices.

# Chart Circle



# Risk Factors and Protective Factors



# Examples of Triggered Brain Roadblocks

Trigger	Ways You Can Get in the Way
Unpredictability	<ul style="list-style-type: none"><li>• Establish daily classroom rituals and clear expectations</li><li>• Post student-friendly learning targets on a daily basis to mitigate uncertainty</li><li>• Create and follow a classroom calendar</li></ul>
Sensory overload	<ul style="list-style-type: none"><li>• Collapse lessons and content into manageable learning chunks</li><li>• Give students more than one way to acquire knowledge</li></ul>
Feelings of vulnerability, frustration, fear	<ul style="list-style-type: none"><li>• Commend students as often as you can</li><li>• Encourage students when they experience disappointment</li><li>• Make sure your class is a bully-free zone</li><li>• Schedule multiple opportunities for student success</li><li>• Keep stakeholders informed to the extent possible</li></ul>

# Discovery Areas for School Diagnosis

<p>DISCOVERY AREA</p> <p><b>1</b></p>	<p>What are my building blocks of success? These are the things I am currently doing well that can be leveraged for greater improvement.</p>
<p>DISCOVERY AREA</p> <p><b>2</b></p>	<p>Where are my opportunities for growth? These are the things that could improve school climate and student achievement if properly addressed.</p>
<p>DISCOVERY AREA</p> <p><b>3</b></p>	<p>Based on data, immediate needs, and resources, what are my immediate next steps? These are the first three to five essential steps that must be taken to address your most pressing needs.</p>



# Six-Step Action Planning Template

## Goal Target: Chronic Absenteeism

Statement/Evidence of Need (Data Capture/Analysis - Steps 1 & 2)	
A.	The Format can Be Changed
B.	

(Step 3) Objective A
Objective B

Action Steps/ Strategies (Step 4)	Monitoring (Step 5)						
	Need? A or B	Person(s) Responsible	Team Members	Resources/ Staff Development Needed	Evidence	Reporting Timeframe	Completion Date
1.							
2.							
3.							
4.							
5.							
6.							
7.							

(Step 6): How will we communicate the plan? (Use back of page if needed)

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# Endorsements

*This is the resource educators need! Short, actionable, and insightful, this book provides essential tools for teachers and encouragement for those in an industry that is often under-appreciated and under-resourced. At An Achievable Dream Academies, we implement these best practices and can testify to the success of the Roadblock Rules John shares. Drawing upon his extensive experience in education, John has created a tool that will encourage, inspire, and equip teachers everywhere to help their students overcome obstacles and achieve great things.*

**Lee Vreeland, Ed.D.**

President & CEO, An Achievable Dream

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*I am currently a mental health therapist, but I started my journey as a classroom teacher. There are so many educators who simply need a boost today. In my opinion, this book is that boost. The ideas presented are powerful and practical regardless of the size of your school or the grade-level you teach. Thank you John for giving us strategies that really work.*

**Nikki Caldwell MS, LCMHC-S, CEO**

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*I've been a teacher for almost 30-years, and was named Teacher-of-the-Year last year. Trust me, this is NOT the time for a huge book study. I'm exhausted! Teachers need a bite-sized reminder of the impact we can have on kids. Yes, I wanted to read this book. But I truly needed to read it. I felt inspired and validated. Well-done John!*

**Richelle Hodge**

Middle School Teacher

*I am currently a secondary mathematics coordinator and have known Dr. Hodge for 25 years. We have collaborated on countless projects and spent hours discussing the most effective ways to reach our most prized possessions. Children. I value our collaboration and shared vision that a positive, loving caring adult can change the trajectory of children and generations to come. He is not only the author of this positive publication, but his life's work is a testament of its contents! Ase's brother John!*

**James D. Hayden**

Secondary Math Coordinator

Williamsburg-James City County Public Schools

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*America's children are suffering from world and local events that are far beyond their control. Schools have been challenged in ways we've never experienced in public education. Many issues surrounding Covid 19 have become significant risk-factors for students, staffs and the communities that surround them. If not met with targeted interventions, the end-results of these risk-factors may still be apparent many years from now. Learning loss alone may impact future outcomes as today's elementary school students enter high school in the coming years. Practitioners must be concerned with much more than the achievement scores of students. Wellness and resilience must be a priority. Dr. Hodge has identified key "roadblocks" to risk-factors that will no doubt assist educators in providing needed support for students and colleagues. **John's timing is perfect.***

**Richard A. Coleman, CFO**

ULLC Inc.

Retired Principal

*In my 50+ years as a public-school educator, I have worked as a teacher, building and district administrator, and as an educational consultant. In each of these roles I have tried to find resources to help me improve my craft, but all too often, my search has left me wanting. Many have addressed the technical skills of teaching without considering the relationship side. Others have offered insights into teacher-student relationships, but neglected the research-based strategies good teachers must utilize to help all students attain high academic achievement, especially those faced with intellectual and social/emotional barriers. Dr. Hodge offers an engaging and readable resource here for any teacher or administrator who wants to find the key to reach those kids who are not easy to teach and who do not respond to many traditional teaching practices. Many books simply give educators a “try harder” speech and a guilt trip for leaving these kids behind. Dr. Hodge offers hope and encouragement by providing a pathway to the promise. He gives us practical strategies which teachers and administrators can use today to remove the barriers which hinder so many students. This book is for educators who know we are called to equip all kids for much more than success in school---we are equipping them for life!*

**Dr. Harvey W. Perkins**

CEO, Urban Learning and Leadership Center

# Notes

- <sup>1</sup> Werner and Smith, *Overcoming the Odds*.
- <sup>2</sup> Wolin and Wolin, *The Resilient Self*.
- <sup>3</sup> Werner and Smith, *Overcoming the Odds*; and Wolin and Wolin, *The Resilient Self*.
- <sup>4</sup> Wolin and Wolin, *The Resilient Self*.
- <sup>5</sup> National Scientific Council on the Developing Child, “Young Children Develop.”
- <sup>6</sup> “Hattie Ranking.”
- <sup>7</sup> Werner and Smith, *Overcoming the Odds*; and Wolin and Wolin, *The Resilient Self*.
- <sup>8</sup> Tiet, Huizinga, and Byrnes, “Predictors of Resilience.”
- <sup>9</sup> “Just Say No.”
- <sup>10</sup> Turner, “Crack Epidemic.”
- <sup>11</sup> Evans, Garthwaite, and Moore, “White/Black Educational Gap.”
- <sup>12</sup> Tiet, Huizinga, and Byrnes, “Predictors of Resilience.”
- <sup>13</sup> Werner and Smith, *Overcoming the Odds*.
- <sup>14</sup> “President Nixon Signs Legislation.”
- <sup>15</sup> Tiet, Huizinga, and Byrnes, “Predictors of Resilience”; Werner and Smith, *Overcoming the Odds*; and Wolin and Wolin, *The Resilient Self*.
- <sup>16</sup> Joyce and Showers, *Student Achievement Through Staff Development*.
- <sup>17</sup> Carter, *On Purpose*, 143–56.
- <sup>18</sup> Jones et al., *Navigating SEL*.
- <sup>19</sup> “Number of High-Poverty Schools Earning.”
- <sup>20</sup> Marzano, *Art and Science of Teaching*.

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## About the Author



Dr. John W. Hodge is president and cofounder of Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. Dr. Hodge has over twenty-eight years of experience in education and is a nationally recognized consultant. During his career, Dr. Hodge has provided training and support to educators in over three hundred rural, urban, and suburban school districts that serve over a million students in the United States, Canada, and South America. His work and expertise are particularly focused on the areas of leadership, student achievement, equity, student resilience, poverty, and high academic achievement despite the presence of risk factors.

Dr. Hodge served as a reading teacher, English teacher, AVID (Advancement Via Individual Determination) teacher, and assistant principal of a large urban middle school that received recognition by the United States Department of Education as a National Blue Ribbon School. Following his success in this position, Dr. Hodge was named Associate Director of AVID Center Eastern Division, where he provided training and support to all AVID schools and district support teams in the eastern United States. His passion and enthusiasm for working with underserved student populations resulted in him being named director of An Achievable Dream Academy, a high-poverty inner-city school in the Commonwealth of Virginia. An Achievable Dream served over one thousand K–12 students, over 95 percent of whom lived in poverty. It was here that many of the interventions used by Urban Learning and Leadership Center were piloted. Under the leadership of Dr. Hodge, An Achievable Dream Academy was named a National School of Character

and won the Mutual of America Community Partnership Award (MACPA), a national award that annually recognizes organizations that make significant societal impact. Dr. Hodge's leadership, expertise, and collaborative spirit resulted in the academy becoming a fully accredited, high-performing school.

The success of An Achievable Dream Academy became the catalyst for the creation of Urban Learning and Leadership Center. Recognizing the expertise of the ULLC staff and the efficacy of its school improvement model, Governor Mark Warner and Dr. Jo Lynne DeMary, Superintendent of Public Instruction for the state of Virginia, selected the Urban Learning and Leadership Center to provide training for selected schools statewide. This effort was called the Governor's Urban Learning and Leadership Institute. The training institute served as the genesis for the Governor's Partnership for Achieving Successful Schools (PASS) initiative. PASS targeted the state's academically warned schools based on results of Virginia's Standards of Learning exams.

John received his bachelor of science degree from North Carolina A&T State University, where he graduated with honors. He later received his master of arts degree from Chapman University. John completed his academic and professional preparation by earning a doctor of education degree from Virginia Tech, where he conducted extensive research on factors that contribute to the academic success and/or failure of impoverished children.

What sets Dr. John W. Hodge apart in the field of education is his well-documented ability to put research and theory into everyday practice in rural, urban, and suburban schools. Dr. Hodge has helped educators in elementary, middle, and high schools make the necessary changes to help all children meet and exceed rigorous academic standards. He is known as a master teacher and staff developer. Dr. Hodge's career has been defined by assisting students and teachers overcome obstacles and achieve goals. He has also served as an inspirational speaker throughout the United States.

*Meetings and Conventions Magazine*, a leader in the conventions industry since 1965, polled conference organizers about the best speakers they'd heard in recent years. Poll respondents listed Dr. John Hodge along with Mr. Steve Forbes, Gen. Colin Powell, former First Lady Laura Bush, Dr.

Condoleezza Rice, and Rev. John Maxwell among America's very best speakers. Dr. John W. Hodge is truly one of America's most respected voices in education. His seminars are often "the spark" for schools in their quest to meet and exceed state/federal accreditation standards and implement strategies for continuous improvement. Dr. Hodge is an expert in helping schools create and sustain academic excellence.

Prior to starting his career in education, Dr. Hodge distinguished himself in the service of our country with the 7th Infantry Division of the United States Army.

## A BRIEF LOOK AT JOHN'S KEYNOTE SESSION

### Be the ONE!

The education of America's youth is a challenging prospect when one considers the many burdens faced by impoverished children and their families. Research indicates that poverty need not be a barrier to academic excellence. As co-author of the book *Standing in the Gap*, Dr. Hodge states, "Across the nation, schools are demonstrating that it can be done: That students can reach high standards, that all children can succeed, that the gap between white and minority students, poor and affluent, can be closed." More often than not, one caring adult can make all the difference in the world. This presentation will encourage all of us to BE THE ONE.

## A BRIEF LOOK AT JOHN'S WORKSHOP SESSIONS

### You Can Get In the Way!

Resilience has never been more important than it is **right now** in America's schools and communities, many of which have been ravaged by risk-factors associated with Covid-19. Today and in the near future, schools must be purposeful in their efforts to foster resilience in students and staff. In the book, *You Can Get in the Way*, Dr. Hodge defines resilience in the following way: "Resilience refers to the ability to *avoid, navigate, bounce back from, get through, get over, go around, or survive adversities of all kinds.*" This session is the perfect way to inspire your school district, schools and/or community stakeholders to take action. In this session, Dr. Hodge provides an overview of the book along with very practical solutions to help buffer the risk-factors that traditionally hold kids back. It's the perfect launch for a new school year, or a needed boost during the tough months that follow. After being shared with over 800 educators in a state-wide conference, this session has already been described as "life-changing" by many of those lucky enough to hear it.

## The Six-Step Action Plan Process

Throughout the nation, schools are seeking best practices in school improvement to increase student achievement for all students as we meet the demands of NCLB and the newly emerging Common Core National Standards. Successful schools have determined that highly engaging instruction with a standards-aligned curriculum focus, driven by meticulous data analysis, are the keys to success in this high stakes testing environment. The development process for the ULLC school action plan is a six-step model:

- I. Data Capture and Reporting
- II. Data Analysis
- III. Goal/Objective Setting
- IV. Action Step Development
- V. Monitoring and Adjusting
- VI. Communicating the Plan

## Following the S.A.M.E. Pathway to Restorative Justice

S.A.M.E. stands for Social, Academic, and Moral Education. It is a holistic approach to creating and sustaining academic excellence in today's schools. S.A.M.E. provides a research supported, holistic view of school improvement by addressing all of the components of school and district culture which must be addressed if lasting school reform is to be attained, i.e. the Social Domain, the Academic Domain and the Moral Domain. As the rigor of state accountability measures increase, schools must focus their efforts to achieve and sustain academic excellence. Come learn how this approach has been particularly successful in schools serving high-poverty populations.



## About NCYI

National Center for Youth Issues provides educational resources, training, and support programs to foster the healthy social, emotional, and physical development of children and youth. Since our founding in 1981, NCYI has established a reputation as one of the country's leading providers of teaching materials and training for counseling and student-support professionals. NCYI helps meet the immediate needs of students throughout the nation by ensuring those who mentor them are well prepared to respond across the developmental spectrum.

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