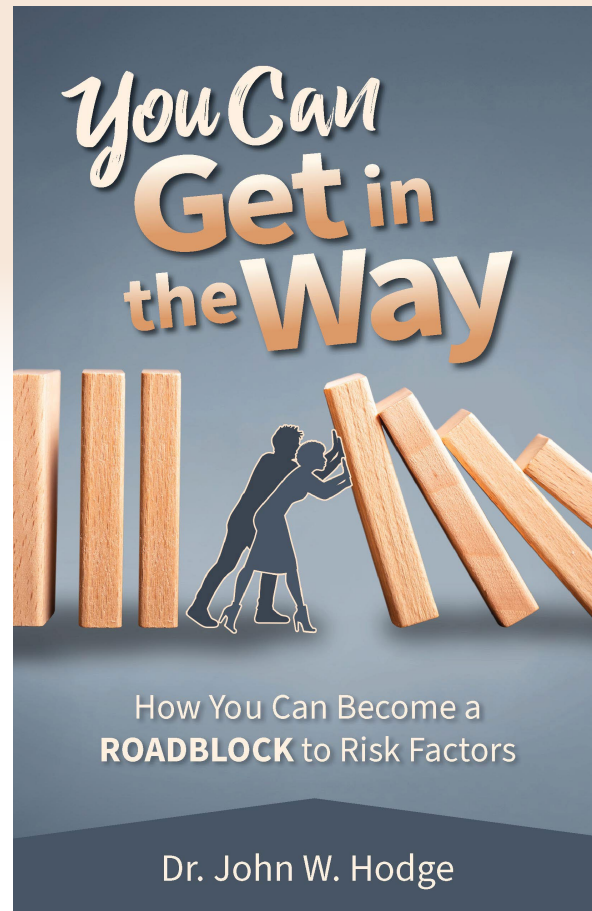


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*You Can Get in the Way: How You Can
Become a ROADBLOCK to Risk Factors*

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ROADBLOCK RULES (R²)

- 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

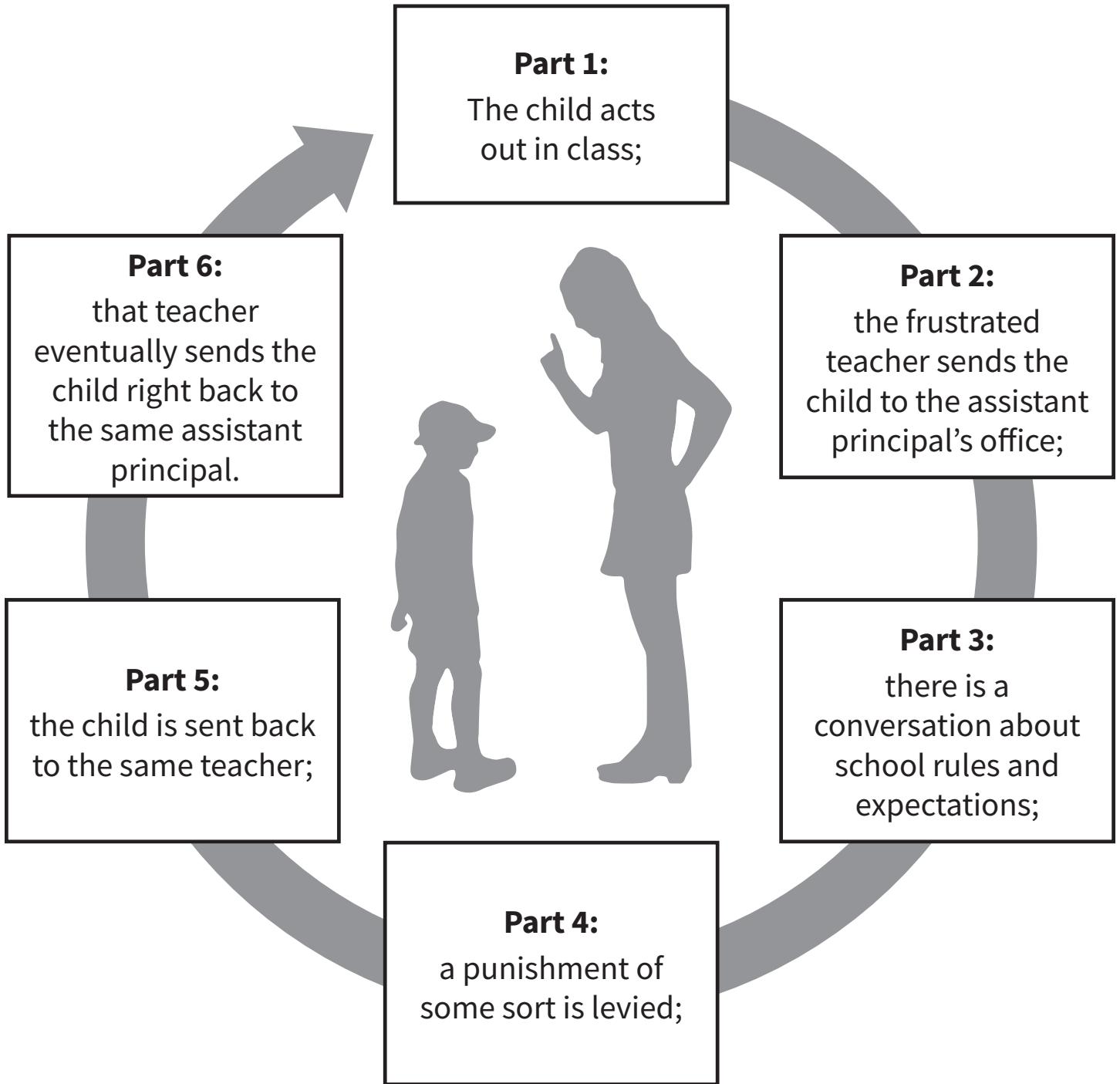
(Scored as a percentage of observed/heard written or oral questions in presentations or assessments at various levels of Webb’s Depth of Knowledge [DOK] model).

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?

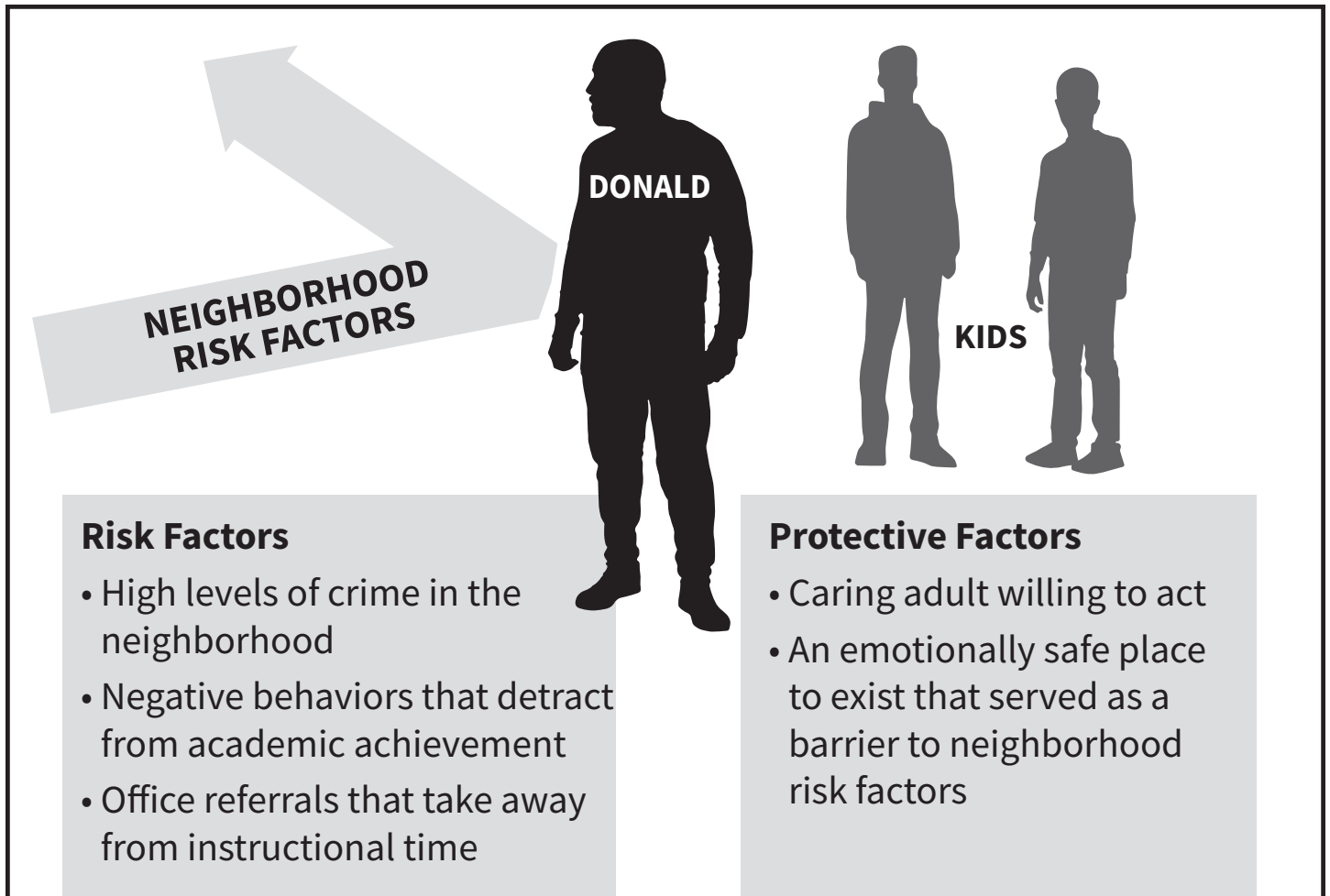
- Level 1: Recall and Reproduction: Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.
- Level 2: 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">• Establish daily classroom rituals and clear expectations• Post student-friendly learning targets on a daily basis to mitigate uncertainty• Create and follow a classroom calendar
Sensory overload	<ul style="list-style-type: none">• Collapse lessons and content into manageable learning chunks• Give students more than one way to acquire knowledge
Feelings of vulnerability, frustration, fear	<ul style="list-style-type: none">• Commend students as often as you can• Encourage students when they experience disappointment• Make sure your class is a bully-free zone• Schedule multiple opportunities for student success• Keep stakeholders informed to the extent possible

Discovery Areas for School Diagnosis

<p>DISCOVERY AREA</p> <p>1</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>2</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>3</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)
