

FOURSQUARE

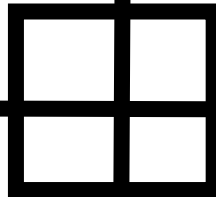
Strategy & Process Guide

www.pbiscaltac.org



**Professional
Development**

**Staff
Buy-In**



**Family
Partnerships**

**Student
Engagement**

FOURSQUARE

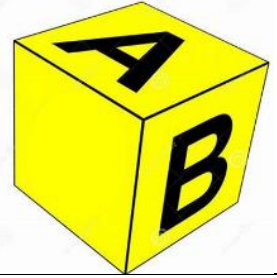
Strategy & Process Guide

Strategies & Processes	Page Number
A-B Each Teach	2
Appreciative Inquiry	2
Carousel	3
CBAM Ladder	3
Check-ins	4
Circles	4
Concept Mastery Routine	5
Conversation Chain	5
Corners	6
Designing Outcomes	6
Discussion Method	7
Dynamic Duo	7
Focusing Four	8
Game Show	8
Get Connected	8
Golden Circle	9
Hands Up Stand Up Pair Up	9
Inside Outside Circle	9
Jigsaw	10
Leading by Convening	10
PBIS Promise	10
Quotable	10
Rolling Outcomes/Reflection Rolls	11
Say Something	11
Self-Reflection/Self-Assessment	12
Shaping Your Understanding	12
Silent Line Up	12
Take a Stand	12
Talented Trio	7
Visualization	13

A-B Each Teach

Process:

- ▲ Pairs or teams designate one group as A and one as B
- ▲ Person or group A reads one section of text
- ▲ Person or group B reads another section of text
- ▲ When both are ready, they teach their section to their partner or group.



Appreciative Inquiry

A Positive Approach to Change: <https://www.youtube.com/watch?v=QzW22wwh1J4>

Appreciative Inquiry is a positive way to embrace organizational change by identifying what is positive and connecting it in ways heightening energy and vision for change. Appreciation has to do with both recognition and enhancing value. It is about affirming past and present strengths, assets, and potentials. Inquiry refers to both exploration and discovery.

The positive principle of *Appreciative Inquiry* proposes momentum and sustainable change require positive affect and social bonding. Sentiments like hope, excitement, inspiration, camaraderie and joy increase creativity, openness to new ideas and people, and cognitive flexibility. They also promote the strong connections and relationships between people, particularly between groups in conflict, required for collective inquiry and change. When all members of an organization are motivated to understand and value the most favorable features of its culture, it can make rapid improvements.

The positive potentials of *Appreciative Inquiry* include:

- ▲ Appreciating—valuing "the best of what is"
- ▲ Envisioning what might be
- ▲ Engaging in dialogue about what should be
- ▲ Innovating what will be

Teams using Appreciative Inquiry:

- ▲ Reframe questions surfacing the hidden positive experiences
- ▲ Focus on what works
- ▲ Focus on what they see
- ▲ Know there is always something positive in every system
- ▲ Understand language creates reality



Process:

PBIS Implementation Teams can explore using Appreciate Inquiry by carving out time to answer the following questions:

Something I appreciate about our team is....
Something successful about our team is....
Something positive I have noticed about our team is...

Carousel

Process:

- ▲ Groups are assigned a chart around the room with directions
- ▲ A signal is used to move to the next chart in a clockwise fashion
- ▲ At this chart, the group will paraphrase the information provided at the top of the chart, writing a description in their own words or adding to the information
- ▲ This process is repeated until group is back



Concerns-based Adoption Model

The **Stages of Concern** was developed as part of the Concerns-Based Adoption Model in the 1970s and 1980s by a team of researchers at the Research and Development Center for Teacher Education, the University of Texas at Austin. Since its development, researchers have tested CBAM for reliability and validity; in 2006, it was updated to ensure its reliability. This tool is commonly used to help leaders understand, monitor, and guide the complex process of implementing new and innovative practices. The **Stages of Concern** process enables leaders to identify staff members' attitudes and beliefs toward a new program or initiative. With this knowledge, leaders can take actions to address individuals' specific concerns. The **Stages of Concern** consists of and describes seven categories of possible concerns related to an innovation. People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable with and skilled in using an innovation, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues.

Systems Change Ladder: A Processing Model for Change

- Prompt with questions or open-ended statements about concerns regarding the implementation of PBIS.
- Responses are placed on appropriate rung of Change Ladder
- Review emerging patterns regarding status and answer questions that need to be addressed

Example:

Refocusing - "I have some ideas about implementing **T2 Interventions** that would work even better."

Collaboration - "I'm looking forward to sharing some ideas about **T2 Interventions** with other teachers."

Consequences - How will **T2 Interventions** affect my/our students?"

Management - "I'm concerned about how much time it takes to implement **T2 Interventions**

Personal - "I'm concerned about the changes **T2 Interventions** will make in my routines."

Information - "**T2 Interventions** sound interesting and I would like to know more about it."

Unconcerned - "I think I heard something about **T2 Interventions** but I'm too busy right now with other priorities."



Refocusing
Collaboration
Consequences
Management
Personal
Information
Unconcerned

Check-Ins

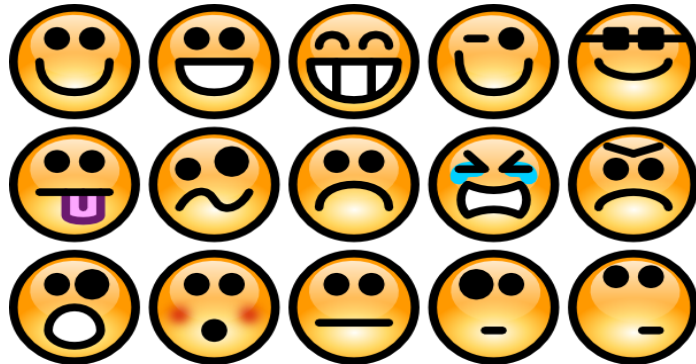
Process:

Check-ins are intentional processes designed for settling in, meeting others, getting a sense of space and gather a sense of individuals and collectives in the room. Check-ins should be adaptable to the group and fit well with the overall theme and flow of the day. They can include quiet reflection or invite physical movement. They can be done in whole group or small group (teams, dyads or triads).

Considerations:

A list of Check-in processes which build relationships and awareness of how people are feeling in the group by connecting with a topic includes:

- ▲ Emoticons
- ▲ Weather Report
- ▲ Temperature Checks
- ▲ Numbers (Fist to Five)
- ▲ Ice Cream Flavors
- ▲ Animals
- ▲ Colors
- ▲ Desserts
- ▲ Cars
- ▲ Day of the Week



Circles

Process:

Dialogue circles are gatherings in which all participants sit in a circle facing each other to facilitate open, direct communication. Dialogue circles provide a safe, supportive space where community members can talk about sensitive topics, work through differences, build consensus and/or reflect on training outcomes.

When sitting in a circle we experience a stronger sense of community. Every person in the circle shares responsibility for its functioning. The main purpose of circle dialogues is to build community and participate in authentic conversation.

Considerations:

Closing circles can be used as a reflective moment for a group/team. Sentence starters for closing circles might be:

I have a deeper understanding of ...

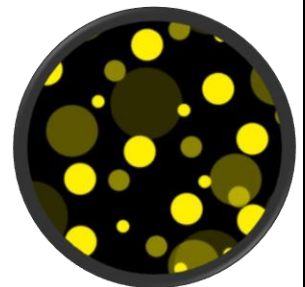
A next step ...

A feeling I am leaving today with ... because...

An "ah ha" moment ...

Implementation Checklist for Restorative Practice Circles:

- Circles are used both in classroom and non-classroom settings
- Circles are used for community building / welcoming
- Circles are used for restoring or repairing harm
- Restorative circles, or other circles to repair harm, are co-facilitated by the RP Coach or administrator as agreed upon by staff.
- Purpose of circle is clearly stated before the circle begins
- Circle keeper is identified for each circle event (can be staff or student)
- Circle keeper consistently states circle guidelines
- Circle keeper initiates dialogue using a talking piece
- Circle keeper provides the opportunity for all participants to speak in turn
- Circle guidelines have been aligned to SW Expectation



Concept Mastery Routine

The Concept Mastery Routine helps define, summarize, and explain a major concept and where it fits within a larger body of knowledge. The Concept Mastery Routine comes out of the work of Strategic Instruction Model®, The Content Enhancement Series from the University of Kansas, Center for Research on Learning.



Process:

- ▲ **Recall** (Prompt/Key Words)
- ▲ **Conceptualize** (Examples/Non-Examples)
- ▲ **Strategic Thinking** (Formulate the Definition)
- ▲ **Extension Thinking** (Design, Generalize)

Considerations:

Defining the Role of a Tier 2 Systems Coordinator

- **Recall** (Prompt/Key Words)
 - **“What makes a great Tier 2 Coordinator?”**
- **Conceptualize** (Examples/Non-Examples)
 - **“What are/are not the responsibilities of a Tier 2 Coordinator?”**
- **Strategic Thinking** (Formulate the Definition)
 - **Write a generic definition of a Tier 2 Coordinator.**
- **Extension Thinking** (Design, Generalize)
 - **What are some personal strengths you bring to your role as a Tier 2 Coordinator?”**

Conversation Chain

Process and Considerations:

- ▲ Use this process for reflection after a read, or review of previous learning.
- ▲ Use reflection sheet below.
- ▲ After completing reflections, members share a reflection and begin making links to what is shared with the group.
- ▲ As each person shares a reflection and connection, they stand next to each, link arms forming links in a chain.

Reflection Sheet:

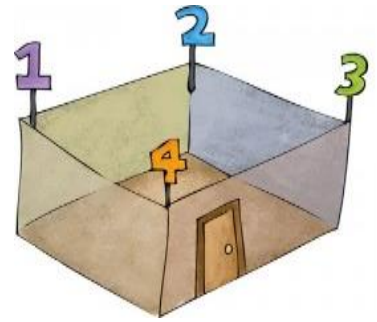
<p style="color: #FFA500; font-weight: bold;">Something that caught my attention:</p>	<p style="color: #FFA500; font-weight: bold;">Insights that were triggered:</p>
<p style="color: #FFA500; font-weight: bold;">Something to explore further:</p>	<p style="color: #FFA500; font-weight: bold;">A question I still have:</p>



Corners

Process:

- ▲ Write statements in a definitive manner on posters and place in each corner of the room. Review the topics for participants, and then instruct them to choose a corner.
- ▲ Suggest a facilitator rise to the occasion and facilitate the group's conversation.
- ▲ When questions come up that cannot be answered by the group, use sticky notes to post them on the poster to be addressed later in the training day.



Modifications:

- ▲ Use plus or minus corners instead of four.
- ▲ After a set amount of time, instruct people to move to the corner of their second choice and repeat the sharing in clusters of two or three.
- ▲ Ask people to stand in the corner representing their position on an issue.

Designing Outcomes

Description and Process:

Designing well-crafted outcomes must positively meet all the following criteria:

- ▲ Is the outcome possible? Is it worth doing?
- ▲ Is it stated in the positive vs. what you don't want?
- ▲ Is it specific...what will I see/hear/feel when I achieve it?
- ▲ Is it congruent with my beliefs and values? Others' beliefs and values?

Rational Outcomes

- ▲ Relate to the actual content of the work and the tasks associated with work
- ▲ Can generally be measured, tracked over time and checked off "to do list"
- ▲ Examples include: plans, projects, specific measurable objectives, deliverables

Experiential Outcomes

- ▲ Often more lasting importance
- ▲ Related to the types of experience you want your team to have as they engage in the rational work
- ▲ Examples include: building trust, creating connections, between people, providing experiences of commonality, as sense of being part of a winning team, building understanding and commitment

Considerations:

Given the agenda of the training, teams create both a Rational and Experiential Outcome:



RATIONALE:

“What does the team/coach need to accomplish the specific work from the agenda?”

EXPERIENTIAL:

“What experience and/or feeling does the team want to share during today's training?”

Discussion Method

Process:

- ▲ With a designated facilitator of the process, the group begins a discussion using a 4-step question prompt.
- ▲ The Objective Question is introduced to get everyone to say something. The question is intended to create comfort and responses are intended to be quick.
- ▲ The Reflective Question comes next transitioning the discussion to personal experiences.
- ▲ Then, the Interpretive Question adds meaning and purpose to the discussion.
- ▲ Finally, the Decisional Question allows the group to finally begin solution planning.



<p>OBJECTIVE "WHAT"</p> <p>Getting the Facts Focus Attention</p>	<p>"What words or phrases or ideas stood out for you?"</p> <p>"What bits of conversation did you hear?"</p> <p>"What did our see or observe?"</p> <p>"What data or facts caught your attention?"</p> <p>"What are your observations?"</p>
<p>REFLECTIVE "GUT"</p> <p>Emotions, Feelings and Associations</p>	<p>"What words or phrases or ideas stood out for you?"</p> <p>"What was your response or reaction?"</p> <p>"How does this reflect your experience?"</p> <p>"What surprised you?"</p> <p>"What associations came to mind?"</p>
<p>INTERPRETIVE "SO-WHAT"</p> <p>Values, Meaning and Purpose</p>	<p>"What words or phrases or ideas stood out for you?"</p> <p>"What insights were triggered for you?"</p> <p>"What is the significance of X?"</p> <p>"What implications does X have for us or our work?"</p> <p>"What are the key strategies moving forward?"</p>
<p>DECISIONAL ~ "NOW WHAT"</p> <p>Future Resolves</p>	<p>"What have you/we learned?"</p> <p>"What questions does this raise?"</p> <p>"What do we need to explore further?"</p> <p>"What changes are needed?"</p> <p>"What could we do differently in the future?"</p>

Dynamic Duos/Talented Trios

Description and Process:

Dynamic Duos or Talented Trios is a method of grouping individuals for processing activities.

1. Create duo or trio cards of any genre (i.e. superheroes, foods, cartoon characters, etc.)
3. Hand out a card to each individual prior to the processing activity.
4. Give a few examples of who the individuals should be looking for to find their partner or trio team members. Use examples that less widely known.
5. Have the individuals each find their partner or trio team members.
6. Begin processing activity.



Focusing Four

Description and Process:

Focusing Four is a consensus building decision-making model adapted from *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Garmston and Wellman.

1. Process begins with **Brainstorming** where ideas are generated following some basic rules
Everyone tosses out as many ideas as possible
The ideas (8-18 items) are written down by the recorder on charts.
Nobody can discuss or criticize the ideas until the brainstorming session is over.
2. Next, members are asked to **Clarify** by asking questions to help understand any idea which is unclear. The "author" is asked to respond. Members may see similarities and ask to combine at this stage. If so, ask for the author of each word sees they are the same or not-the author(s) make the decision.
3. **Advocating** allows any member to speak in favor of any idea.
4. Find out members' preferences through **Canvassing**. A Spend-the-Dot process is used for individual selection. Using the One-Third strategy determines which items are of greatest interest to the group.
5. Conclude by determining a process to narrow the choices down to one or two



Game Show

Process:

- ▲ Use a popular game show and apply content to the game show format. Reinforce knowledge with the process.
- ▲ Divide group into teams and have them work as a group to answer the questions.
- ▲ Assign the role of the host, who will add extra details after each question is answered.



Get Connected

Description and Process:

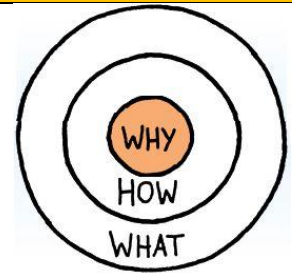
Get Connected is a grounding activity know as a *Synecitic*. A *Synecitic* is derived from two Greek roots: *syn* (bringing together) and *ectics* (diverse elements).

- ▲ This activity can be done with a sentence starter (_____ is like a _____ because _____)
- ▲ It can also be used with visual pictures that are unrelated to the topic.

Golden Circle

Description and Process:

The Golden Circle from Simon Sinek, "Start with the WHY", is a brainstorming strategy for helping participants order and structure their thinking through mentally mapping words and/or concepts. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases. It is for those who wish to be inspired and for those who wish to inspire others.



Considerations

The Golden Circle

- Start by asking: **"WHY" do we want to develop a continuum of behavior supports for our at-risk students?**
- The Golden Circle with the What (8 Steps) and How (Science) is already completed on a large poster.
- Individuals are asked to write down their WHY on a Post-it and place in the middle circle of the poster.
- Information is collected and organized into a cohesive WHY statement representing the group which is presented back to staff

Hand Up, Stand Up, Pair Up

Description and Process:

"Stand up, put your hand up and quickly find a partner with whom to share or discuss."

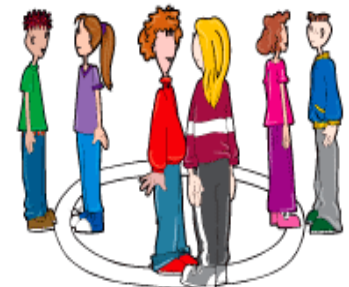
- ▲ Facilitator directs the group to "stand up, hand up and pair up"" GO!" as a signal.
- ▲ Prior to the signal the facilitator has defined, modeled and practiced with group.
- ▲ When hearing the signal, group stands up and keeps one hand high in the air until they find the closest partner who's not a teammate. Participants do a "high five" and put their hands down.
- ▲ Partners respond to question, idea or process provided by the facilitator.



Inside Outside Circle

Process:

- ▲ Group numbers off by 1's and 2's:
- ▲ Number 2's form an inside circle – facing out
- ▲ Number 1's form an outside circle – facing in
- ▲ Meet and greet
- ▲ Face a "sharing" partner, silently read assigned section and begin the conversation
- ▲ Group waits for signal to stop conversation and thank partner for the conversation
- ▲ Number 1's rotate to the right and share with new partner
- ▲ Number 1's rotate to the right again and share with new partner
- ▲ Number 1's rotate to the right again and share the with new partner



Jigsaw

Process:

- ▲ Cluster members into groups of four (or number of topics to be studied)
 - by counting off 1 to 4.
- ▲ Each member is assigned a reading
- ▲ Have all the members move into expert groups of like numbers
- ▲ In the expert groups,
 - members read the material, then converse about its meaning
 - members assign a facilitator, scribe and reporter
 - members discuss "questions of concern"
 - members determine what ideas they will share and how to illustrate the ideas for the whole group.
- ▲ Return to groups and reporter shares what has been learned in the expert groups



Leading by Convening

<http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Leading by Convening is a blueprint for authentic engagement with stakeholders; a framework which includes habits of interaction, elements of interaction and depths of interaction drawn from the work of Etienne Wenger in Community of Practice.

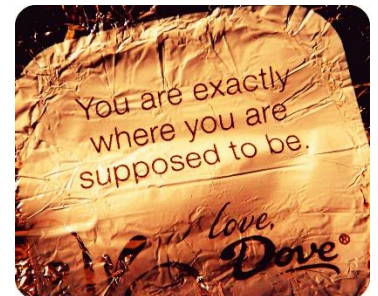


PBIS Promise

Description and Process

The inspirational, motivational messages inside Dove candy wrappers can serve as a positive affirmation when implementing PBIS.

- ▲ Read your Dove Promise wrapper.
- ▲ Make a connection to the saying on the wrapper and **implementing T2 systems, practices and data**.
- ▲ Acknowledge everyone's "promises" and eat your chocolate!
- ▲ Be careful of romantic and lustful saying on the red wrapped Dove Promise



Quotable

Description and Process:

Incorporating inspirational quotes is a great way to get your group motivated, thinking critically, and discussing deeply. Inspirational quotes are also an effective way to directly teach character traits and life skills needing to be reinforced.

Use quotes to:

1. Use them to display in groups as a motivational wall.
2. Use them as writing prompts.
3. Use them as discussion starters.



Rolling Outcomes & Reflection Roll

Description and Process:

A closing process for team reflection using sentence starters correlated to the number that is rolled on the dice.

- ▲ Individually or group rolls the die
- ▲ Each number on the die is associated with a sentence starter crafted to address rational and experiential outcomes

Considerations:

This activity can also be used for an opening activity using the following:

- 1 We're excited to share...
- 2 Something new we hope to learn...
- 3 We would like to have a deeper understanding of ...
- 4 We'd like to feel ...
- 5 We want to experience...
- 6 We are hoping to leave today with...Example of sentence starters for a closing activity:
 - 1 A connection I made....
 - 2 Something I'll use....
 - 3 I understand....
 - 4 I'd like to know....
 - 5 I'm excited about....
 - 6 I have enjoyed....



Say Something

Description and Process:

This strategy allows for frequent "mini-bursts" of conversations built into the professional development reading activity. Per your directions, learners stop after every stanza, paragraph, section, or set number of pages to have dialogue about what they have just read. They can clear up any confusion, talk about a point that they found powerful, talk about a point that they question, etc.,

- ▲ Work in pairs or triads
- ▲ One person reads a section aloud, then "says something" to the group
- ▲ Others then respond to what was "said"
- ▲ Read next section and repeat process
- ▲ Post and review the directions/rules below before beginning;



Self-Reflection

Description:

“By three methods we may learn wisdom: First by reflection, which is the noblest; Second, by imitation, which is the easiest; and third by experience, which is the bitterest.

-Confucius

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

-James Levin

Learning without reflection is a waste, reflection without learning is dangerous.

-Confucius



Considerations:

▲ *Classroom Self-Reflection Guide*

Shaping Your Understanding

Description and Process:

Using a play on words for shapes, three reflection questions are addressed:

SQUARE: Four things I am squared away with are....

TRIANGLE: Three most important points are....

CIRCLE: One thing that keeps circling around in my head is....



Silent Line Up

Process:

- ▲ Explain the objective is to line up silently in alphabetical order.
- ▲ Designate one side of the space to be A and the other side Z
- ▲ Explain, without talking players are to line up silently in alphabetical order.



Take a Stand

Process:

- ▲ Individuals will be asking a series of questions having simple “yes/no” or “agree/disagree” type responses.
- ▲ Individuals will move to a specific spot in the space based on their response.
- ▲ Opportunity to share out reason for position is given.



Visualization

Process:

- ▲ Groups are asked to create an image with pictures and symbols depicting the essence of their task.
- ▲ Groups share out their masterpiece by explaining their visual representation of the assignment.

