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Betsy Kindall:

I'm Betsy Kindall.

Nicole Fairchild:

I'm Nicole Fairchild.

Stacy Moore:

And I'm Stacey Moore.

Betsy Kindall:

This is Arkansas Aware, a project to advance wellness and resiliency in education.

Nicole Fairchild:

Hey, welcome back everybody to the Arkansas Aware Podcast. We let in a little bit last episode about talking about tier two interventions, but not just how to do them, but how to be in them.

Stacy Moore:

Yes, talking about we have some really great tier two behavior interventions that are evidence based that we know research has supported that they are effective with students. But as Nicole and I and Betsy were talking about last time, how we carry those out. We do trainings and we teach, this is the procedures, here's your fidelity on whether we know you carried it out correctly, because that makes an impact on the effectiveness, but also how you do it. I'm curious, Nicole and Betsy, if I tell you some of these interventions and then we can look at how they might be carried out okay and then how that could go wrong.

Nicole Fairchild:

Oh yes, let's do it.

Stacy Moore:

Does that sound like a good deal? I'm going to tell you all of them up front, and then we'll see which one we might want to start with. The ones that we teach and that are on the student intervention matching form... Diana Browning Wright has talked about them for years, but one of them is the School-Home Notes system. It's a note that goes from school to home, I've seen that go wrong, but anyway, but to keep the parent informed of the behavior and also hopefully to have a home contingency so that if certain good behaviors, then they can reward the student at home. Okay, that's one. Behavior contract is one, so we have certain expectations the student meets. If they meet that expectation, they earn this, or if they didn't, they don't earn this. Then, there's sometimes a bonus clause on there. If you do three out of five days or something like that, then you can earn a bonus at the end of the week.

There's self-monitoring. Self-monitoring can look like many different ways, but let's just take an example of maybe a student who's been diagnosed with ADHD and they're having trouble staying on task, and so being able to monitor when they're on task and when they're off task and giving feedback on that. Another one is one of my favorites, but it's the check-in, checkout. They meet with a mentor at the very beginning of the day, they check in with that person, there's these behavior expectations throughout the

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day. As they go through their classes or have their teachers or activities, the teacher's supposed to give them feedback on those behaviors, rate them, give them points. At the end of the day, they go back, check out with the same mentor they checked in with that's not their teacher, and then have that conversation about did they meet their points? Where did they struggle? How do we have a good day tomorrow?

Okay, three more. Positive peer reporting, so that's teaching your students in your class to give praise. It's the opposite of tattling. It's also tootling. There is actually a strategy out there called tootling, but positive peer reporting is teaching our students how to praise and recognize the good behaviors that our students do, even those students that may already be kind of known as the trouble students. I always talk about my little girl when she was in preschool and she would come home and she would have my younger son, her little brother, be this one certain student. We'll just call him Jason, that wasn't his name, and so you be Jason today, because we all know that Jason was having behavioral difficulties in the classroom. It's also to try to help remove that stigma and help peers see them in a positive light.

Class pass intervention. Class pass intervention is the idea of when students are needing to escape or they're trying to get out of work or they're not completing work, to give them breaks. We're going to allow them to escape, but we're going to be more okay with it and we're going to do it on our terms. Maybe they have three passes that they could do a break, and how that looks is different. It could be student chosen, sometimes it could be pushed by the adult, opted by the adult. Then, they could go to a different class, it could be an activity in the classroom, it could be limited on so many minutes, all those types of things go into class pass. Then, finally is social-emotional learning instruction. We talk about incredible five point scale, we talk about zones of regulation, but ways to help students learn the tools and the strategies, the self-awareness to be able to carry out good self-regulation skills. Those are the ones. That was a lot of information, I'm sorry.

Nicole Fairchild:

No, that's fine.

Stacy Moore:

Is there one you want to start with, or do you want me to pick one?

Nicole Fairchild:

You are smiling over there, Betsy Kindall.

Betsy Kindall:

What was the first one?

Stacy Moore:

The School-Home Note.

Betsy Kindall:

We could start there, and I'll be the bad guy. I have seen, or I could see where that could go bad when the note is written at a level of super high education with very large words and it makes the parent feel inadequate.

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Stacy Moore:

Yes.

Nicole Fairchild:

Oh yes.

Betsy Kindall:

I'm just talking about some basic things that could go wrong, that would be number one. It's super wordy, large vocabulary.

Stacy Moore:

It could be intimidating.

Betsy Kindall:

Intimidating.

Stacy Moore:

It could be those acronyms that we all use in education.

Betsy Kindall:

That people don't know, most people don't know them.

Stacy Moore:

Yes.

Nicole Fairchild:

Or if they can read it with a tone.

Stacy Moore:

Yes, and so a lot of times I will bless... I've been there too, when you're frustrated with the student and you send home, "Today was a terrible day." That's nice, because there's other things that get sent home about...

Betsy Kindall:

But boy, you could read all sorts of things into that.

Stacy Moore:

Yes, and as a parent, that's the first thing that you see. Sometimes on those notes we try to say, "Okay, one positive thing..." If we need to structure it at the bottom, we'll say, "One positive behavior I saw today, or one growth I saw today, and then one area for improvement," which kind of takes that need of that free space to just put notes.

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Betsy Kindall:

Yes, and I always like to end on the end cap with, "Okay, here's where we're going," some sort of actionable thing, or to give them an idea of this is what we're doing now type thing, not just, "Hey, here's a snapshot."

Stacy Moore:

Right, and good luck with that at home.

Betsy Kindall:

Yes.

Stacy Moore:

I want to go this direction too with it, Nicole. What if I'm the teacher and you're like the student and I'm like, "This is what your mama's going to see today?"

Nicole Fairchild:

Oh dear. I'm thinking back to the conversation we had about shame and how it's really injecting shame into any one of those is going to make it go wrong, any one of those.

Stacy Moore:

Yes.

Nicole Fairchild:

It's just shame. I think about with that school note home, probably one of the best ways to make it work is no matter how you structure it, even if it's positive, negative, positive, which is a smart way to do it, at the end an assurance that there's hope and I still care about your kid.

Stacy Moore:

Yes, if they feel that, that makes a big difference.

Betsy Kindall:

That's all parents really want anyway.

Stacy Moore:

I am on your student's side. I am advocating for him.

Betsy Kindall:

That's really what they want. They want their kids to do well at math, but more importantly, do you care about my kid? Do they matter to you? Is it important?

Nicole Fairchild:

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I want to know if they've had a hard day. I want to know if they're not doing something right, I want to know that, but I also want to know that you care about them, you're not giving up on them, we've got a way forward.

Stacy Moore:

Yes, exactly. Or, even one of those things that... Oh, keeping hands to self, oh, well that's a frown-y face today.

Nicole Fairchild:

Oh dear.

Stacy Moore:

I mean, it could go wrong in many different ways. You can check all the boxes of we did the methodology, but how you communicate that with your students...

Betsy Kindall:

How you are.

Stacy Moore:

How you are is going to set that up for success or failure.

Nicole Fairchild:

What's another one? I can't with it.

Stacy Moore:

Behavior contract. Behavior contract, when you sit down with a student to try to go over. That's supposed to be, "Hey, you are supposed to already have maybe the expectations," and then what you can do is negotiate kind of the reinforcement that they can earn, so we get their input on it.

Betsy Kindall:

I have some real strong thoughts about behavior contracts because I think that they are set to fail if you don't have somewhat input from the actual student, if they're old enough.

Stacy Moore:

That, and I've seen too many start with, "The student will not."

Nicole Fairchild:

Oh gosh.

Stacy Moore:

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The student will not. That's totally not how they're supposed to be set up. We don't do that. We do what we want to expect, so we will keep safe hands and feet, they will turn in this much of their work, they will use kind words.

Nicole Fairchild:

Well, and I think too, you can get stuck in a cycle with a kid. I was talking to somebody the other day and they were trying to do some sort of reward system to get their kiddo to do their homework I guess, that might be a good example. Have you ever been in a bad cycle with a kid who doesn't want to do homework and it's just this constant, constant go around and you're trying to figure out as a parent every way possible to get them to do what you need them to do? They were talking about how they tried this, they tried this, they tried this, and they're trying everything they can to think of what's going to motivate that kid and what's going to help them to do it, and the kid will throw up an obstacle for every one of them because that cycle's safer. You know what I'm saying? The cycle's safer.

I was thinking about how just in that conversation, the adult's reaction to the barrier that's being thrown up is what's going to make or break that intervention. When the barrier gets thrown up... Let's say I've decided that if you do this, you're going to get this, and you say, "I don't want that anyway." If in that moment the adult can have enough awareness to realize, don't take that at face value.

Stacy Moore:

Nicole, I can hear your voice saying, "Well, that's okay, but that's offered. If you do meet that goal, then that's available if you decide you want it."

Nicole Fairchild:

Yes. I mean, it really is sort of that neutral, "Oh okay, well, no problem. It's up to you, so that or nothing, but totally up to you." Not shaming, not blaming, but just like, "Okay."

Stacy Moore:

But the truth is they may really want it, they just are afraid that they're not going to get it or they just don't want to admit it at that time. This is the other thing that...

Nicole Fairchild:

Shame is that driver.

Stacy Moore:

Well, and what you're talking about is throwing up these obstacles for everything we tried. I don't even remember where I was, but we were looking at data, and guys, it was amazing the change, but guess how long it took before we saw that change? You want to guess?

Nicole Fairchild:

Two weeks.

Stacy Moore:

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Three weeks. Three weeks. One of the teachers commented, "What if we had stopped this earlier?" We're like, "We would not have gotten here." But if we're consistent, then they know we're consistent. A lot of our students don't recognize consistency. They don't get it in other parts of their life maybe, or they think that you're going to give up on them, or after I do a while they're going to give up on this, or they're not going to carry through. Honestly, as adults, a lot of times that's the issue. I will point fingers at myself because at home, bedtime routine, who's that up to? Me.

Nicole Fairchild:

Oh dear.

Stacy Moore:

I'm the decisive factor in the home about whether I maintain that or not and whether I'm making sure they're maintaining that, and we get tired.

Betsy Kindall:

Well, all research for decades has always told us kids thrive in structure and consistency. Those two things, structure and consistency. It doesn't matter where they're from, who they are, none of those things, structure and consistency.

Nicole Fairchild:

I think there's consistency too in your ability to react in a neutral way. I may change the motivators, I may change the tier two intervention that I do, but if they know consistently that I am going to over-
under-react, that I'm going to be pretty neutral, that I'm going to be like, "Oh, okay, good information and we're going to move forward."

Stacy Moore:

It's safe.

Nicole Fairchild:

That consistency provides safety.

Stacy Moore:

Agreed.

Nicole Fairchild:

That can be really helpful in any of these interventions.

Stacy Moore:

Let's look at another one. Let's get to check-in, checkout because I've seen this both ways. Number one, sometimes the notes we leave on there can be scary, a little edgy.

Betsy Kindall:

Sometimes it's a rushed process, and so I think that messes with the fidelity of the entire system.

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Stacy Moore:

Yes. If a teacher said, for example, they were scoring on 0, 1, 2 and you're like, "Well, it's a zero for that one today," tone and how we convey instead of, "Oh look, you did really great here and here. We're struggling a little bit here still, we're going to figure that out," if you had time, "What's going on there?" Instead of, "Whoop, I see you got zeros in this again." That's all it takes.

Nicole Fairchild:

To me, I mean that really is... You used the word inflict awhile back about shame and then you said, "No, I don't think that's the right word." I think it is the right word. I think in those moments, it's just the one little jab that we can give that makes us feel a little bit better in that moment.

Stacy Moore:

Oh, got it out there.

Nicole Fairchild:

You're just going to pay. You've given me a really rough time. You've taken a lot of my energy.

Betsy Kindall:

Sometimes that's intentional, but I think sometimes it's not. I think sometimes it's a habit even. I think some people go through their day and that space and they're used to using that type of language, and I just think sometimes it's unfortunately...

Nicole Fairchild:

Yes, it's just habitual.

Stacy Moore:

Cause I don't want this to be pointing fingers because I do believe that we all do the best we can in a given situation at that given time. I mean, I do. When we know better, we do better. I think that self-awareness piece that we've talked about in the past about knowing what that sounds like and looks like when you're a student, I think oftentimes we forget what it's like to be a student. Things that, for example...

Betsy Kindall:

We have expectations for our students that we don't even have for ourselves.

Stacy Moore:

Exactly. For example, I was doing a... I may have already talked about this, but I was doing a teacher training and we were taking turns. It was supposed to be kind of nerve-wracking because we were putting them in a place of a student who might struggle in class. I had the whole popsicle stick with all the teacher's names on it, and we would draw a name and they would have to read aloud. Afterwards people were like, "That made me so nervous because what if I was talking...?" Because we made it to where the reading was difficult, and so they knew that they were going to be put on the spot. I thought, "Okay."

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Betsy Kindall:

That's a great activity though.

Stacy Moore:

Do we think of that for our kids?

Nicole Fairchild:

No.

Stacy Moore:

Because honestly, Marzano and other people will be like, "That's a great way to show that you're picking every student," but that could also be really anxiety provoking.

Betsy Kindall:

A nightmare.

Stacy Moore:

If it is for us as adults... Not to pick apart everything, but okay, let's talk about class pass. Class pass is when a student can elect to take a break or a teacher can say, "Maybe you need a break." What do you think on that one?

Betsy Kindall:

You go ahead.

Nicole Fairchild:

Well, you have thoughts, I'm still thinking.

Betsy Kindall:

I think that could go wrong in a hurry.

Nicole Fairchild:

I think so too.

Betsy Kindall:

I think you have to set some boundaries there. I think a student could pick up on that and eventually maybe take advantage of it.

Stacy Moore:

They could. That's where you can do the limitations where you're like, "Okay, you can take one, but then you have to wait 15 minutes before you take another one."

Betsy Kindall:

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But, I could also see how it could also be abused by the teacher.

Stacy Moore:

What if we said, "You need a break now?"

Betsy Kindall:

Yes, out, you need a break. Go take a break.

Stacy Moore:

That's no longer within the student, right?

Nicole Fairchild:

Well, yes, and I've seen that. Here again, it's not just what you do, it's how you do it. It could be... I mean, can you imagine with some authenticity and some kindness just saying to the student privately, quietly, "It looks like you're struggling right now. I don't know if you're aware of it yet, but I'm seeing some of the signs that I've seen before. What do you think, is now a good time for a break?" Giving them a little bit of No, no, no, I think I can go a little longer or no, I realize, okay, I'll get it together, depending on how old that student is.

Betsy Kindall:

Or even having... I think about my older students years ago, that was kind of a secret language where they would do a certain thing and it was an indicator I think I'm going to lose it, I need to step out for a minute. You could tell that that was an accurate feeling.

Nicole Fairchild:

We want them to have that level of self-awareness, we don't need to quash it by not giving them the opportunity to do what they need to do.

Stacy Moore:

Instead of forcing... Because this is the deal with that intervention, it is, and I like this part, is that the students if they don't use, for example those three passes, and let's say maybe if they have one or two left by the end of the period or the end of the day, then they get to exchange those for something, a reward, a reinforcement.

Nicole Fairchild:

Yes, because then you're moving forward.

Stacy Moore:

Cause we're moving forward. But, this is the thing with that is if, as a teacher, I'm requiring you to take that break, I'm taking that away from you.

Nicole Fairchild:

Oh, then you're not giving them the chance.

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Stacy Moore:

Whereas if I say, "It's really okay for you to take a break, that's why we're doing this system. Even if you have one left, you can use one. You can use one right now." That approach is different. It's also, you're not necessarily taking away from me and I understand that I've not lost my opportunity.

Nicole Fairchild:

That's right. There's some compassion with that. I do think it's about hope, a way forward, and I still like you. I'm going to keep liking you. I'm going to figure out how to like you right now.

Stacy Moore:

I said that in my training yesterday and everybody laughed at me, but I was like, "If you're really struggling with a student, my first piece of advice, and I said, you're not going to like it, is to find something you like about that student." We've talked about that before, but everybody laughed because it's not...

Nicole Fairchild:

It's hard.

Stacy Moore:

Yes, it's not always easy.

Betsy Kindall:

Or if you're a parent and your kids in a class and they have a personality conflict with a teacher, wouldn't it be fascinating to ask that teacher, "What's one thing you like about my kid? Just name one thing."

Nicole Fairchild:

I would encourage everybody, when they've got that struggling student, to imagine a parent brave enough to do that and then what you would say? What would you say? Can you find that thing? Maybe you need to write that thing down on your screen, it's the this, come back to it.

Stacy Moore:

I always tease, from my own personal experience with people in my own household, stubborn could also be determined.

Nicole Fairchild:

Yes, it can.

Stacy Moore:

And so that can be a really good life skill.

Nicole Fairchild:

Yes, it can.

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Stacy Moore:

That could be a leadership skill someday.

Betsy Kindall:

I tell my girls all the time, "Bossy is leadership."

Stacy Moore:

Just in the meantime...

Nicole Fairchild:

That is right, honestly.

Stacy Moore:

Sometimes, we can look at the flip side of that and go, "This will serve them well later in life."

Nicole Fairchild:

Let's channel it. We can do that for these kids. I love the tier two interventions. I'm so glad that we're looking at a state more at multi-tiered systems of support and how to really fill out that tier two because for too long we've had tier one or we jumped to three, we've got nothing in-between, so I love that. I think that we continue to need to work on the how we go about doing it, not just the methodology, but the how are we? A lot of that does come back to a healthy workforce and self-aware people.

Stacy Moore:

Does this mean we get to do trainings together?

Nicole Fairchild:

I want to.

Betsy Kindall:

I do think though, just to reiterate, we've said this in all of our trainings too, it's really important what you do for sure, but it's also just, if not more important, how are you with your students? What kind of teacher are you going to be?

Nicole Fairchild:

Yes. Hey, we are loving these conversations. I just want to say, again, thank you to these bright and beautiful women here with me around the table. We really enjoy bringing this content to you. If you haven't reached out to us, reach out. Let us know what you're thinking. Let us know if there's a topic you'd like for us to talk about. We love hearing your feedback, so let's hear from you.

Betsy Kindall:

Have a great week. Bye-Bye.