Detailed One-Day Agenda

Module One: Three Prong Approach to Classroom Management
(suggested 8-9:30am; 8:30-10am; 9-10:30am)

- **Overview of the Three-Prong Approach**
  - Review of disruptive and dangerous behaviors
  - Prong One: Building community, resiliency and grit, setting expectations
  - Prong Two: Teaching crisis de-escalation skills
  - Prong Three: Importance of team referrals after acute crisis management

- **Prong One**
  - Building a community of mutual respect, anticipating difficulties
  - Instructor: authentic, positive, genuine, consistent, sets clear expectations
  - Material: relevant, engaging and meaningful to students
  - Cultural awareness, mental health first aid, civil discourse

- **Prong Two**
  - Mindfulness and staying cool and collected
  - Building rapport and creating bridges of connection
  - Using motivational interviewing techniques, transtheoretical change theory
  - Covey and 7 habits of highly effective people
  - Glasser and reality therapy
  - Ellis and REBT

- **Prong Three**
  - Importance of referrals to the BIT/CARE, or threat team
  - How to make referrals that "stick"
  - Making a referral to:
    - ADA/504 for accommodations
    - Counseling
    - Academic support
    - Parents/guardian
    - Title IX
    - Student conduct

Module Two: Taking it Online
(suggested 10:00-11:30am; 10:30-12:00am; 10:30-12:30pm)

- **Understanding Online Instruction**
  - Online by choice or forced by COVID-19 pandemic
  - Benefits to online instruction: flexibility, lower cost, reduced travel
  - Limitations to online instruction: lack of personal connection, greater fatigue
  - Cultural challenges, technology differences and access

- **Establishing Boundaries**
  - Adopting a "we are all in this together approach"
  - Turning into the benefits of online instruction
  - Setting expectations around communication; how to talk when angry

- **Building Community**
  - Sharing personal information and icebreakers (dog/cat; Myers-Briggs)
  - Creating expectations around video, audio during training
  - Turning into the benefits of online instruction

- **Teaching with Social and Emotional Learning (SEL)**
  - Self-awareness:
    - The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
  - Self-management:
    - The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
  - Social awareness:
    - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school and community supports.
  - Relationship skills:
    - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
  - Responsibility decision making:
    - The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and the well-being of self and others.

- **Increase Attention and Interaction**
  - Teaching with visual design; using topical events for increased engagement
  - Using anonymous polling techniques to explore concept
  - Adversarial and debate-based discussions
  - Web searching current events and examples
  - Using micro-guest lecturing (5-10 min video concepts with visiting teachers)

- **Addressing Disruptive and Dangerous Behavior**
  - Creating breaks and 'venting moments' in class for check ins
  - Knowing your technology controls and conduct process

Module Three: Common Challenges; Successful Solutions
(suggested 12:30-2:00pm; 1:00-2:30pm; 1:30-3:00pm)

- **Putting Theory into Practice**
  - Case categories: mental illness, disruptive behaviors, academic challenges
  - Case studies format (examples for both online and in-person classes)
  - Discussion questions and process
  - Importance of appropriate referral

- **Culturally Competent Referrals**
  - Understanding cultural competency
  - Importance of assessment and accurate determination of needs
  - Overcoming roadblocks to success

- **Mental Illness**
  - Case 1: Suicidal thoughts that are brought up to professor
  - Case 2: Other students see student with cuts on screen; share with teacher
  - Case 3: Odd thoughts and off-topic discussions with class
  - Case 4: Student appears to be drinking in class
  - Case 5: Student anxious about assignments and considers dropping
  - Case 6: Student shares trauma experience with class
  - Case 7: Student experiences teasing and bullying based on behavior

- **Disruptive Behavior**
  - Case 8: Students engage in cross talk and distracted chat
  - Case 9: Questioning the professor on topics
  - Case 10: Angry outburst to other students about passionate topic
  - Case 11: Teasing and bullying behavior by class around social justice issue
  - Case 12: Title IX harassing behavior

- **Academic Challenges**
  - Case 13: Frustration with career choice, lost and confused
  - Case 14: Difficulty with material, trouble processing
  - Case 15: Unsure of how to study, feeling overwhelmed and anger

Module Four: Hosting the Hard Conversations
(suggested 2:30-4:00pm; 3:00-4:30pm; 3:30-5:00pm)

- **The Challenges of 2020**
  - Political division in the U.S. presidential election; BLM and defund the police
  - Targeted hate crimes against Asian Americans; suicide increases
  - Domestic violence increases; weapons purchases
  - COVID-19 and mask rage

- **Why have the conversation**
  - Why this conversation is important
  - A bit about civility
  - Understanding the purpose and goals of the conversation
  - Name calling and shade throwing
  - Passion and personality

- **A Range of Topics**
  - COVID-19 and the increasingly bitter and bifurcated *political rhetoric* has been particularly difficult during this time.
  - Discuss how a lack of diverse faculty in academia can reproduce *white supremacy*; European American students calling campus police on students of color because they question if they are supposed to be in these academic spaces.
  - Discuss the idea of *defunding the police* to support other social programs such as mental health.
  - Examine the development and progression of the *Black Lives Matter* movement.
  - Who gets to provide input into what is *right for women*? We will also introduce the theoretical concept of *intersectionality* and explain the different experiences of women of color and those in the majority group.
  - We will review the history of the *abortion debate*, the politicized nature of the discussion, and the role of protests within the need for individual freedom and individual rights.

- **Practical Application: Answering Some Frequently Asked Questions (FAQ)**
  - "I wasn't around when the slaves were here. I had a hard life myself in terms of work and putting food on the table. Why is this my fault? Why should I pay for something my great-great grandparents did?"
  - "I believe a man and a man should not be married because of my religion. Why should they have government support of their 'marriage'?"
  - "Anyone who doesn't support BLM is a racist. Police kill. End of story."
  - "If people want to come into this country, they should follow the rules. Why should I care what happens to people who didn't come in legally?"

Thematic One-sheet Documents and Directions (TODD)

You have a lot to do in your daily job, let TODD lend you a hand when it comes to key CARE and threat Team processes. TODD is there to answer specific questions and address issues such as:

- Overview of disruptive and dangerous behavior in the classroom
- Overview of disruptive and dangerous behavior online
- How to build community during the first class
- Teaching with visual design
- Putting SEL into practice
- Making a culturally competent referral
- Helping a student who is suicidal
- Fighting fair when upset
- How to set limits with a student who asks too many off-topic questions
- Helping a student along the change theory continuum
- Using motivational interviewing