





Makes Sense Strategies Toolkit
applications for
School Counselors

Smart Sheets for Students
 Behavior Literacy
 Character Building
 Perspective Taking
 Self-control
 Goal Setting & Self-advocacy

Smart Sheets for Teachers
 Behavior Analysis


Edwin Ellis, Ph.D.
 University of Alabama









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 Goal Setting & Self-advocacy

These are used by you
 when teaching
 behavior & social
 literacy...


 Use when conducting
 Life-Space interviews


Edwin Ellis, Ph.D.
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You can use them
when supporting
teachers implementing
social / behavior
interventions



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Organizer SMARTsheets

-  **Hierarchy**
1-Main Idea 2-Main Ideas 3-Main Ideas 4-Main Ideas 6-Main Ideas 8-Main Ideas
-  **Compare / Contrast**
Venns Matrix (simple) Matrix & conclusions Matrix & double conclusions
-  **Cause / Effect**
CE frames CE webs
-  **Sequence**
Steps Cycles Sequence of Events

Essential Understandings SMARTsheets

-  **Literature**
Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text Perusal
-  **Writing**
Level 1 Level 2 Level 3 Level 4 Level 5 Resources Supplemental: Narrative Descriptive Expository Persuasive
-  **Vocabulary**
Word Castles Semantic Tables Word Comparisons Word Connections Features Analysis LINC's mnemonics Scavenger Hunts Multiple Meanings
-  **History & Science** Generative Ideas
Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object
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Mathematical Concepts Computational Processes Rules / Theorems
-  **Social / Motivation**
Behavior Literacy Character Building Perspective Taking Self-control Goal Setting & Self-advocacy Behavior Analysis
-  **Project-based Learning**
Planning Investigations Conducting Investigations Making Presentations Evaluating Project Processes & Outcomes

SMARTplanners for Teachers

-  **Instructional Design**
Content-area Units & Lessons Literacy/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews



SMARTplanners for Leaders


-  **MSS Implementation Resources**
School-wide Implementation Strategies Articles www.MakesSenseStrategies.com Acknowledgements



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Edwin Ellis v 10.1

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PART 1

Smart Sheets for Teachers
 Behavior Analysis

PART 2



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PART 1


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Smart Sheets for Students

Behavior Literacy
Character Building
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Behavior Literacy Smart Visuals are used when working with students to help them understand behavior

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Essential Understandings SMARTsheets Social Literacy
HOME

BEHAVIOR LITERACY 1 2

What Happened? COLOR Blackline Stealing (elem)	Behavior Caused... COLOR Blackline Cheating on a test (elem)	When/Then/So Reactions COLOR Blackline Elementary	Behavior Affects COLOR Blackline ...	Understanding Behavior COLOR Blackline Refuse to participate (elem)
Problem Ownership COLOR Blackline	Behavior Questions COLOR Blackline	Fight Spinning COLOR Blackline	Tension Reaction COLOR Blackline	Behavior Frame COLOR Blackline

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Behavior Literacy Smart Visuals

The "What Happened" Smart Sheet can be used to help students develop a more concrete understanding of **cause/effect relationships** or **consequences** of behavior

What Happened?

Stealing

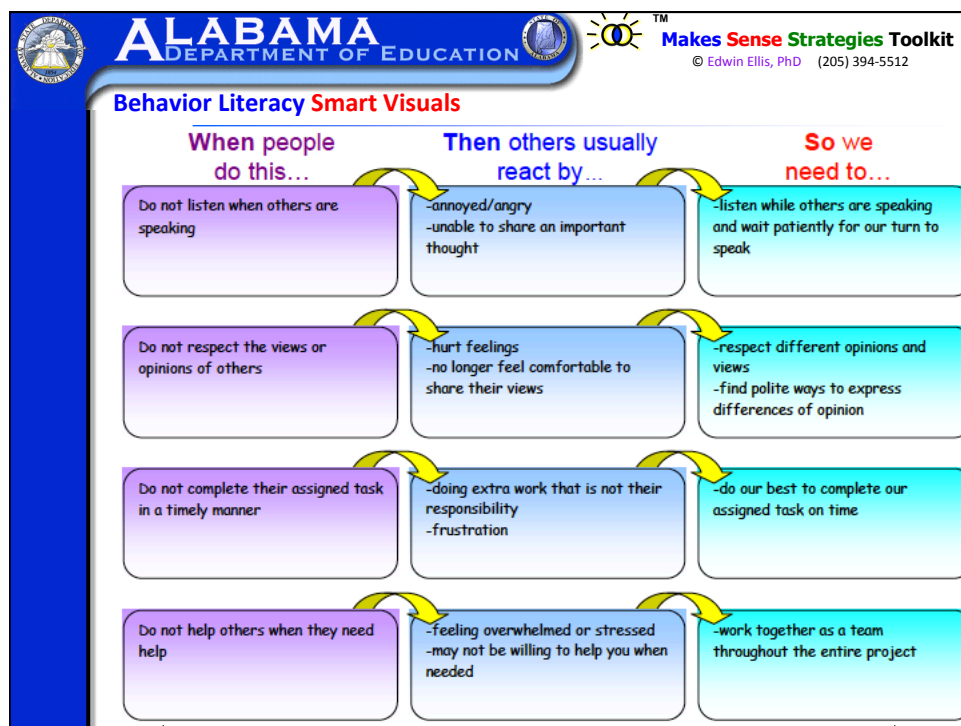
Is about ...

Taking something that doesn't belong to us without permission

Want something that belongs to someone else Take it without permission Keep it	Others think you are dishonest because you steal things from them They won't trust you	They won't want to let you borrow their things Afraid you won't give them back	Like you less because they are afraid you will steal from them =less friends =left out and not being included
--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

So what? What is important to understand about this?

Stealing is wrong and leads to bad things



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Behavior Literacy Smart Visuals

Understanding the Problem

Name: _____ Date: _____

A good name for this problem would be...

Describe the problem...

The problem makes you think about or feel...

Words that, if spoken out loud, make the problem bigger

Actions that might help solve the problem...

Actions that will probably make the problem worse...

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Behavior Literacy Smart Visuals


Name of Rule: **Be a positive, respectful, helpful, and productive group member**


When...	Rule's Features	Then...
I am a positive, respectful, helpful, & productive group member...		The whole group works better and we will reach our goals
When I need to complete assignments outside of meetings...	Examples	Then I need to make time get this work done & ask others for help if I need it before an assignment is due
When I need to be on time for group meetings...		Then I need to make sure that other activities don't interfere with me being at the meeting on time.
When the group is trying to set some goals...		Then we need to set both long and short term goals that all members can take part in achieving.
When working with others on a task...		I need to pay attention to whether someone is having difficulty so I can offer help when it's needed

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Essential Understandings SMARTsheets Social Literacy

HOME

CHARACTER BUILDING

Semantic Table: Character	Character Traits	REAL: Respect	ASN: Self-Respect
COLOR Blackline	COLOR Blackline Secondary	COLOR Blackline Respect (sec)	COLOR Blackline Self-respect (elem) Self-respect (sec)

Likeable Things about...	What I Like About...
COLOR Blackline Elementary Secondary	COLOR Blackline Christopher (elem) Michael (sec)

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CHARACTER BUILDING

Semantic Table: Character

COLOR Blackline

Character Traits

COLOR Blackline
Secondary

REAL: Respect

COLOR Blackline
Respect (sec)

ASN: Self-Respect

COLOR Blackline
Self-respect (elem)
Self-respect (sec)

Likeable Things about...

COLOR Blackline
Elementary
Secondary

What I Like About...

COLOR Blackline
Christopher (elem)
Michael (sec)

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Character Building Smart Visuals

Social & Behavior Literacy: Character Building
Self-respect ASN

SELF-RESPECT is about...

Having pride and belief in one's self and the potential for success; accepting responsibility to actions

ALWAYS

Recognize your strengths & use them to achieve goals

Recognize your weaknesses and try to strengthen them

Value and have pride in your heritage and culture

Seek challenges, set goals, and pursue them

SOMETIMES

Others will try to attack your self-respect by saying or doing things that bring you down

Your self-respect will vary during the day, depending on your experiences

Others may not value the same things you value

NEVER

Believe that you will fail at everything you try

Focus only on your weaknesses or bad experiences

Try to build your self-respect by disrespecting others

So what? What is important to understand about this?

Respecting yourself will cause others to respect you more.
Disrespecting others will cause you to respect yourself less..

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Character Building Smart Visuals

Classmate	Things I like about this person
Maria	She is helpful during group projects.
Trevor	He is an excellent leader in our school and on our school football team.
LaDonna	She is very dependable and able to help others in our class that may not understand how to do something.
Kenneth	He is funny and well liked by everyone in the school because he is friends with everyone.
Preston	He is a positive role model and hasn't given in to peer pressure or made poor personal choices as a teen.
Susan	She is really smart and does a lot of volunteer work outside of school.
Amy	She has really cool clothes.

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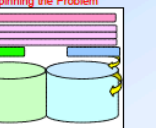
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PERSPECTIVE TAKING

Influence*Action*Impact	Multiple Perspectives	Yin/Yan Perspectives	Then & Now Perspectives	Spinning the Problem
				
COLOR Making good grades (elem) Terrorism (sec)	COLOR What's a good teacher? (elem) Social networking (sec)	COLOR School violence (elem) School violence (sec)	COLOR Stealing Jamie's snack (elem) Throwing a textbook (sec)	COLOR Kickball game fights (elem) Fight in hall between classes (sec)

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Perspective Taking Smart Visuals

Social & Behavior Literacy: Perspective Taking
Problem IAI

Name: _____ Date: _____

PROBLEM

Is about....

Factors that **INFLUENCE** perceptions of the problem

Notable **ACTIONS** resulting from problem

IMPACT of this problem on us

IMPLICATIONS

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Perspective Taking Smart Visuals

Multiple Perspectives Web
Social & Behavior Literacy: Perspective Taking
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Name: _____ Date: _____

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Perspective Taking Smart Visuals

PROBLEM
2 girls get in a physical fight in the hallway between class rotations.

DETAILS
Tina and Betty got in a fist fight today in the hall. Tina confronted Betty because Betty was spreading rumors about Tina that were hurtful and untrue. Betty was telling everyone that Tina does drugs.

WHO? Tina	WHO? Betty
What this group wants others to believe about this fight I do not appreciate Betty telling everyone that I do drugs.	What this group wants others to believe about this fight I don't like Tina. She deserves whatever happens to her.
Why? I do not do drugs and I work hard to do good things in my life. I could get kicked off of the cheerleading squad and lose my job in the office if they think I do drugs. It makes others in the school think badly of me and it is not true. My feelings are really hurt over this.	Why? Tina is writing letters to and flirting with my boyfriend and she needs to stop. I have talked to her and told her it hurt my feelings that she was flirting with my boyfriend. I think that I made my point by spreading rumors about her. Maybe now she will stop!

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SELF-CONTROL * BEHAVIOR STRATEGIES

Predicting Consequences

COLOR Black-line
See kids stealing (elem)
Running a stop sign

Predicting & Checking

COLOR Black-line
Accused of cheating

Predict*Check*Connect

COLOR Black-line
Problem with Amy (elem)
Vandalizing rival's car (sec)

Problem * Solution

COLOR Black-line
Conflict with peers (elem)
Conflict with parents (sec)

Strategy Development



COLOR Black-line
Stressed at school strategy
Late for school strategy

Steps analysis

COLOR Black-line

Revising Solutions

COLOR Black-line
Coveting (elem)
Disagree with new rules (sec)

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Self-control Smart Visuals		
Problem my strategy is designed to solve: I become stressed and agitated easily at school.		
How I'll know it's time to use my strategy: Anytime I am feeling stressed or agitated.		
Strategy Step 1 Throughout the day take deep breaths or do relaxation techniques to help me relax	POTENTIAL PROBLEM Potential problem that might make it difficult to complete this step I forget to take deep breaths or do relaxation techniques.	SOLUTION If needed, my plan for dealing with the HOT SPOT I need to create a visual reminder to encourage me to participate in these activities.
Strategy Step 2 Remove myself from a stressful situation and go to a soothing place to relax until calm	POTENTIAL PROBLEM Potential problem that might make it difficult to complete this step I cannot get the teacher's attention to get permission to leave the situation I am in.	SOLUTION If needed, my plan for dealing with the HOT SPOT I need to have a visual prompt to hold up and show my teacher when I need a break.
Strategy Step 3 Do not engage myself in situations that are over-stimulating	POTENTIAL PROBLEM Potential problem that might make it difficult to complete this step Some situations may be unavoidable.	SOLUTION If needed, my plan for dealing with the HOT SPOT Utilize my relaxation techniques until I am able to remove myself from the situation
Strategy Step 4 Invite others to encourage me to take breaks and participate in activities to help me unwind	POTENTIAL PROBLEM Potential problem that might make it difficult to complete this step Others do not take responsibility for helping me	SOLUTION If needed, my plan for dealing with the HOT SPOT Find one dependable person I can count on to support and encourage me to be successful with my strategy

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GOAL SETTING & SELF-ADVOCACY

PROACT
COLOR Black-line

Personal Profile
COLOR Black-line
Secondary

Who controls the problem?
COLOR Black-line
Secondary

Happen Instead
COLOR Black-line
Secondary

Needs vs. Desires
COLOR Black-line
Josh (sec)

Negative Thinking Cycle
COLOR Black-line
Secondary

Positive Thinking Cycle
COLOR Black-line
Secondary

Who will do what?
COLOR Black-line
Choosing a college

Goals'So'Thus #1
COLOR Black-line
School clubs

Goals'So'Thus #2
COLOR Black-line
Get diploma

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Goal Setting & Self-advocacy Smart Visuals

Problems	Things about this problem I have control over	Things about this problem I have NO control over	
Poor grades in school	I need to have better study habits and make sure my assignments are turned in on time.	I am not going to be great at every subject; some subjects will be more difficult than others.	Conclusion about this problem I need to work hard to do MY personal best.
Poor time management	Prioritize my responsibilities; follow through with my commitments	Situations that arise that are unexpected or unplanned	Conclusion about this problem I must prioritize responsibilities in my daily life but be flexible when unexpected things arise.
My parents are separated.	Be equally supportive of each parent; have control over my own emotions	My parent's relationship and how they choose to interact with each other; if they choose to get divorced	Conclusion about this problem I need to support my parents but understand that some of their choices are out of my control.
Peer pressure	Take control of the choices I make related to peer pressure situations	I will have to be in situations where peer pressure will arise.	Conclusion about this problem I need to make my values clear to peers and stick to my values in any situation.
	Conclusion about what I can control I can control the effort I put forth in my daily life, my emotions and my personal values.	Conclusion about what I can't control I can not control situations that occur around me and the choices others make.	

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Goal Setting & Self-advocacy Smart Visuals

What's happening that's not good?	Why is it happening?	What needs to happen instead ?
I have gotten in trouble several times when I have been out with peers.	We have been hanging out in places we are not supposed to be.	I need to hang out with different friends or make better choices when I am out.
Rejection of a boyfriend	I get mad at him when he is with his friends or cannot come over to my house.	I need to understand that he needs to spend time with his friends & family just like I do.
Not accepted into my college of choice	My GPA needs to be higher because I need to do better on my assignments/tests.	I need to work hard the second semester to get my grades up.
My parents will not let me get my driver's license.	They don't think they can trust me or that I will make good choices.	I have to make better choices so I can earn the trust of my parents.

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Goal Setting & Self-advocacy Smart Visuals

Power of Intentional Positive Thinking

Is about ...

By recognizing when you have a negative belief about something, you take internal-action by making yourself think positively about it and this will result in positive external actions.

Start with NEGATIVE BELIEF	Add POSITIVE THOUGHTS THAT TARGET THE NEGATIVE BELIEF (private actions—no one can tell what you are thinking)	Results in POSITIVE BEHAVIOR
I will never get all of my school work done.	I have had a lot of school work to do before and I got the job done!	I set a plan in action to accomplish all of my school work in a timely manner.
I will never survive this breakup.	I have a lot of wonderful people in my life that make me happy.	I spend time with those in my life that love and care for me.
I don't know how to do what I am being asked to do.	This is an opportunity to learn something new.	I attempt the task with a positive and eager attitude.
I am not a good person.	I have a lot of wonderful qualities that make me a great person.	I focus on my good qualities and make a plan to work on the things that I need to improve on.

