

## Warmth and Support Module Facilitator Guide

**Audience:** Administrators and teachers can use the module to learn about warmth and support strategies as a best practice to integrate social and personal competencies (SPC) into instruction. The information, knowledge, and tools presented can be used by professional learning communities (PLCs) focused on SPC and by administrators to support the social and personal competencies of their teachers and students.

**Duration:** 50 to 60 minutes

### Materials needed:

- PowerPoint Slides: Warmth and Support Module
- Warmth and Support Handout 1: Self-Assessment
- Warmth and Support Handout 2: See it in Action
- Warmth and Support Handout 3: Planning for Warmth and Support
- Warmth and Support Handout 4: Reflection and Additional Information
- [K-12 Social and Personal Competencies Resource Guide](#)
- [Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators](#)
- Internet, projector, audio (speakers)

**Objectives:** Through the Warmth and Support Module, participants will learn how warmth and support influence students' social, personal, and academic competencies. Participants will identify strategies to help students engage in effective warmth and support practices with peers and teachers and develop next steps to sustain warmth and support strategies in the classroom.

### Learning Outcomes:

 Participants will:

- Learn how to implement warmth and support strategies.
- Describe how warmth and support strategies can and do support the development of social and personal competencies.
- Self-assess their progress towards incorporating effective warmth and support strategies in the classroom.

- Learn how to practice warmth and support strategies as they help students develop social and personal competencies (e.g., greeting each student by name every day or facilitating student meetings/advisories where students can learn to value and respect different ideas).
- Reflect on and plan a lesson for incorporating warmth and support strategies in their setting.

**Assessment and Evaluation:** Participants will self-assess and self-reflect on how well they implement warmth and support strategies and its impact on student engagement and behavior in the classroom. Also, the module will include a link at the end to obtain participants’ feedback on the module.

**How to Use This Guide:** Below you will find a script of the content associated with each PowerPoint slide. Additionally, we include optional activities, videos, and guiding questions that you may want to incorporate to make the professional learning more interactive for online modules conducted in a PLC.



**Audio Option:** There are two options to disseminate the PowerPoint. You can use the PowerPoint found on Youtube that provides audio in which a narrator takes you through the presentation. Conversely, you can use the PLC version, in which the script for the narration is provided below. The PLC version also allows for a narration to play if preferred.

Materials	Content	Time
<b>Slide 1</b>	<p><b>Introduction</b></p> <p>Would you like to encourage students to take more intellectual risks or to engage in problem-solving about class issues or concerns? What were your experiences in creating a classroom environment where all students were willing to share their thoughts? Did you find that some students were reluctant to engage in the discussion?</p> <p>This module provides strategies and tools that teachers can use to develop classroom environments that are inviting for students and offer students the opportunity to develop the social and personal competencies they need to co-create a warm and supportive classroom. Through effective use of warmth and support strategies,</p>	<b>1 minute</b>

Materials	Content	Time
<b>Optional Discussion</b>	<p>teachers will form positive student-teacher relationships and facilitate adaptive peer relationships for the classroom context.</p> <p><i>In a group setting, you may want to answer the reflective questions that begin the module.</i></p>	<b>5 minutes</b>
<b>Slide 2</b>	<p><b>Importance of Warmth and Support</b></p> <p>Student-to-student and student-to-teacher relationships are critical for student success in school; however, not all students feel cared for or as though they trust each other. In a 2013-14 survey administered to almost 90,000 Tennessee middle and high school students, 33 percent of the students agreed or strongly agreed that the students in their school respect others' differences; 34 percent agreed or strongly agreed that students in their school trust each other; and 39 percent of students agreed or strongly agreed that students at their school cared about each other. Although there appears to be a lack of trust or concern among student-student relationships, the story is slightly better for student-teacher relationships, where 75 percent of students agreed or strongly agreed that they had at least one teacher who cared about them; and 59 percent agreed or strongly agreed that they had at least one teacher who knew them well.</p> <p>As teachers, we can create a positive classroom climate and culture for students to feel supported, cared for, and connected, which has a dramatic effect on students' social and personal competencies. So, what can you do about it? How can you help students learn to form more meaningful relationships in the classroom and create an environment that encourages trust, openness, and cooperation?</p>	<b>2 minutes</b>

Materials	Content	Time
	This module will provide you with some strategies to consider, specifically in implementing effective warmth and support.	
<b>Slide 3</b>	<p><b>Ten Teaching Practices: Warmth and Support</b></p> <p>Warmth and support strategies are integral for developing students’ social and personal competencies as positive and meaningful relationships are central to their overall development. Warmth and support strategies can and should occur throughout the school day as they create an environment where students know they are cared for, they feel valued, and they have regular opportunities and routines to be included and appreciated by their teachers and peers.</p> <p>Warmth and Support is the fourth learning module in the Social and Personal Competencies Modules. If you have not already done so, you can review the <i>Introduction to Social and Personal Competencies</i> module to learn more about the goal and purposes of this series. Each of the ten modules in this series addresses one of the ten teaching practices that promote social and personal competencies as described in the Tennessee Toolkit called <i>Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators</i>.</p>	<b>1 minute</b>
<b>Slide 4</b>	<p><b>Introduction to Warmth and Support Practices</b></p> <p>Warmth and support refer to the academic and social supports that students receive from their teacher and their peers. Characteristics of a warm and supportive classroom environment can include the following actions:</p> <ul style="list-style-type: none"> <li>● creating an atmosphere for learning and personal development;</li> <li>● promoting a sense of comfort and security;</li> </ul>	<b>2 minutes</b>

Materials	Content	Time
	<ul style="list-style-type: none"> <li>• employing classroom procedures that meet the needs of all students; and</li> <li>• providing opportunities for students to take responsibility, advocate for themselves, and become motivated to learn.</li> </ul> <p>If you have not already downloaded the handouts for this module, now is an excellent time to do so. You will be directed when to refer to each of them.</p>	
<b>Slide 5</b>	<p><b>Impact of Building Teacher-Student Relationships</b></p> <p>When teachers use warmth and support strategies, they create an environment that affords each student the opportunity to demonstrate their value and importance to the classroom community. In a supportive classroom environment everyone has the opportunity to develop meaningful relationships with peers and teachers. According to Hattie (2009), “Building teacher-student relationships implies agency, efficacy, respect by the teacher for what the student brings to the class from home, culture, and peers and recognitions of the life of the student” and generates an academic effect size of 0.72. An effect size greater than 0.4 is shown to have a positive impact on student achievement.</p>	
<b>Slide 6</b>	<p><b>Objectives for This Module</b></p> <p>Each day teachers establish the tone for individual and group interactions. This tone is accomplished as the teacher models the desired behaviors and acknowledges each student as they engage with each other. As students engage in individual and group activities such as small groups, reading circles, hands-on academic and social activities the desired behaviors are encouraged and reinforced by everyone in the class. Moreover, in a warm and supportive environment, the students’ comfort levels increase and they learn it is okay to ask questions and even to make mistakes. Through this module, you will learn how your implementation of</p>	<b>2 minutes</b>

Materials	Content	Time
<b>Optional Discussion</b>	<p>warmth and support strategies can improve the overall classroom environment, as well as student social and personal competencies, academic indicators, engagement, and connection to the school.</p> <p>This module gives you background information on how to develop a warm and supportive classroom where students feel comfortable engaging in classroom activities. In this module, you will learn the definition of warmth and support, identify warmth and support strategies as a best practice to support student social and personal competencies, understand the benefits for students, and view video examples of Tennessee teachers using warmth and support strategies. You will also receive guidance on next steps.</p> <p><i>Think about a time when you successfully supported a student or group of students in solving a classroom or academic problem in a warm and supportive manner. Can you identify what you did well and what the students did well to create a supportive interaction? Was there ever a time when a similar interaction did not go as well as you wanted? Can you identify what might have been different?</i></p>	<b>3 minutes</b>
<b>Slide 7</b>	<p><b>Benefits for Students</b></p> <p>Wlodkowski and Ginsberg (1995) state that “establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationship between course material and personal and social experiences enhances, rather than undermines, students’ learning.” As students experience a warm and supportive classroom with a student-centered curriculum, not only do they have a more positive and respectful learning environment, they will also learn how to apply knowledge to real-life situations and learn more competencies to help them be successful in school and life, such as communicate more effectively, provide quality feedback to others, consider the perspectives of</p>	<b>3 minutes</b>

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<b>Optional Discussion</b>	<p>other students, negotiate the sharing of resources, and tasks, and deal with conflicts as they arise.</p> <p>A warm and supportive classroom also contributes to academic gains. For example, Rimm-Kaufman and Sandilos (2018) report that “Improving students' relationships with teachers has important, positive, and long-lasting implications for both students' academic and social development.”</p> <p>(Wlodkowski, R. and Ginsberg, M. (1995)</p> <p><i>Thinking back on the previous discussion about engaging in warm and supportive interactions with your students, what were the effects of those interactions on student engagement in the learning activity? Did you find that the interactions helped develop social, personal, and academic skills? What other pieces of evidence do you need to help you determine the effects?</i></p>	<b>3 minutes</b>
<b>Slide 8 and 9</b>	<p><b>Alignment to TEAM Evaluation</b></p> <p>Warmth and support strategies are reflected in the components of the Tennessee Educator Acceleration Model, commonly referred to as TEAM.</p> <p>For example, the TEAM <i>motivating students'</i> component embodies effective warmth and support strategies because it encourages teachers to make content more relevant for students. This will require teachers to get to know and understand their students' interests and when possible, embed some of the high-interest topics in their instructional practice.</p> <p>This module will help you learn how to use warmth and support strategies in a way that is consistent with the “Significantly Above Expectations” category within the TEAM Rubric.</p>	<b>2 minutes</b>

Materials	Content	Time
<b>Optional Discussion</b>	Refer to the warmth and support strategies in the <i>activities and materials, academic feedback, teacher knowledge of students, instructional plans, student work, and expectations</i> components of the TEAM General Educator Rubric and consider the following questions: <i>How do you see warmth and support strategies in the TEAM rubric? What aspects of the TEAM rubric would you like to focus on as you engage with the rest of the module?</i>	<b>5 minutes</b>
<b>Slide 10</b>	<p><b>Self-Assessment and Self-Reflection</b></p> <p>Before you get started, take a few minutes to reflect on how you use warmth and support strategies in your own classroom and the ways students react to it. If it is helpful, reflect on your use of warmth and support strategies in a recent class, one that you can easily remember. Otherwise, try to think more holistically about your use of warmth and support during a typical day.</p> <p>You can refer to “Handout 1, Warmth and Support Self-Assessment” to reflect on how you implement warmth and support strategies in your classes.</p> <p><i>Ask the participants to complete “Handout 1: Warmth and Support Self-Assessment.”</i></p>	<b>2 minutes</b>
<b>Refer to Handout 1</b>		<b>3 minutes</b>
<b>Optional Discussion</b>	<i>If participants feel comfortable, ask them to share out their areas of strength and areas where they need growth or their thoughts on how to better use their competencies in the classroom.</i>	<b>5 minutes</b>
<b>Slide 11 (Activity)</b>	<p><b>See It in Action</b></p> <p>Now that you have reflected on your use of warmth and support strategies, take a deeper look at warmth and support in a Tennessee classroom.</p> <p>Select one of the short videos based on whether you are interested in viewing an elementary or middle school</p>	<b>2 minutes</b>

Materials	Content	Time
<p><b>Refer to Handout 2</b></p> <p><b>Videos</b></p> <p><b>Handout 2 Activity</b></p> <p><b>Optional Discussion</b></p>	<p>classroom. As you watch the video, pay close attention to the teacher’s approach to implementing warmth and support strategies.</p> <p>Refer to Handout 2, <i>See It in Action Reflections: Warmth and Support</i>, for some questions to reflect on as you watch the videos.</p> <p>Warmth and support in the middle school  <a href="https://youtu.be/tp_PJUH6lg8">https://youtu.be/tp_PJUH6lg8</a></p> <p>Warmth and support in the elementary school  <a href="https://youtu.be/cKNufWEECL8">https://youtu.be/cKNufWEECL8</a></p> <p>Ask the participants to complete the reflection questions in Handout 2, <i>See It in Action Reflections</i>.</p> <p><i>After you watch the videos, hold a discussion using the reflection question in Handout 2. Specifically, ask the participants how they saw teachers implement warmth and support in the classroom.</i></p>	<p></p> <p><b>5’52” minutes</b></p> <p><b>5’30” minutes</b></p> <p></p> <p><b>5 minutes</b></p>
<p><b>Slide 12</b></p>	<p><b>Exploring Warmth and Support</b></p> <p>A warm and supportive educational environment is important to the development of social and personal competencies; educators should make intentional efforts to build relationships between students and teachers and among students. Teacher-student relationships characterized by warmth, trust, and low degrees of conflict are associated with social competence and positive school adjustment.</p> <p>In a warm and supportive classroom, a student feels valued, heard, and safe. As you begin to implement warmth and support strategies in your classroom, there may be a need to design, test, and refine routines that best fit into your school culture. Moreover, there may be a need for differentiated levels of support to meet</p>	<p><b>2 minutes</b></p>

Materials	Content	Time
	<p>students' needs (Lane et al., 2012; Lane et al., 2010). A teacher may need to make an extra effort to develop a positive relationship with a shy student to encourage more classroom participation, include them in decision-making, and let them know their opinions and interests are valued.</p> <p>(Baker, 2006; Baker, Clark, Maier, &amp; Viger, 2008; Hamre &amp; Pianta, 2001; Pianta &amp; Stuhlman, 2004; Rimm-Kaufman &amp; Hamre, 2010)</p> <p>You can learn about more strategies in <i>Handout 4. Reflection and Additional Information</i>.</p>	
<b>Slide 13</b>	<p><b>Learn More About Warmth and Support</b></p> <p>There are multiple warmth and support practices that teachers can use to ensure that students feel safe, trusted and valued in the classroom, as well as develop student social and personal competencies. The remainder of this module will go into more detail about specific practices and examples of warmth and support practices. In the remainder of the module, we will explore each of these five practices.</p> <p>Understanding of:</p> <ol style="list-style-type: none"> <li>1. How teacher knowledge of each student and their interests contribute to learning</li> <li>2. How class activities can enable students to get to know and care about one another and their teacher</li> <li>3. How class meetings/advisory groups can be used to address common concerns and current issues</li> <li>4. How a supportive classroom environment contributes to student success.</li> <li>5. How lessons that reflect students' interests can better engage students</li> </ol>	<b>2 Minutes</b>
<b>Slide 14</b>	<b>Forming Meaningful Relationships</b>	<b>3 minutes</b>

Materials	Content	Time
	<p>The more you know about your students, the easier your job will become. This includes learning more about their learning styles, likes, dislikes, values, family, home environment, and cultural background. This knowledge will not only help you to better support your students in the classroom and build better relationships but also has the potential to increase multiple social and personal competencies. For example, student’s self-awareness may increase when you ask them to explain their likes and dislikes and understanding what they do and do not know, in addition to their social awareness when students share their interests with their classmates.</p> <p>Teachers can gain knowledge of their students through a variety of activities such as games and themed assignments. For example, students create a “postcard” introducing themselves, a favorite vacation, a hobby, or a pet, which students can share or post on a bulletin board. Similarly, students could choose a historical figure and describe the social and personal skills that historical figure exhibited and why those skills were important. From an academic perspective, struggling students are more likely to seek help from their teacher if there is an established, positive relationship.</p> <p>Furthermore, highly-effective teachers often view “hallway” or “bus room” duty as a time to informally interact with students, not just monitor student traffic and behavior. For example, greeting each child as they enter the classroom each day creates a way to develop a positive relationship with each child and a culture of open communication. When teachers use these opportunities for students to express themselves openly, students may feel more comfortable sharing their thoughts in the classroom and take intellectual risks as they have a deeper relationship with their teacher knowing the teacher cares about and supports</p>	

Materials	Content	Time
	<p>them. In fact, research suggests that teachers who approach their work with a relational orientation and regularly engage students in conversations build expectations for future interactions and student success. Improving Students' Relationships with Teachers to <a href="#">Provide Essential Supports for Learning</a></p>	
<p><b>Slide 15</b></p>	<p><b>Warmth and Support Activities that Develop Social and Personal Competencies</b></p> <p>Warmth and support practices also create an environment in which students learn from and care about one another. All teachers can integrate peer-relationship building strategies into classroom instruction; however, the types of practices that teachers implement to build peer relationships can vary by grade level and depend on what social and personal competencies are the focus of the grade-band. As with all new strategies or competencies, it is important to regularly reinforce the competencies that students need to engage in within your classroom.</p> <p>In <b>elementary school classrooms</b> for example, teachers may help students develop skills to identify similarities and differences or develop perspective-taking skills in which students compare and contrast likes and dislikes of students within the class, noting that not everyone has to like the same thing. Similarly, a teacher may ask students to describe the perspective of characters depicted in age-appropriate stories or poems, such as describing the actions of character in a story and why the character made the choices he or she made.</p> <p>In <b>middle school classrooms</b> for example, teachers may help develop targeted self-awareness skills and problem-solving skills. A teacher may ask students to reflect on how their behavior might affect others, such as their ability to actively listen in a classroom</p>	<p><b>3 minutes</b></p>

Materials	Content	Time
<p><b>Optional Discussion</b></p>	<p>discussion. In addition, a teacher may implement mini-lessons prior to students working in groups in which the students engage in a lesson about how to overcome misunderstanding within a group, for example.</p> <p>In <b>high school classrooms</b> for example, teachers may help students develop active listening skills, peer mediation skills, or respecting differences. A teacher may engage students in a debate about topics concerning school safety or analyze the historical roots of oppression and intolerance in a social studies class.</p> <p>The previous examples demonstrate that teachers can provide multiple opportunities to expand student social and personal competencies helping students form more meaningful relationships with one another in the classroom context. In addition, these examples showcase that students are continually expanding and developing their social and personal competencies within the multiple environments they interact in across time.</p> <p>To help you connect with and plan for the implementation of Tennessee’s Social and Personal Competencies using warmth and support practices, please refer to <i>Handout 3: Planning for Warmth and Support</i> and the <a href="#">Tennessee Department of Education’s K-12 Social and Personal Competencies Resource Guide</a></p> <p><i>What strategies have you used to build peer relationships in the classroom? How effective were those strategies? Why were they effective or ineffective? What social and personal competencies help students to form more meaningful relationships with each other? Use the Social and Personal Competencies Resource Guide to think about specific social and personal competencies.</i></p>	<p><b>5 minutes</b></p>

Materials	Content	Time
<p><b>Slide 16</b></p>	<p><b>Class Meetings or Advisory Groups</b></p> <p>An effective warmth and support practice includes classroom meetings or advisories. Through participation in meetings, teachers and students can model, practice, and learn SPC knowledge and skills. In addition, they provide students an opportunity to get to know each competency, build upon their strengths, develop intellectual and emotional risk-taking in the classroom, enjoy the classroom, and offers students a consistent, dependable opportunity to get to know themselves and each other, to build social strengths, to warm up their thinking selves in a wide variety of mentally challenging games and relevant activities, and to have fun doing so.” The Advisory Book, p.10</p> <p>Morning meetings or advisories occur when a group of peers—or a smaller subset of peers—meet with a teacher or advisor in a low-pressure, supportive environment. A typical morning meeting or advisory periods lasts for 20–30 minutes. They can set the tone for the day and foreshadow students’ expectations for the week, providing opportunities for students to engage in community-building activities, develop social and personal competencies, solve classroom or community problems, share information about each other, or share school events or news. Throughout morning meetings or advisories, teachers encourage students to take risks by asking questions, voicing concerns, and engaging in authentic problem-solving in a safe environment, creating an environment where students feel comfortable engaging in content throughout the school day.</p> <p>Research demonstrates that students who engage in purposeful and meaningful morning meetings or advisory periods engage in respectful learning, develop trust, increase student motivation, develop empathy,</p>	<p><b>3 minutes</b></p>

Materials	Content	Time
	<p>and collaboration skills. These skills lead to increased connection to schools ultimately leading to improved academic achievement.</p> <p>To help you connect with and plan for the implementation of Tennessee’s Social and Personal Competencies with warmth and support, please refer to <i>Handout 3: Warmth and support Reviewing Social and Personal Competencies</i> and the <i>Tennessee Department of Education’s K-12 Social and Personal Competencies Resource Guide</i>, <a href="https://www.tn.gov/content/dam/tn/education/safety/safe_sch/SPC_Resource_Guide.pdf">https://www.tn.gov/content/dam/tn/education/safety/safe_sch/SPC_Resource_Guide.pdf</a>.</p>	
<b>Slide 17</b>	<p><b>Implementing Class Meetings and Advisories</b></p> <p>Multiple formats for morning meetings and advisories exist, which have varying research base behind them. One approach used by multiple SPC programs includes four components: greeting, sharing, group activity, and announcements.</p> <ul style="list-style-type: none"> <li>● <i>Greeting:</i> At the start of each meeting, students and the teacher greet one another ensuring that each student is welcomed and has an opportunity to interact with others right away.</li> <li>● <i>Sharing:</i> A small group of students have the opportunity to share something about themselves, their concerns within the classroom, or even within the larger community, providing students the opportunity to get to know each other more deeply. The teacher should rotate who gets to share, ensuring that each student is comfortable and prepared to share prior the meeting.</li> <li>● <i>Group activity:</i> A group activity provides an opportunity for students and the teacher to work together to solve problems or build community.</li> </ul>	<b>4 minutes</b>

Materials	Content	Time
	<p>Group activities can be quite varied, from a service-learning project that takes place over multiple meetings to a mini-lesson on a targeted social and personal competency.</p> <ul style="list-style-type: none"> <li>● <i>Announcements:</i> The teacher and students provide important, upcoming announcements the other students need to know.</li> </ul> <p>As you begin to implement morning meetings, be purposeful as you plan them and ensure that you and the students are ready to engage in them, as many times morning meetings or advisories do not have the expected effects because they are not implemented as intended. You should introduce morning meetings or advisory periods to students over time allowing students to learn the expectations of each component of the meeting. For example, it may take a week to get used to the greeting component. Morning meetings or advisories are opportunities to form better relationships with your students so it is critical that you create an environment in which students want to open up and share about their lives and develop the social and personal competencies they need to actively engage in the meetings, such as active listening, teamwork, help-seeking behaviors, and perspective-taking.</p>	
<b>Slide 18</b>	<p>There are multiple indicators of a supportive classroom environment. One indicator might be categorized as academic where highly effective educators engage <u>all</u> students through the provision of differentiated instructional strategies, and assessments <u>for</u> learning. Therefore, students have more options for demonstrating mastery. Other indicators might be categorized as more material or aesthetic and include classroom design for safety, security, and comfort. In this type of environment, the opportunity for academic success increases because meeting the students' social</p>	

Materials	Content	Time
	<p>and personal competency needs allow for greater focus and commitment to learning.</p> <p>Characteristics of a warm and supportive classroom environment include:</p> <ul style="list-style-type: none"> <li>• the recognition of each students' value and contribution to the learning environment</li> <li>• a consistently positive classroom climate/culture</li> <li>• delivery of an engaging and relevant curriculum</li> <li>• use of structures and processes enabling each student to feel safe</li> <li>• at least one caring adult and a caring peer community for each student</li> <li>• students who are risk-takers and are comfortable sharing ideas, including concerns</li> <li>• a team approach to learning, a win-win philosophy</li> </ul> <p>Classroom procedures, such as meetings and advisories , also contribute to a warm and supportive classroom by helping to ensure a sense of consistency classroom procedures, positive feelings, class community, and relationships with other students and the teacher .</p>	
<p><b>Slide 19 (Activity)</b></p>	<p><b>Planning for Warmth and Support</b></p> <p>“Handout 3 Planning for Warmth and Support” provides you with a planning template, guiding questions, resources, and a section to write your notes to as you plan to deliver a lesson with embedded warmth and support strategies.</p> <p>Consider these additional tips to ensure effective implementation of warmth and support in your classroom.</p> <ul style="list-style-type: none"> <li>• Select a venue to introduce and practice this strategy.</li> <li>• Model the strategy by using good and “not-so-good” examples.</li> </ul>	<p><b>5 minutes</b></p>

<b>Materials</b>	<b>Content</b>	<b>Time</b>
<b>Refer to Handout 3</b>	<ul style="list-style-type: none"> <li>• Select a topic or multiple topics which reflect student interests.</li> <li>• Allow time for student-to-student interactions.</li> <li>• Monitor student conversations to listen for their use of warmth and support strategies.</li> <li>• Acknowledge student use of the strategy.</li> <li>• Provide feedback to reinforce the practiced strategy.</li> </ul> <p>Please take a few minutes to reflect on what you know about warmth and support practices and respond to the questions on Handout 3. Table 1 provides a template with prompts to help you plan your implementation of warmth and support practices.</p>	
<b>Slide 20</b>	<p><b>Summary</b></p> <p>Warmth and support strategies are used with students of all ages and abilities in a variety of situations across subject areas and for different purposes. Teachers who plan to implement warmth and support strategies need to understand their students’ backgrounds and current knowledge to prepare and deliver lessons that reflect students’ interests, to design class activities which promote student social and personal competencies, and to facilitate class meetings or advisory groups.</p> <p>Well-planned warmth and support strategies help to improve school climate and classroom interactions in a way that promotes student social and personal competencies and prepares students for success in the classroom and school, as well as in the world and workforce.</p>	<b>3 minutes</b>
<b>Slide 21 (Activity)</b>  <b>Refer to Handout 4</b>	<p><b>Reflect and Plan Next Steps</b></p> <p>To help you plan for using warmth and support strategies more effectively in your class, complete the final handout, “Handout 4, Warmth and Support Reflection and Additional Information.” It contains</p>	<b>3 minutes</b>

Materials	Content	Time
	<p>questions for reflection that can lead to concrete action steps to impact your use of warmth and support. This handout also provides additional resources that you can call on to find more information about warmth and support, as well as the references cited in the module’s facilitator guide. As you consider your own plan of action, keep in mind the following helpful hints:</p> <ol style="list-style-type: none"> <li>1. <b>Set a goal.</b> Identify realistic goals for yourself in implementing warmth and support strategies in your classroom. Also, be mindful of what warmth and support strategies may look like depending on your students and the grade and subject you teach. Ask yourself if you need to teach students how to use this SPC strategy. In what ways will you model the desired behavior?</li> <li>2. <b>Involve students.</b> As you learn more about your students’ interests, explore ways to incorporate their interests into lesson plans, class activities, individual, and group work.</li> <li>3. <b>Be reflective.</b> Based on the benefits associated with a warm and supportive classroom, what changes do you plan to make in planning, implementing, and evaluating warmth and support in your classes? How will you know if the changes you make are beneficial to your students?</li> </ol> <p>If you are reviewing this information to better understand the TEAM Rubric, consider how you might share your action steps with coaches, mentor teachers, administrators, or those who might observe your class. They will benefit from knowing your efforts and may be able to provide feedback on your actions.</p>	<p><b>3 minutes</b></p>
<p><b>Slide 22</b></p>	<p><b>Module Evaluation</b></p> <p>The Tennessee Department of Education developed this online module in collaboration with the Center on Great</p>	<p><b>2 minutes</b></p>

Materials	Content	Time
	<p>Teachers and Leaders and the Appalachia Regional Comprehensive Center, which are funded by the U.S. Department of Education. If you want to find out more information about the online modules or SPC, please contact the Tennessee Department of Education’s division of special populations and student support, office of student support.</p> <p>Thank you again for participating in the warmth and support online module. We encourage you to complete the online evaluation of the learning module. We also encourage you to review the other online modules that provide knowledge, tools, resources, and strategies to embed SPC within your classes.</p> <p>The link to the Warmth and Support Module evaluation is: <a href="https://warmthandsupport.questionpro.com/">https://warmthandsupport.questionpro.com/</a></p>	
<b>Slide 23 and 24</b>	References	
<b>Slide 25</b>	Conclusion	