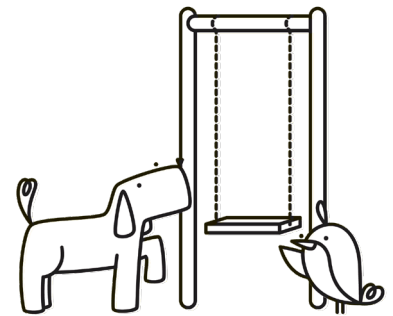


## WHY USE THIS GUIDE

RAK is committed to helping teachers develop the skills to teach kindness. Our research has shown that by using [RAK resources](#), teachers can:

- Support students as they develop self-awareness.
- Facilitate student understanding of empathy, respect and other pro-social behaviors, which lead to an increase in kind actions.
- Create a kinder classroom and school, which decreases disciplinary referrals.
- Interact in a kinder way with their colleagues, which promotes greater trust, a stronger sense of community and improved school climate.



To facilitate discussions around teaching and modeling kindness, RAK has created the Collaborative Learning Guide. This guide helps teachers work together (or on their own) to create kinder classrooms and schools by setting individual or collaborative goals, identifying research-based strategies and interventions to help meet those goals, sharing best practices, and monitoring student and classroom growth. This type of collaboration can be transformational for teachers and students as it supports a systematic and dynamic approach to teaching kindness; it may be useful to share as part of a parent/teacher meeting, a special education meeting or with a school counselor. Please adjust the guide to meet your school's needs. Refer to the [RAK Educator Guide](#) if you have questions about the RAK Kindness Concepts, Problem-Solving Strategies, instructional interventions, etc.

## HOW TO USE THIS GUIDE

1. Select a group of teachers who are committed to improving how they teach and model kindness in the classroom. Have each teacher do the RAK Teacher Self-Assessment prior to meeting. For background on social and emotional learning, refer to the RAK website or the CASEL website.

2. Find a consistent time for the group to meet (or to spend time on if doing independently); we recommend meeting for 50 minutes once a month.

3. Use the RAK Kindness Concepts as the norms for how the group will interact.

4. Prior to meeting as a group, teachers should collect comments on the RAK lesson plans, examples of how they teach kindness, and their RAK Teacher Self-Assessment. Decide what is going well and why and identify growth areas. Sharing best practices can help teachers facing the same issues.

5. Follow the easy-to-follow collaboration process in the guide, noting the suggested time for each step:

- Step 1: Assign Roles. Suggested roles include: Meeting Leader, Note Taker, Time Keeper, Best Practices Researcher (to look up ideas as needed during the meeting), Kindness Concept Promoter (to make sure that the group is supporting each other using the Kindness Concepts).

- Step 2: Set Meeting Agenda. List individual, small group, classroom or school issues around teaching kindness; these might be new issues or have been discussed at another meeting. Decide as a group which item you will explore in depth using the protocol on pp. 3-6.

- Step 3: Explore the Issues. Chose one issue from the agenda items, describe the issue and who's involved, whether it is a schoolwide, classroom, small group, or individual issue, and possible social, emotional, physical or academic reasons for this issue. If time,

discuss and set goals and interventions for more than one issue. Make sure to use a new set of sheets.

- Step 4: Set a SMART Goal. Discuss and create one SMART (Specific, Measurable, Attainable, Realistic, Timely) Goal.

- Step 5: Identify Strategies and Interventions. Discuss and then write down some possible research-based strategies/interventions to help reach the goal. Refer to the resource sheets on pp. 5-6.

- Step 6: Create an Action Plan. Write down the strategies and interventions and also the schedule for implementing this action plan.

- Step 7: Teacher Reflection. Note whether you met your SMART goal, which strategy or intervention worked and why, whether the SMART goal or action plan should change, and identify any questions or issues to discuss at the next RAK collaboration meeting.

## STEP ONE: ASSIGN ROLES (2 MINUTES)

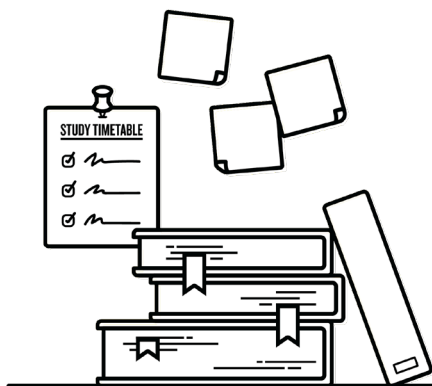
Write the names of the Collaboration Group members below, the role each member had last meeting and the current role. Roles can include: Meeting Leader, Note Taker, Time Keeper, Best Practices Researcher, Kindness Concept Promoter. Feel free to add other roles as needed.

RAK COLLABORATIVE GROUP MEMBER	ROLE DURING LAST MEETING	CURRENT ROLE

## STEP TWO: SET MEETING AGENDA (5 MINUTES)

List individual, small group, classroom or school issues around teaching kindness; these might be new issues or have been discussed at another meeting. Decide as a group which item you will focus on during this meeting. If there is time, you can discuss and set goals and interventions for more than one issue.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## STEP THREE: EXPLORE THE ISSUE (7-10 MINUTES)

Chose one issue to explore from Step 2 and answer the questions below. *(Note: If the team discusses more than one issue, use another set of sheets.)*

Describe the issue and who's involved: \_\_\_\_\_

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Circle one:      Schoolwide                  Classroom                  Small Group                  Individual

Possible social, emotional, physical or academic reasons for this issue: \_\_\_\_\_

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## STEP FOUR: SET A SMART GOAL (7-10 MINUTES)

Discuss and create one SMART (Specific, Measurable, Attainable, Realistic, Timely) Goal to frame discussion of the issue.

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## STEP FIVE: IDENTIFY STRATEGIES AND INTERVENTIONS (5-10 MINUTES)

Discuss and then write down some possible research-based strategies/interventions to help reach the goal. Refer to the resource sheets on pp. 5-6

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## STEP SIX: CREATE AN ACTION PLAN (10-15 MINUTES)

Write the names of the Collaboration Group members below, the role each member had last meeting and the current role. Roles can include: Meeting Leader, Note Taker, Time Keeper, Best Practices Researcher, Kindness Concept Promoter. Feel free to add other roles as needed.

INTERVENTION DESCRIPTION	WHO PROVIDES INTERVENTION?	WHEN AND WHERE DOES IT OCCUR?	START DATE	FOLLOW-UP DATE

## STEP SEVEN: TEACHER REFLECTION (15-20 MINUTES)

Answer the questions below AFTER you have implemented the action plan. This could be completed independently or with a group of colleagues.

Did you meet your SMART goal? \_\_\_\_\_

Which intervention worked and why? \_\_\_\_\_

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Any changes to your SMART goal or action plan? \_\_\_\_\_

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Any issues to discuss with colleagues or at the next RAK collaboration meeting? \_\_\_\_\_

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## RAK STRATEGIES / INTERVENTIONS RESOURCE SHEET

Listed below are some strategies and interventions for handling issues that might arise related to the [RAK Kindness in the Classroom program](#) implementation for the school, the classroom, a small group and an individual. Feel free to add new ideas in the space provided.

### SCHOOLWIDE KINDNESS INSTRUCTION STRATEGIES / INTERVENTIONS

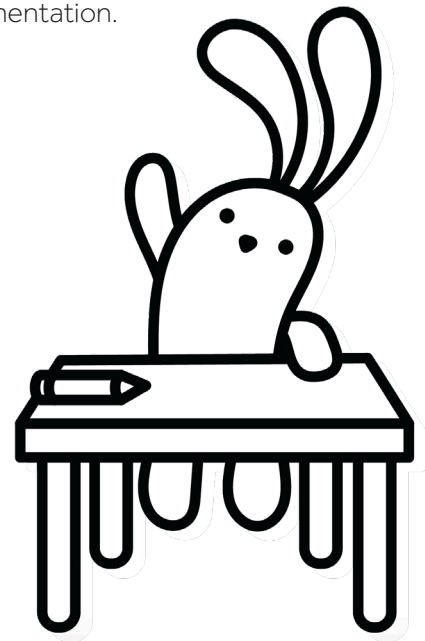
Are there schoolwide issues that need to be addressed? If so:

- Create a plan to adopt RAK schoolwide.
- Encourage teachers to sign-up and receive continuing education credits for taking RAK's online Kindness in the Classroom Course through the University of Colorado, Boulder.
- Encourage discussion about how to develop caring relationships with students and among staff, and how to use [RAK's Focusing Strategies and Problem-Solving Strategies](#).
- Start each staff meeting with a quick activity from a lesson or discuss a kindness concept definition.
- Show a short Foundation for a Better Life "Pass it On" video ([www.passiton.com](http://www.passiton.com)) during staff meetings to prompt discussions about kindness.
- Partner younger and older students as kindness buddies.
- Assign a RAK coordinator who will field teacher or staff concerns, questions and comments about RAK. Give information to the school's RAK Site Coordinator who can contact RAK's Education Program Manager at [teacherhelp@randomactsofkindness.org](mailto:teacherhelp@randomactsofkindness.org).
- Focus on kindness through morning announcements, bulletin boards and assemblies; have students or teachers share their kindness stories.
- Provide opportunities for teachers to discuss the stress or challenges they feel so they care for each other and themselves.
- Other Ideas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### CLASSROOM KINDNESS INSTRUCTION STRATEGIES / INTERVENTIONS

Are the majority of the students responding to the RAK lessons? If not:

- Consider the amount of time that is being devoted to RAK planning and implementation.
- Review the scripted language and explore how best to deliver the lesson.
- Maintain a consistent time for implementing RAK lessons.
- Integrate RAK instruction throughout the day and into other areas of the curriculum through using resource materials available on the website, such as the writing prompts, Focusing and Problem-Solving Strategies, the Kindness Tool Kits, and the RAK Student Self-Assessments.
- Schedule regular times (3 times per day working up to 5 minutes at a time) to practice RAK Focusing Strategies.
- Hang the RAK Kindness Concept posters in the classroom and use the concepts throughout the day to acknowledge kind behavior.
- Help students find ownership in a RAK project or Club by creating a way for students to be involved and invested in the activity.
- Other Ideas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## SMALL GROUP KINDNESS INSTRUCTION STRATEGIES / INTERVENTIONS

If the issue is occurring in a small group of students here are some possible ideas:

- Use the RAK Kindness Tool Kits to practice the Kindness Concepts in a small group format.
- Revisit the RAK Problem-Solving Strategies through small group instruction.
- Have students talk through their evaluation responses in a small group.
- Form a small "check-in/check-out" group at the beginning and end of the day where students are focused on practicing a certain concept or skill from the RAK lesson materials.

- Partner with the school counselor or other staff member to reteach some of the RAK Lessons.
- Group students who are working on a particular Kindness Concept as identified by their RAK Student Self-Assessment.
- Other Ideas? \_\_\_\_\_

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## INDIVIDUAL KINDNESS INSTRUCTION STRATEGIES / INTERVENTIONS

If the issue concerns an individual student these ideas might be helpful:

- Help the student determine what Kindness Concepts are their strengths and pick a few goal areas (see RAK Student Self-Assessment).
- Meet or have another staff member meet regularly with the student to review progress and provide encouragement.
- Create "desk-sized" versions of visual materials, such as the feelings chart or Kindness Concepts, or Problem-Solving Strategies for the student to reference throughout the day.
- Find ways to acknowledge the student's progress through using targeted, intensive encouragement (i.e. growth in a Kindness Concept, using a Problem-Solving Strategy, etc.).

- Involve the student's family in goal setting around the Kindness Concepts and create ways to practice kindness at home and in the classroom.
- Use the RAK Kindness Tool Kits to provide extra support around developing an understanding of the Kindness Concepts.
- Other Ideas? \_\_\_\_\_

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## APPENDIX: HOW RAK ALIGNS WITH MULTI-TIERED SYSTEM OF SUPPORTS

In this guide, RAK provides ways to support students as they develop social and emotional and kindness skills, which is a complex and layered process. It often involves both the in-school kindness instructional strategies/interventions (whole school, classroom, small group and individual) as well as academic and family/community supports. Below we have outlined how the Multi-Tiered System of Supports (MTSS) helps students develop kindness skills and how RAK materials can facilitate the implementation of MTSS in the classroom. Note how the Student Assessment, the Guide, the Focusing and Problem-Solving Strategies and other materials can be used to support students at all tiers; please reference the [RAK Educator Guide](#) for more information.

	HOW MTSS SUPPORTS DEVELOPMENT OF KINDNESS SKILLS	HOW RAK MATERIALS SUPPORT MTSS
<b>TIER I:</b> (80% OF STUDENTS)	<p><b>Description:</b> Through the universal teaching of the RAK materials schoolwide, about 80 percent of students are expected to be able to acquire and learn kindness skills. RAK’s kindness-based approaches are designed to improve school culture and support academic and social and emotional learning.</p> <p><b>Strategies:</b> Provide schoolwide instruction, use common language and expectations, implement student and teacher self-assessments, track outcomes using school data.</p>	<p><b>Lesson Plans:</b> Adapt using the Tips for Diverse Learners at the end of each activity to meet the needs of all Tier 1 students.</p> <p><b>Student Self-Assessment:</b> Use to develop class goals around kindness</p> <p><b>Focusing Strategies:</b> Use at regular times during the day to develop attention, intention and attitude.</p> <p><b>Problem-Solving Strategies:</b> Use with class to solve specific problems.</p> <p><b>Collaborative Learning Guide:</b> Help the class or school to set kindness goals and identify research-based strategies and interventions to help meet those goals within the class or school.</p> <p><b>Kindness Writing Prompts:</b> Use in class to help develop awareness around the Kindness Concepts.</p>
<b>TIER II:</b> (15% OF STUDENTS)	<p><b>Description:</b> Approximately 15 percent of students will need targeted support to acquire and learn kindness skills, in addition to universal instruction.</p> <p><b>Strategies:</b> Use targeted small group instruction aimed at teaching specific kindness skills and concepts, involve families and students to create targeted kindness goals, track outcomes using school data.</p>	<p><b>Kindness Tool Kits:</b> Use to provide small group support around developing kindness skills.</p> <p><b>Student Self-Assessment:</b> Use to group students who are working on a specific Kindness Concept.</p> <p><b>Focusing and Problem-Solving Strategies:</b> Reference to develop a focusing strategy or solve specific problems within small groups</p> <p><b>Collaborative Learning Guide:</b> Helps groups set kindness goals and identify research-based strategies and interventions to help meet those goals within a small group.</p>
<b>TIER III:</b> (1-5% OF STUDENTS)	<p><b>Description:</b> About 1 to 5 percent of students will need intensive individual support to acquire and learn kindness skills, in addition to small group and universal instruction.</p> <p><b>Strategies:</b> Use intensive and frequent instruction aimed at teaching specific kindness skills and concepts, involve students, families and/or community resources to create targeted individual kindness goals, create individualized interventions.</p>	<p><b>Kindness Tool Kits:</b> Use to provide individualized support around developing kindness skills.</p> <p><b>Student Self-Assessment:</b> Help students determine what Kindness Concepts are strengths and to set Kindness goals in areas they need to grow.</p> <p><b>Focusing and Problem-Solving Strategies:</b> Reference to develop a specific focusing strategy or solve specific problems for an individual.</p> <p><b>Collaborative Learning Guide:</b> Help students set kindness goals and identify research-based strategies and interventions to help meet individual goals.</p>