

The Road Not Taken: Making a Difference in Students Lives

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The Key

*Behavior is functionally related
to the Teaching Environment*



Big Ideas

- Understand interaction between behavior and the teaching environment
- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
 1. School-wide
 2. Classroom
 3. Individual student

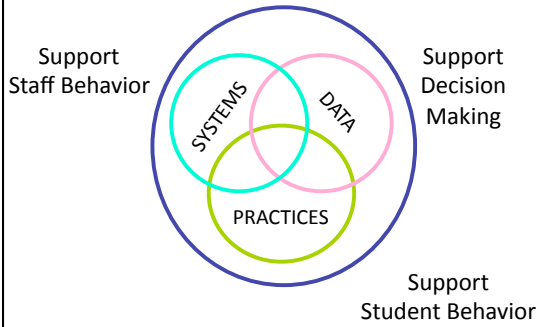


Starting Point....

- We can't "make" students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a **core curriculum** and implemented with **consistency and fidelity**



Your SW-PBS Map



Across the Journey


- Teams - **Administrator**
- Social behavior curriculum developed / adapted
- Data-based decision making
- Problem solving logic
- Access to Technical Assistance
- Working toward district/regional support
- SW-PBS is a Marathon, not a sprint

Focus across is on what students should be learning versus what they should not be doing




Creating Environments

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity




Creating Environments to Increase the Likelihood: Universals

- Annually:
 - Revisit your set of expectations and teaching activities
 - Assess and address “problem spots” across school environments
 - Assess effective instruction and management in each classroom
- High Rates of Positive Feedback



Creating Environments to Increase the Likelihood: Classrooms

- Keep in mind:
 - Most problem behaviors occur in the classroom
 - Effective social and academic instruction is essential for ALL classrooms
 - Classrooms are “personal”



Importance of Effective Instruction

(Sanders, 1999)

- The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the classroom.
- The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.
- The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.



So one of our own is now blaming everything on the teacher!!

If classroom teachers are struggling, it is a systems issue NOT an individual teacher issues



Creating Effective Classroom Environments


- Insuring **ALL** faculty and staff engaging in effective instruction and classroom management
- Align resources to challenges
 - Work within existing organization structure
 - Raze and rebuild
- Must build an environment that simultaneously supports student and adult behavior



Creating Environments


- Focus on socially important behaviors
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between:
 - Staff-Staff
 - Staff-Students
 - Students- Adults

Is your school a place where you would want your own child to attend?




Core Curriculum

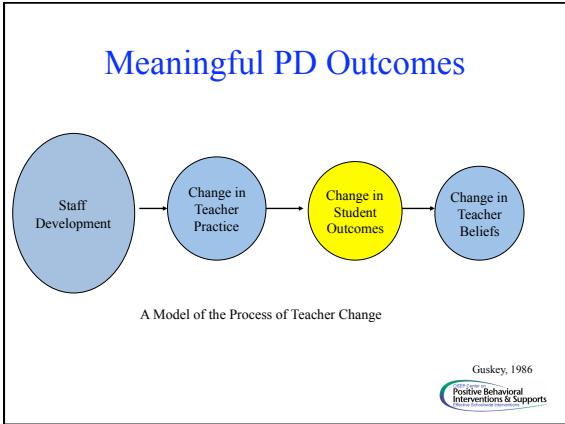
Environments that increase the likelihood are guided by a **core curriculum** and implemented with consistency and fidelity



Core Curriculum

- Based on local issues/problems – “What do you want them to do instead”
- Clear goal/purpose
- Matched to student need
- Research-based
- **Accompanying training and support for all staff to implement**
 - Mini-modules + “tip sheets” (pbmissouri.org)
 - Performance feedback





- ### Essential
1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
 2. Procedures & routines defined and taught
 3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
 4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
 5. Students are actively supervised (pre-corrects and positive feedback)
 6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
 7. Activity sequence promotes optimal instruction time and student engaged time
 8. Instruction is differentiated based on student need
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- ### Systems To Support Classroom
- Peer coaching
 - Individual classroom plan
 - Brief in-service, single topic focus
 - Performance feedback
 - Modeling
 - Specialist
 - Principal “walk through”
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Peer Coaching with Performance Feedback

- 4 teacher mini-lessons on:
 - instructional talk
 - prompts
 - feedback
 - wait time
- Implemented school-wide
 - provided a tip sheet and mini in-service on each
 - weekly email reminders from administrators



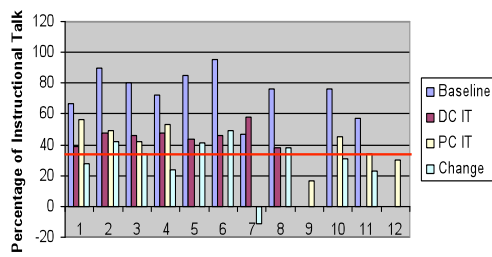
Peer Coaching with Performance Feedback

- 2 schools – one high SES, one low SES
- 4 teacher “cool tools” on instructional talk, prompts, feedback, and wait time
- Implemented school-wide; provided a tip sheet and mini in-service on each, weekly email reminders from administrators

Stichter, J. P., Lewis, T.J., Whittaker, T. A., Richter, M., Johnson, N. W., & Trussell, R. P. (2009). Assessing teacher use of opportunities to respond and effective classroom management strategies: Comparisons among high- and low-risk elementary schools. *Journal of Positive Behavior Interventions, 11*, 68-81.



Instructional Talk for all Participants



Consistency and Fidelity

Environments that increase the likelihood are guided by a core curriculum and implemented with **consistency and fidelity**



On school reform...

Kauffman states "...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers." (1993, p. 7).



Consistency & Fidelity

- On-going, sustained, and purposeful training
- On-going access to technical assistance
- Periodic checks
 - Student outcomes
 - Student perceptions
 - Adult perceptions
- Working toward a District-Wide SW-PBS initiative that will sustain over time



Consistency & Fidelity

- Boosters based on data
- Apply logic of SW-PBS to adult learners
 - Tell-show-practice
 - Data / Feedback
 - Data Decisions
- Align Initiatives to SW-PBS work
 - Eliminate competing initiatives that do not produce measurable outcomes



Phases of Implementation

- Exploration
 - Installation
 - Initial Implementation
 - Full Implementation
 - Innovation
 - Sustainability
- } 2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005



Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What does work
 - Long term, multi-level approaches
 - Skills-based training
 - Practice-based coaching
 - Practitioner performance-feedback
 - Program evaluation
 - Facilitative administrative practices
 - Methods for systems intervention



Alignment of Missouri State Improvement Plan, CPS District Improvement Plan and SW-PBS

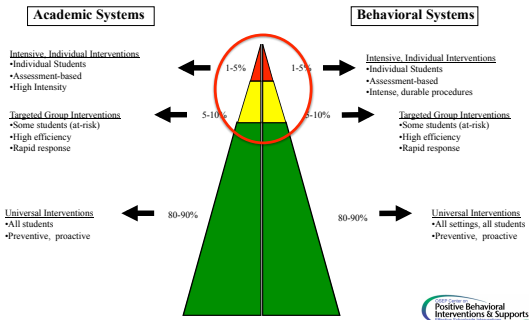
MSP Goal	Objective	Strategy	District PBS Action Plan	School-wide PBS Implementation		
				Practices	Systems	Data
Increase Student Achievement	Reduce drop out rate to 4% or less	1. Building plan will include: Step 1: monitor data on students who are likely to drop out. Step 2: professional development 2. District develop programs regarding drugs and violence Step 1: identify needs Step 2: student activities, supports and education	Goal 2: tasks 1, 2, 4, 5 & 6			
			Goal 3: tasks 1, 3 & 4			
			Goal 2: tasks 1, 2, 5, & 6			
			Goal 3: tasks 1, 3 & 4			



We're Ready to Move up the Continuum



Designing School-Wide Systems for Student Success



Tier II/III Starting Points

Pre-requisites

- Universals firmly in place including classrooms
- Data used consistently in team meetings

Requisites

- Data decision rules to identify students who need additional supports supports
 - Environment
 - Student
- Progress monitoring plan developed
- Equal attention to practices (student support) and **systems** (adult support)



Basic Steps

1. School-wide, including classroom, universals in place
2. Identify students who need additional supports
3. Identify what supports student needs
 - Environment
 - Intervention
4. Monitor & evaluate progress



Starting Point

- Work within current formal and informal systems
- Develop missing steps of efficient process
- Provide training and technical assistance to facilitators
 - Grade Level Problem Solving Teams (partnership)
 - Tier II/III Team
- Guided process with templates for environmental modifications and interventions



Teams (Data, Practices, Systems)

- School-wide PBS
 - Universals
 - Connect points to Tier II & III
- Classroom Problem Solving Team
 - Review data
 - Develop function-based interventions
- Tier II
 - Partner with Classroom Problem Solving Team Lead/Coordinator
 - Coordinate and monitor tier II supports



Tier II/III Support Process

- Step 1 – Insure Universals, including Classroom, in place
- Step 2 – Student Identification Process
 - Decision Rules
 - Referral
 - Screen
- Step 3 Classroom Problem Solving Team
 - Classroom supports (function-based)
 - Progress monitor
- Step 4 - Tier II/III supports
 - Non-responders to classroom supports
 - Match function of student behavior to intervention
 - Progress monitor
- Step 5 - Evaluate Process




Understanding the Function of Behavior

Individual Student PBS Plans



When To Conduct a Functional Assessment


- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school "discipline" procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

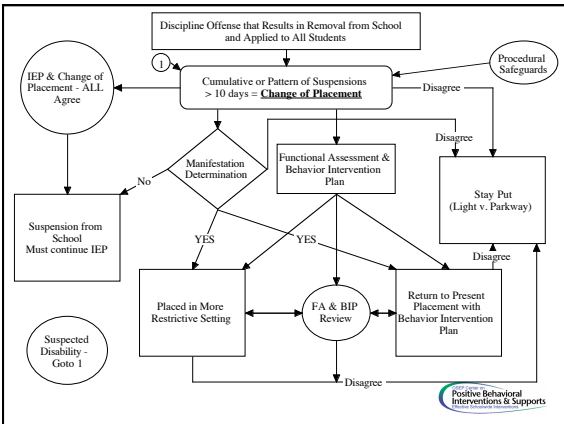


IDEA

- (f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--
 - (1) Either--
 - (i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - (2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

IDEA.ED.GOV





FBA-BIP/PBS-IEP

- Present Level
 - Hypothesis & supporting data
 - Dynamic – need to reassess when significant changes in environment
- Goals & Objectives
 - Target replacement behavior
 - Conditions in which FBA targeted
 - Measurable criteria
- Teaching plan separate from IEP



Key Features of Successful Plans

- Behavior within objective based on a “functionally equivalent” replacement
- Supplemental teaching plan clearly delineates
 - What environment changes should be made
 - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
 - What adults will do if problem behavior displayed (Not feed function)