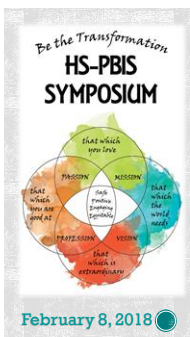


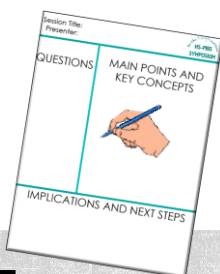
High School PBIS Symposium 2018

SWPBIS in the High School Classroom: Best Practices in Action!

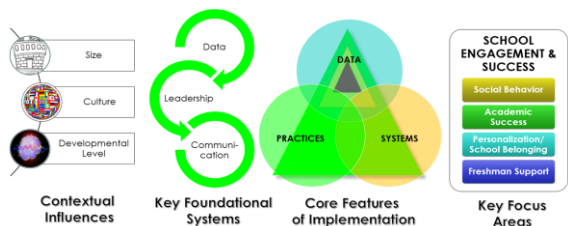
Jessica Swain-Bradway, Ph.D.,
Midwest PBIS Network
www.midwestpbis.org
Jessica.swainbradway@midwestpbis.org

With Resources from www.PBIS.org and
With contributions from Nate Stevenson, Ph.D.,
Kent State University





Authentic Engagement



High School PBIS Implementation Model

Flannery and Kato, 2012

OUR AGENDA

SWPBIS is, at it's core, about the interactions between teachers and students in the classroom: *You don't have SWPBIS until you have SWPBIS happening in the classroom!*

1. Best classroom practices,
2. Examples of providing professional development & coaching,
 - Rationale, examples, activities will be provided throughout.
 - Jot down, highlight, or copy and paste the details that stand out as relevant to you or your team.



TIERED FIDELITY INVENTORY ITEM 1.8

<p>1.8 Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	<p>0 = Classrooms are not formally implementing Tier 1</p> <p>1 = Classrooms are informally implementing Tier 1 but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations</p>
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BEST PRACTICES

Opportunities to Respond (OTR)
Error Correction
Specific Praise

RESOURCES: BEST CLASSROOM PRACTICES

- PBIS.org Classroom page: <http://www.pbis.org/school/pbis-in-the-classroom>
- OSEP's "Ideas that Work" page: <https://www.osepideaathatwork.org/evidencebasedclassroomstrategies/>
 - Direct link to PDF: <http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>
- Midwest PBIS Network Classroom page: <http://www.midwestpbis.org/materials/classroom-management>
- CIBRS Instructional Videos, for Jefferson Co., KY
<https://www.youtube.com/channel/UC4tmuTYApXjkbFnger7oQow/videos>
- <https://louisville.edu/education/abri/training.html>



Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

<http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

BEST PRACTICES MAKE LEARNING VISIBLE

- *Learning means a behavior has changed*
- *If you can't see a skill, you don't know if a student has that skill*
- *If you can't see the skill, you can't correct or praise.*



▪ Opportunities to Respond

▪ Error Correction

▪ Specific Praise



ROUTINES AND GROUPING

You may have to change your class routines, and groupings to embed higher dosages of best practices.

- Whole group
- Small group
- Pairs
- Teacher lead
- Student lead
- Self-check
- Peer check



After we go through the definitions and examples of best practices I'll ask you to think about how you might be able to reorganize.



REFLECTION...



1. How much time passes between when students receive information and when you get to see if they comprehend/can use that information?
2. How long do student go before they get feedback/correction?
3. How much do we measure pre-skills v. assume they have already been learned?



DOSAGE

If you HAD to know French fluently in 16 weeks, how much practice would you need?

- If you are not seeing visible changes in behavior(s) you haven't reached the correct dosage, *or format* for:
 - Opportunities to Respond
 - Error Correction
 - Specific Praise





OPPORTUNITIES TO RESPOND (OTRS)



OPPORTUNITIES TO RESPOND, DEFINED

- Is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale, 2006).
- A teacher behavior that prompts or solicits a student response, which is verbal, written or a gesture (e.g., asking a question, presenting a demand) (Simonsen, Myers & DeLuca, 2010).



RATIONALE FOR OTRS

As I talk through these points, write down, or note the most compelling rationale. We'll share them.

"Providing opportunities for students to make choices has been demonstrated to be an effective intervention in **preventing problem behavior and increasing engagement** (Kern and Clemens, 2007, p. 10)."

- Providing multiple opportunities to respond is correlated with:
 - Decrease in disruptive behavior
 - Increase in on-task behavior
 - Increase in academic engagement with instruction
 - Increase in rates of positive, specific feedback
 - Increase in number of correct responses
 - Limit student time for engaging in inappropriate behavior
 - Increase efficiency in use of instructional time
- Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986



RATIONALE: WHAT MATTERS TO YOUR TEAM?



INCREASING OTRS

1. Identify times/ activities in your lesson plan when you have low rates of opportunities for students to respond.
 - When are students "sitting and getting"
 - When are students mostly listening to you talk?
 - When are only a few students responding via hand raising
2. Identify ways to **replace single student responding** with another response option that makes more students' learning visible
 - All students respond
 - Students with additional content needs get higher number of OTRs



OTR EXAMPLES



INCREASING OTRS

- Response cards
- Dry erase boards
- Electronic white boards/ apps for responding
- Choral responses
- Non-verbal responses
- Turn and share/ write and share options



LEARNING LINE

1. Line-up facing your partner (one on each side of the Learning Line)
2. Provide 20-30 seconds of "think" time
3. Both partners share
 - Responses are limited to 30-60 seconds
4. Rotate the line 1 spot
5. Repeat



Photo credit: Indiana University



CLOZE READING

1. During a read aloud, the teacher stops periodically, mid-sentence.
2. Students say the next word in unison
 - OR "popcorn" by saying a student's name and that student had to say the next word, or read to the end of the paragraph.
3. Teacher continues reading and repeats the procedure throughout the remaining text
 - OR teacher asks a question that requires 1 word answer and all students respond in unison.



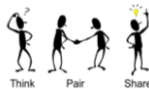
RESPONSE CARDS



- Students indicate readiness or confidence with a topic
- Start is with red, green, and yellow cards which have near universal meaning
- Define signals and purposes:
 - "Stop, I'm lost!"
 - "Slow down, I'm getting confused"
 - "Full steam ahead!"
- Variations:
 - Thumbs up, thumbs down, thumbs sideways
 - Cards with ABCD on the four sides, students "flip" to correct response.



THINK-PAIR-SHARE



1. **Think** – silent and independent
2. **Pair** – share your ideas with a partner
3. Listen to your partner's ideas
4. **Share** your partner's ideas with the larger group



TECHNOLOGY-BASED OTRS

- ❑ Socrative - socrative.com
- ❑ NearPod - NearPod.com
- ❑ Formative - GoFormative.com
- ❑ PollEverywhere - PollEveryWhere.com
- ❑ Plickers - Plickers.com
- ❑ Kahoot! - GetKahoot.com
- ❑ Padlet - Padlet.com



• *Technology can be engaging, and also very easy to get off track. If mastery is the goal, you still have to provide oversight and SEE their responses.*



ERROR CORRECTION



ERROR CORRECTION: DEFINED

- An informative statement provided by a teacher or other adult **immediately** following the occurrence of an undesired behavior.
- It is BRIEF
- It is specific- tells the learner exactly what they are doing incorrectly
- It includes telling students what they should do differently in the future;
- It is immediately followed by the opportunity and invitation to perform the behavior correctly
- Then you walk away....



RATIONALE: WHY BRIEF, SCRIPTED, AND INSTRUCTIONAL??

- **Systematic correction** of student academic and social behavioral errors and performance feedback have a **positive effect on behavior**.
 - (J/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC: January 2007)
- **Consistent corrections** are superior to those delivered inconsistently
 - (Acker & O'Leary, 1988).
- **Inconsistent enforcement** of expectations create **student uncertainty** about what those expectations are and how/ if the expectations apply to them
 - (Evertson, Emmer, & Worsham, 2003).
- Exclusion and punishment are **ineffective** at producing long-term reduction in problem behavior
 - (Costenbader & Markson, 1998).



RATIONALE: WHY BRIEF, SCRIPTED, AND INSTRUCTIONAL??

- The way you speak with a child can affect how the child responds.
- It's easier to avoid power struggles and get compliance from a child if you:
 - Give directions in a clear, direct, and specific fashion,
 - Using as few words as possible, and
 - Provide a reasonable amount of time to comply (e.g., wait time).
 - (Newcomer, 2008).
- Error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases)
 - (Abramowitz, O'Leary, & Puttersak, 1988).
- You may encourage power struggles and disrespectful behavior when the feedback is vague, sarcastic, or overly wordy.
 - (Newcomer, 2008).



ERROR CORRECTION



1. Respectfully address student
2. Describe inappropriate behavior (or the wrong response)
3. Describe expected behavior/rule (the correct response and how you figured that out)
4. Link to expectation on matrix (*link to resources, previous lesson*)
5. Provide chance, in that moment for student to show appropriate behavior
6. Praise appropriate behavior
7. Embed additional OTRs for demonstration of that behavior.



WALKING FEET: EXAMPLE

- Oh no! That isn't a safe way to go down the hall. You were running and I'm worried you'll run into someone and get hurt.
- Remember, to stay safe we walk down the hallway.
- Can you please show me walking feet the rest of the hallway?
- Excellent! Thanks for being safe about it. I'll be looking for walking feet when you come back down this hallway!



WALKING FEET: EXAMPLE

- Oh no! That isn't a safe way to go down the hall. You were running and I'm worried you'll run into someone and get hurt.
- Remember, to stay safe we walk down the hallway.
- Can you please show me walking feet the rest of the hallway?
- Excellent! Thanks for being safe about it. I'll be looking for walking feet when you come back down this hallway!
- Respectfully address student
- Describe inappropriate behavior
- Describe expected behavior/rule (the correct response and how you figured that out)
- Link to expectation on matrix (*link to resources, previous lesson*)
- Provide chance, in that moment for student to show appropriate behavior
- Praise appropriate behavior
- Embed additional OTRs for demonstration of expected behaviors



YOUR TURN...

1. Describe a "naughty" behavior, or error
2. Provide an error correction that meets our criteria:
 - Respectfully address student
 - Describe inappropriate behavior
 - Describe expected behavior/rule (the correct response and how you figured that out)
 - Link to expectation on matrix (*link to resources, previous lesson*)
 - Provide chance, in that moment for student to show appropriate behavior
 - Praise appropriate behavior
 - Embed additional OTRs for demonstration of expected behaviors





OTRS WITH ERROR CORRECTION EXAMPLES



LEARNING LINE

1. Line-up facing your partner (one on each side of the Learning Line)
2. Provide 20-30 seconds of "think" time
3. Both partners share
 - Responses are limited to 30-60 seconds
 - Partners have answer keys, or
 - Teacher shows response at front of room on cue,
 - Asks: "did you get this...", "did your response include...",
 - Raise hand if yes, if no, please explain.
4. Rotate the line 1 spot
5. Repeat



Photo credit: Indiana University



CLOZE READING

Cl_ze

1. During a read aloud, the teacher stops periodically, mid-sentence.
2. Students say the next word in unison
 - ❑ OR "popcorn" by saying a student's name and that student had to say the next word, or read to the end of the paragraph.
 - ❑ Teacher can provide correct pronunciation (for language), and then ask student to repeat
3. Teacher continues reading and repeats the procedure throughout the remaining text
 - ❑ OR teacher asks a question that requires 1 word answer and all students respond in unison.
 - ❑ Teacher can provide correct response, then
 - ❑ Ask student(s) to repeat correct response.
 - ❑ Ask student(s) to find/ provide evidence of the correct answer



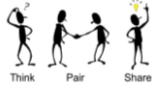
RESPONSE CARDS



- Students indicate readiness or confidence with a topic
- Start with red, green, and yellow cards which have near universal meaning
- Define signals and purposes:
 - "Stop, I'm lost!" – Teacher reteaches, models again then moves to model with input, provides more practice
 - "Slow down, I'm getting confused" – Teacher models with input (next step is...and then what) and provides more practice
 - "Full steam ahead!", Keep on to the next question/topic
- Variation: Thumbs up, thumbs down, thumbs sideways or Cards with ABCD on the four sides, students "flip" to correct response.



THINK-PAIR-SHARE



1. **Think** – silent and independent
 2. **Pair** – share your ideas with a partner
 3. Listen to your partner's ideas
 4. **Share your partner's** ideas with the larger group
- EXTEND T-P-S

1. Compare responses to an answer key (or passage in text, or "peer expert", etc.
2. Write the best answer
3. Share with another group/vote on the best answer across groups/ share with entire class
4. Another variation: Each group could get 1 question/item and "jig-saw" to teach each other the information.



TECHNOLOGY-BASED OTRS

- Technology can be engaging, and also very easy to get off track. If mastery is the goal, you still have to provide oversight and SEE their responses.
- The apps/ technology must have branching logic OR allow for you to stop and correct





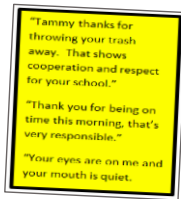
SPECIFIC AND CONTINGENT PRAISE

Teacher praise has been supported as among one of the most empirically sound teacher competencies.

(Maag, 2001)

SPECIFIC, CONTINGENT PRAISE: DEFINED

A behavior-specific praise statement is verbal/written feedback that is **descriptive, specific,** and delivered **contingent upon student demonstration of expected behavior, in a ratio of 4:1.**



TERMS DEFINED

- **Descriptive and specific** : Identifies and defines both the student and behavior being recognized
- **Behavior-contingent**: student accurately displays desired behavior
- **Frequency**: Behavior-specific praise statements delivered 4 times as often as error correction. Use more often when introducing or teaching a new behavior



PROFESSIONAL DEVELOPMENT (PD) AND COACHING



RESOURCES: PD AND COACHING

- General Coaching resources
- Midwest PBIS Coaching page (also includes coaching/assessment documents for classroom practices): <http://www.midwestpbis.org/coaches/resources>
 - National PBIS TA Center: <http://www.pbis.org/training/coach-and-trainer>
 - Maryland PBIS Coaches resources: http://pbismaryland.org/members.htm#Coaches_Resouces
- Coaching resources organized around the TFI
- Evaluation Tools: <http://www.pbis.org/evaluation/evaluation-tools>
 - Under Tiered Fidelity Inventory, select "Tiered Fidelity inventory Training Power Point"



PD: TEACHING TEACHERS

1. Use best practices
2. Fit your context- the why and how
3. Be able to dose up/ differentiate PD



PD: USE BEST PRACTICES

- OTRs
- Error Correction
- Praise



PD: FIT YOUR CONTEXT



What's your "why"?

- What rationale will compel your staff to think about:
 - Their use of best practices?
 - Their use of best practices related to student outcomes in their classes?
 - Student outcomes in their class?



PD: DIFFERENTIATING PD

- Your plan has to be flexible enough to adjust the "dosage" of PD
 - All, some, few staff
 - Universal
 - Secondary
 - Tertiary
- Develop an internal cohort of instructional coaches:
 - Designated coach, administrators, peer leaders, etc.



COACHING

Universal PD:

1. Staff meetings, and PLCs/ Content area/ Grade level meetings
2. Strategies of focus, and intended outcomes are clearly defined.
3. Staff review data and adjust

Secondary PD:

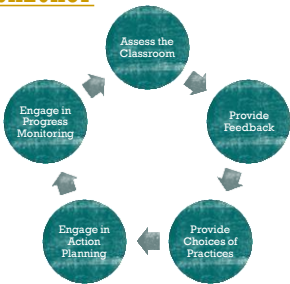
1. PLCs/ Content area/ Grade level meetings
2. Small group PD - staff meeting by invitation, generate participant list for PD events/days, learning community

Tertiary PD:

3. Classroom Checkup (Adapted from Reinke, et al. 2008) to develop individual teacher PD plans.



CLASSROOM CHECKUP





CLASSROOM CHECKUP

1. Assess the Classroom
 - Utilize data to identify teachers needing support.
 - Complete interview with teacher
 - Identify appropriate time for observation using classroom data, or self-assessment (e.g., when are behaviors happening).
 - Conduct observation and/or review previously completed self-assessments.
2. Provide Feedback (15 minutes)
 - Meet with the teacher and shares data.
 - Use questioning to elicit teacher observations of data collected.
 - Identify strengths and opportunities.
 - Provide visual, and specific and positive feedback.

Reinke, Lewis-Palmer, Merrell, 2008.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603085/>



CLASSROOM CHECKUP

- 3. **Provide Choices of Practices (5 minutes)**
 - Provide a menu of practices (stated and defined) supported through PBIS for teacher to review.
 - Using data from the feedback step, identify practices that a) build upon identified teacher strengths.
 - Use knowledge of research to guide teacher selection.
- 4. **Engage in Action Planning**
 - Guide teacher selection of 1-2 practices from the menu.
 - Guide teacher completion of action plan which includes identification of *SMART* goal, selected practices, actions to increase usage of practices (derived from Classroom Snapshots and other resources)
 - Provide support needed to implement, for example modeling, providing in vivo feedback and reminders, etc.
 - Plan for on-going monitoring (e.g., checklist, self-assessments from Classroom Snapshots, observation data, etc.).



CLASSROOM CHECKUP

- 5. **Engage in on-going monitoring**
 - Guide teacher selection of self-monitoring tools
 - Provide at least two observation and feedback sessions per month using the data collection tools identified during action planning
 - Post observation, During feedback session, use questioning to elicit teacher observations of data collected and perceptions of progress towards goal.
 - If adequate progress is indicated (meets specifications of SMART goal), then continue with current action plan.
 - If adequate progress is not indicated, then coach provides options for additional support (e.g., modeling of practice, observation of another teacher demonstrating practice, etc.)
 - The on-going monitoring components are used until the SMART goal is reached



THANK YOU!

- Thank you for teaching! Thank you for participating!
- Please reach out any time you have a question, need a resource, etc.
- jessica.swainbradway@midwestpbis.org
- www.midwestpbis.org



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