Examining the interaction between tertiary supports and classroom instructional practices

Scott A. Spaulding  
Carol A. Davis  
James F. Kidwell

University of Washington

http://depts.washington.edu/stppbs/present.html
Acknowledgements

Jarek Sierschynski
Paul Mullan
James Kidwell
Annie McLaughlin
Jeremy Erickson
Penny Williams

Supported in part by grant H326M060009 from the U.S. Department of Education, Office of Special Education Programs
Session overview

• Goal
  This session will show how Tier2/3 supports can interact with classroom instructional practices, creating an opportunity for school personnel to assess and improve their teaching practices.

• Outcomes
  1. Identify and describe examples for assessing classroom environment as part of the tertiary/secondary support process.
  2. Describe and identify examples of good instructional and behavior management practices in the classroom.
Session outline

• Tertiary model demonstration project
• Universal Classroom Elements
• Classroom management
• Integration of classroom and T2/3
• Video examples
SWPBIS AND TERTIARY SUPPORTS
School-wide Positive Behavior Interventions and Supports

• An established, effective, and expanding practice
• Initial emphasis on universal systems
• Increased need for guidance in establishing tertiary support frameworks
Schools adopting SWPIBS

- 5,000 (2006)
- 8,000 (2008)
- 14,000 (Sept, 2011)
- 16,232 (Feb, 2012)
Scaling the Pyramid

TERTIARY MODEL

DEMONSTRATION PROJECT
Tertiary support models

• Key elements
  – team-based
  – progress monitoring, integration w/ existing teams & processes
  – expertise in behavioral supports
  – planned support for teacher-student interventions
Our Project

• Goals for process
  – Establish technical assistance teams of 4-6 educators
  – 1-2 days of in-service training
  – Establish PM structure for T3 supports
  – Teacher support for student referrals
  – Build expertise in function-based supports
  – Weekly support throughout year
Participants

*District 2*

- Development across 1.5 years
- 7 schools
  - Implementing SWPBIS for at least 1 year
    - Documentation (≥ 80% on *SET*)
- 53 team members
- 31 teachers supported by the teams
- 28 students received behavior supports
Team function

- 4-6 members
- Representation
- Meetings (weekly, bi-weekly, 45-min)
- Roles (facilitator, timekeeper, minutes)
- Information gathering outside of meetings
- Scheduling of team meetings
- Team coordinator ★
Technical Assistance Team – Support Process

**STEP 1**
Teacher completes Request for Assistance Form

**STEP 2**
TAT member completes Universal Classroom Elements Form

**STEP 3**
A Functional Behavior Assessment is conducted to develop a "Hypothesis of Behavior"

**STEP 4**
TAT members brainstorm interventions based on "Hypothesis of Behavior"

**STEP 5**
Teacher selects intervention (presented by case manager)

**OUTCOMES**
- Ongoing monitoring, data collection, and decision making
- Decreased problem behaviors
- Professional development for staff

Weekly meeting to monitor & present data
# Team tracking form (example)

<table>
<thead>
<tr>
<th>School:</th>
<th>School Year:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Team Case Manager</th>
<th>Week 1: initial response</th>
<th>Week 2: FBA (Efficient)</th>
<th>Week 2-4: FBA (Full)</th>
<th>Intervention</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike</td>
<td>Joy</td>
<td>✓ ✓ ✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Request for Assistance**
- **Universal Classroom Elements**
- **Interview (FACTS)**
- **Observation (FAOF)**
- **Brainstorming**
- **Student Intervention Monitoring**
- **Behavior Intervention Plan**
- **Fidelity check**
- **Coaching**
- **Intervention data**
Some project outcomes

District 2

– Schools established tertiary-level, progress monitoring teams (6 of 7 continued)
– Developed triaged, referral system
– Staff training and communication plan
– Established FBA/BIP process, tools
– Fidelity checklists
– At least 2-3 teams provided effective supports instead of SPED referral for a student
– Team self-assessment and action planning
Limitations to Implementation

• Team and team member attrition?
• Team and teacher program fidelity?
• Data collection, data-based decisions?
• Tier 1 discontinuity?
• Behavioral expertise on team?
• Commitment?
• Complexity of FBA and team process?
• Communication with staff?

...End-of-project exit interviews with 3 teams
Technical Assistance Team – Support Process

**STEP 1**
Teacher completes Request for Assistance Form

**STEP 2**
TAT member completes Universal Classroom Elements Form

**STEP 3**
A Functional Behavior Assessment is conducted to develop a "Hypothesis of Behavior"

**STEP 4**
TAT members brainstorm interventions based on "Hypothesis of Behavior"

**STEP 5**
Teacher selects intervention (presented by case manager)

**OUTCOMES**
- Ongoing monitoring, data collection, and decision making
- Decreased problem behaviors
- Professional development for staff

Weekly meeting to monitor & present data
Universal Classroom Elements

• Environmental assessment
• Confirm universal instruction and support elements are in place in the classroom
• Confirm Tier 2 intervention in classroom
**Universal Classroom Elements  2009/2010**

**Score #2 for target student. Score all others for entire class.**

**Observer:**

**Target Student:**

**IEP:** Y/N

**Teacher Identified Priorities (Prioritize Items from referral)**

**Critical Elements**

<table>
<thead>
<tr>
<th>1. Are there positively stated rules and procedures posted for the students?</th>
<th>Y/N NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Does the student have a set of individual rules? (e.g., on his/her desk)</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>3. Does the teacher report that the rules and procedures have been specifically taught?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>5. Is feedback provided for students who do NOT follow posted rules?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>6. Are transitions preceded by a visual or auditory signal?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>7. Is instruction being provided before asked to do an individual task?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>8. Are students engaged and on-task during instructional time?</td>
<td>Y/N NA</td>
</tr>
</tbody>
</table>

**Select to facilitate teacher “buy-in” and produce the quickest change**

**Complete based on observation. Supplement with teacher report.**
**Behavior Observation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Y/N NA</th>
<th>Behavior of Concern: Activity Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the observation, did you observe the behavior of concern? If YES, please state the <strong>Behavior of Concern</strong> and briefly describe the <strong>Activity</strong> in which you observed the behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on the observation, could you predict the function of the behavior?</td>
<td>Y/N NA</td>
<td>Please circle the predicted function of behavior: Escape Work, Escape Attention, Obtain Attention, Obtain Tangible, or Other (please describe):</td>
</tr>
</tbody>
</table>

**Other (for the target student, based on teacher comment)**

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is currently in place? (Behavior Plan, visual supports, etc.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What are the barriers to implementing the current plan?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Universal classroom elements v2, 2009-2010. Rev. 12/22/09

Score these items based on observation of and teacher comments about target student.
**Universal Classroom Elements 2009/2010**

**Date:** 1-11-2010

**Teacher:** Ms. Nice

**Observer:** Smith

**Target Student:** Vicki

**Time In:** 10:30 **Time Out:** 10:50

**IEP:** Y/N

**Teacher Identified Priorities (Prioritize Items from referral):**

1. Spitting and hitting
2. Running from class
3. 

**Critical Elements**

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there positively stated rules and procedures posted for the students?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>2. Does the student have a set of individual rules? (e.g., on his/her desk)</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>3. Does the teacher report that the rules and procedures have been specifically taught?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>5. Is feedback provided for students who do NOT follow posted rules?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>6. Are transitions preceded by a visual or auditory signal?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>7. Is instruction being provided before asked to do an individual task?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>8. Are students engaged and on-task during instructional time?</td>
<td>Y/N NA</td>
</tr>
<tr>
<td>Behavior Observation</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>During the observation, did you observe the behavior of concern? If YES, please state the <strong>Behavior of Concern</strong> and briefly describe the <strong>Activity</strong> in which you observed the behavior.</td>
<td></td>
</tr>
<tr>
<td>Behavior of Concern: <strong>Left classroom; ran around school; hit aide</strong></td>
<td></td>
</tr>
<tr>
<td>Activity Description:</td>
<td></td>
</tr>
<tr>
<td>Based on the observation, could you predict the function of the behavior?</td>
<td></td>
</tr>
<tr>
<td>Please circle the predicted function of behavior:</td>
<td></td>
</tr>
<tr>
<td>Escape Work, Escape Attention, Obtain Attention, Obtain Tangible, or Other (please describe):</td>
<td></td>
</tr>
</tbody>
</table>

**Other (for the target student, based on teacher comment)**

What is currently in place? (Behavior Plan, visual supports, etc.)

*See data collection on problem behavior incidents*

What are the barriers to implementing the current plan?

*Consistency in feedback to students; possibly curriculum*

Universal classroom elements v2, 2009-2010. Rev. 12/22/09
Universal Classroom Elements

<table>
<thead>
<tr>
<th>Teacher: Stacy</th>
<th>Observer: Josh</th>
<th>Date: 10/04/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target student: Timmy</td>
<td>Grade: 2</td>
<td>IEP: Yes</td>
</tr>
<tr>
<td>Time in: 11:05</td>
<td>Time Out: 11:30</td>
<td>Total minutes observed: 25</td>
</tr>
</tbody>
</table>

The UCE should be completed during class instruction time when the teacher indicates problems are likely.

Teacher Identified Priorities (from the Request for Assistance)
1. refusal
2. disruption
3. aggression

---

Are these Critical Elements in place in the classroom?

<table>
<thead>
<tr>
<th>Are these Critical Elements in place in the classroom?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively stated rules and procedures <em>posted</em> for all students?</td>
<td>Yes</td>
</tr>
<tr>
<td>A set of individual rules for the target student? (e.g., on his/her desk)</td>
<td>No</td>
</tr>
<tr>
<td>Teacher reports that the rules and procedures have been specifically taught to class?</td>
<td>Yes</td>
</tr>
<tr>
<td>Feedback provided for students who follow posted rules? (e.g., from 3 observed occurrences)</td>
<td>Yes</td>
</tr>
<tr>
<td>Feedback provided for students who do NOT follow posted rules?</td>
<td>Yes</td>
</tr>
<tr>
<td>Transitions preceded by a visual or auditory signal?</td>
<td>Yes</td>
</tr>
<tr>
<td>Instruction provided before students are asked to do an individual task?</td>
<td>Yes</td>
</tr>
<tr>
<td>Students are engaged and on-task during instructional time?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Behavior Observation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the observation, did you observe the behavior of concern? If YES, please state the Behavior of Concern and briefly describe the Activity in which you observed the behavior.</td>
<td>N/A</td>
</tr>
<tr>
<td>Based on the observation, could you predict the function of the behavior?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior of Concern: Activity Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select the predicted function of behavior...</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**Teacher Report**

What supports are in place for the target student? (e.g., behavior intervention plan, visual supports)

*none*

List barriers to implementation for the target student’s current plan:

*N/A*
UCE results

• 2010-2011 school year
• 38 teachers
• 41 students (12 with IEP)
• Total of 65 classroom observations
  – average duration 20m (10-40)
### Critical elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively stated rules and procedures <em>posted</em> for all students?</td>
<td>33 of 38 classrooms (87%)</td>
</tr>
<tr>
<td>A set of individual rules for the target student? (e.g., on his/her desk)</td>
<td>7 of 41 students (17%)</td>
</tr>
<tr>
<td>Teacher reports that the rules and procedures have been specifically taught to class?</td>
<td>34 of 38 classrooms (89%)</td>
</tr>
<tr>
<td>Feedback provided for students who follow posted rules? (e.g., from 3 observed occurrences)</td>
<td>54 of 62 UCEs (87%)</td>
</tr>
<tr>
<td>Feedback provided for students who do NOT follow posted rules?</td>
<td>55 of 61 UCEs (90%)</td>
</tr>
<tr>
<td>Transitions preceded by a visual or auditory signal?</td>
<td>43 of 60 UCEs (72%)</td>
</tr>
<tr>
<td>Instruction provided before students are asked to do an individual task?</td>
<td>55 of 58 UCEs (95%)</td>
</tr>
<tr>
<td>Students are engaged and on-task during instructional time?</td>
<td>54 of 61 UCEs (89%)</td>
</tr>
</tbody>
</table>
Referral and support process

- Request for help → 41 students
- UCE observation → 41 students
- Brainstorming forms → 22 students
- Student intervention monitoring → 35 students

- UCE “screen” provided classroom intervention to some students, reducing effort within T3
- All schools implementing SWPBS with fidelity
UCE an indicator of Tier 1 supports in the classroom

- Use of praise, excitement
- Environmental arrangements
- Match between classroom and school
- Student engagement
- Instruction
CLASSROOM MANAGEMENT
Classroom Behavior Management

- Structure, predictable routines, positive interactions, instruction that promotes high OTR (Wehby et al., 1998)
- Maximize structure, expectations (post, teach, review, monitor, SR), engagement, continuum of strategies for appropriate/inappropriate behavior (Simonsen et al., 2008)
- Modify the classroom learning environment (Epstein et al., 2008; WWC)
Reducing Behavior Problems in the Elementary School Classroom

What Works Clearinghouse, Recommendation #2

• Modify the classroom learning environment to decrease problem behavior
  – Revisit, re-practice, and reinforce classroom behavior expectations.
  – Modify the classroom environment to encourage instructional momentum.
  – Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

http://ies.ed.gov/ncee
Classroom assessments

• *Classroom Management Self-Assessment* (Sugai & Lewis)
• *Classroom Management Checklist* (Borgmeier)
• *Classroom Management Assessment* (Simonsen et al.)
Sugai & Lewis

Classroom Management Practice

1. I have arranged my classroom to minimize crowding and distraction

2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).

3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).

4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).

5. I provided each student with multiple opportunities to respond and participate during instruction.

6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)

7. I actively supervised my classroom (e.g., moving, scanning) during instruction.

8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.

9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).

10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.

Overall classroom management score:
10-8 “yes” = “Super”
7-5 “yes” = “So-So”
<5 “yes” = “Improvement Needed”

1. Arranged classroom to minimize crowding and distraction

2. Maximized structure and predictability in my classroom

3. Posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)

4. Provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors

5. Provided each student with multiple OTR and participate

6. Actively engaged students in observable ways during inst

7. Actively supervised my classroom during instruction

8. Ignored or provided quick, direct, explicit reprimands/redirections

9. Multiple strategies/systems to acknowledge

10. Provided specific feedback in response to social and academic behavior errors and correct responses.
Borgmeier
adapted from Sugai & Colvin

• Classroom management
  – 4:1
  – rules & expectations
  – transitions
  – routines
  – attentions-getting cues
  – active supervision (moving, scanning)
  – class arrangement
  – accessible materials
  – deal w/ minor probs quickly, positively, consistently
  – pre-correct major problems
  – no idle time

• Instruction
  – quick pace
  – clear directions/instructions
  – student success
  – differentiation
  – measurable outcomes

Define, teach, review, and reinforce...
Simonsen et al.

• Maximize structure and predictability
  – Routines (teach and follow predictable)
  – Room arrangement to reduce distraction

• Positive expectations
  – Define, post, teach, review,
  – Prompt, pre-correct
  – Actively supervise

• Engagement
  – OTR
  – Instructional delivery (EBP)

• Continuum
  – Praise, SR
  – Error corrections, LRE response

---

<table>
<thead>
<tr>
<th>Classroom Management Assessment</th>
<th>Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I maximized structure and predictability in my classroom.</td>
<td>a. Explicitly taught and followed predictable routines.</td>
<td>Yes No</td>
</tr>
<tr>
<td>b. I arranged my room to minimize crowding and distraction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations.</td>
<td>a. I operationally defined and posted a small number of expectations (i.e., school-wide rules) for all routines and settings in my classroom.</td>
<td>Yes No</td>
</tr>
<tr>
<td>b. I explicitly taught and reviewed these expectations in the context of routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I actively supervised my students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I actively engaged students in observable ways.</td>
<td>a. I provided a high rate of opportunities to respond during my instruction.</td>
<td>Yes No</td>
</tr>
<tr>
<td>b. I engaged my students in observable ways during teacher-directed instruction (i.e., I use response cards, choral responding, and other methods).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I used evidence-based methods to deliver my instruction (e.g., Direct Instruction).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I used a continuum of strategies to acknowledge appropriate behavior.</td>
<td>a. I provided specific and contingent praise for academic and social behaviors (e.g., following expectations).</td>
<td>Yes No</td>
</tr>
<tr>
<td>b. I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I used a continuum of strategies to respond to inappropriate behavior.</td>
<td>a. I provided specific, contingent, and brief error corrections for academic and social errors.</td>
<td>Yes No</td>
</tr>
<tr>
<td>b. In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Classroom Management Assessment (CMA)
Summary

• Structure (maximize)
• Predictable routines
• Positive interactions
• Expectations (post, teach, review, monitor, reinforce)
• Strategies for responding to appropriate/inappropriate behavior
• Instruction (to promote engagement, success)
  – modify environment to encourage “instructional momentum”
  – high OTR
  – vary
Teacher Sally

- Attention Signal
- Self-Management
- Checking for understanding
- Direct Instruction (including prompt fading)
- Embedding
- Organizational Strategies
- Engagement
- Expectations: review, following, teaching
- Explaining instruction
- Feedback, corrective and positive (for specific expectations)

- Managing down time (bridging activity)
- Modeling
- OTR
- Positive Affect
- Relationship building
- Providing Break
- Proximity Control
- Redirection
- Reinforcement
- Teacher Check,
- Transition (auditory, attention signal)
INTEGRATION OF CLASSROOM MANAGEMENT AND T2/3
Classroom instruction

• Is there support for school-wide classroom behavior management?
• Are classroom elements assessed regularly, and are the results used to support teachers?
• See Simonsen et al. (2008) for review of best practices in classroom management and a checklist.

Some next directions...

• Address implementation fidelity in tertiary teams by accounting for buy-in, commitment, data use, time
  – Tablet technology (Project iBESTT: Integrating Behavior Support and Tablet Technology)
  – Team-based, but driven by teacher-student interaction (EcoSUPPORT Model)
Project iBESTT
Project iBESTT

Integrating Behavior Support and Tablet Technology
### Classroom check

#### Classroom Components

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Positively stated rules and procedures posted for all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Classroom routines observed (e.g., lining up, requesting help)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher provides pre-correction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Positive feedback provided for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Instruction provided before students are asked to do an individual task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Transitions preceded by a visual or auditory signal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Room arranged to promote engagement and reduce distraction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students are engaged and on task during instructional time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher uses active supervision (e.g., moving around room)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students have adequate opportunity to respond</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Function of Behavior?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you observe the problem behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you predict the function of the behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please select the predicted function of the behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes

What's happening in the classroom... ideas for immediate, function-based universal behavior strategies, either instructional or behavior management.
TEACHING EXAMPLES
Can you identify these (or other) classroom management strategies?

- Attention Signal
- Self-Management
- Checking for understanding
- Direct Instruction (including prompt fading)
- Embedding
- Organizational Strategies
- Engagement
- Expectations: review, following, teaching
- Explaining instruction
- Feedback, corrective and positive (for specific expectations)

- Managing down time (bridging activity)
- Modeling
- OTR
- Positive Affect
- Relationship building
- Providing Break
- Proximity Control
- Redirection
- Reinforcement
- Teacher Check,
- Transition (auditory, attention signal)
Teaching examples

Identify the instructional practice shown and indicate how it might affect student problem behavior.

Clip 1

Clip 2
Concluding thoughts

• If research supporting the use of these classroom management practices has been around for so long, why are there still problems in the classroom?

• How can a school implementing T3 supports include classroom management? What challenges are likely to arise?

• Consider developing formal classroom assessment as part of yearly SWPBIS training.
  – Tier 1: is it in-place your classroom?
Thank you!

Carol Davis, cadavis1@uw.edu
Scott Spaulding, scott2@uw.edu

http://depts.washington.edu/stppbs/present.html