

Examining the interaction between tertiary supports and classroom instructional practices

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

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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)



TERTIARY MODEL DEMONSTRATION PROJECT

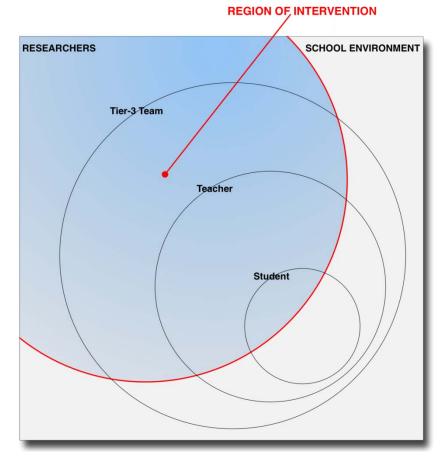
Scaling the Pyramid

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 functionbased supports
 - Weekly support throughout year



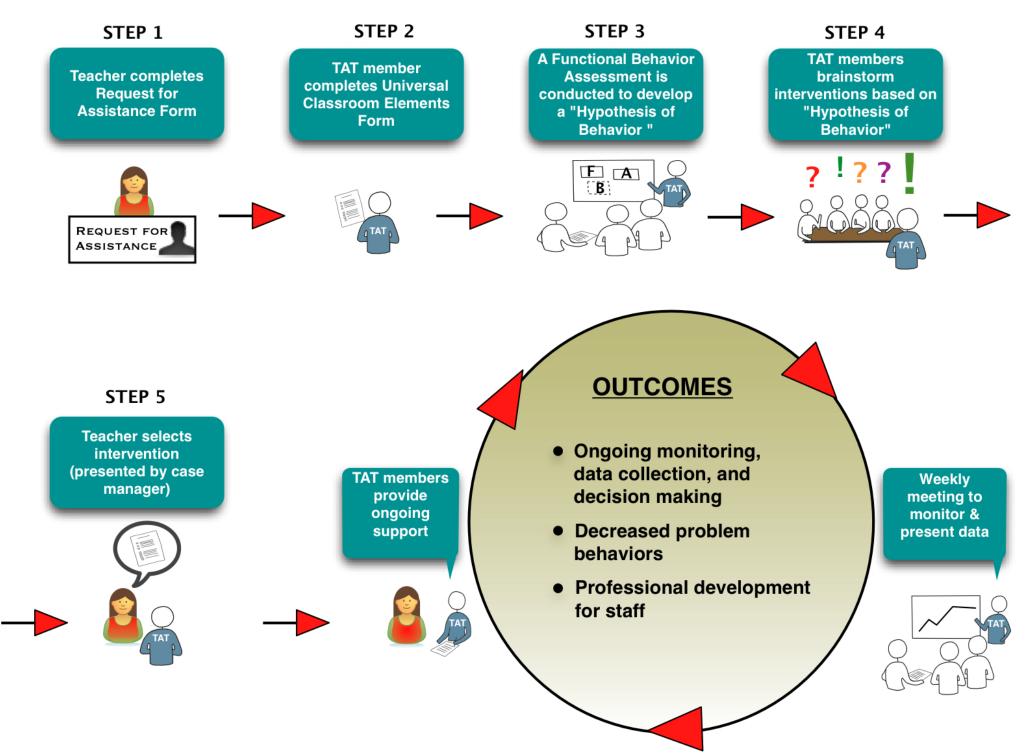
Participants District 2

- 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 \bigstar

Technical Assistance Team - Support Process



Team tracking form (example)

School:	Schoo	ol Yea	r:		D	Date: _			_				
Week 1: initial resp		e		Week 2: FBA (Efficient) Week 2-4: FBA (Full)			Intervention			Monitoring			
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	interview (FACTS)		observation (FAOF)		Brainstorming	Student Intervention Monitoring	Behavior Intervention Plan	fidelity check	coaching	intervention data
Mike	Joy												

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

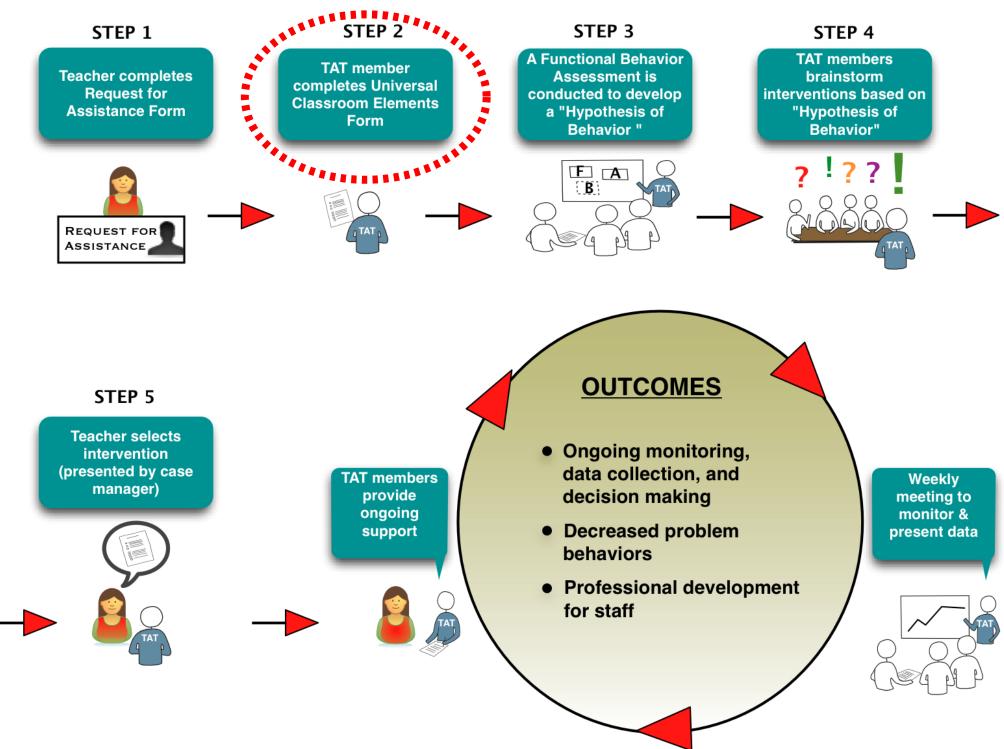


Limitations to Implementation

- 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



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

Date:		Observer:	
Score #2 for target student. Score all others for entire class.		Target Student:	
Time In:		IEP: Y/N	
Teacher Identif	ied Priorities (P	rioritize Items from referra	
2			Select to
<u>3.</u>		C A	facilitate teacher
Critic Al Elements1. Are there positively stated rules and	Y/N NA	Comments	"buy-in" and
procedures posted for the students?	I/IN INA		produce the
 2. Does the student have a set of individual rules? (e.g., on his/her desk) 	Y/N NA		quickest change
3. Does the teacher report that the rules and procedures have been specifically taught?	Y/N NA		
4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)	Y/N NA	observatio	te based on n. Supplement
5. Is feedback provided for students who do NOT follow posted rules?	Y/N NA	with tea	cher report.
6. Are transitions preceded by a visual or auditory signal?	Y/N NA		
7. Is instruction being provided before asked to do an individual task?	Y/N NA		
8. Are students engaged and on-task during instructional time?	Y/N NA		

Behavior Observation			
During the observation, did you observe the	Y/N	NA	Behavior of Concern:
behavior of concern? If YES, please state the			Activity Description:
Behavior of Concern and briefly describe the			
Activity in which you observed the behavior.			
Based on the observation, could you predict the	Y/N	NA	Please circle the predicted function of behavior:
function of the behavior?"			Escape Work, Escape Attention,
			Obtain Attention, Obtain Tangible, or
			Other (please describe):
Other (for the target student, based on teach	1er con	nment)	
What is currently in place? (Behavior Plan, vis	ual sup	ports, e	etc.)
What are the barriers to implementing the curre	ent nlar	12	
what are the burners to implementing the curre	en pla	L ·	

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
Date:	

Teacher: Ms. Nice

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

Observer: Smith

Target Student: Vicki

IEPY

Teacher Identif	ied Priorities	(Prioritize Items from referral)
1. Spitting and hitting		
2. Running from class		
3.		
Critical Elements		Comments
1. Are there positively stated rules and procedures posted for the students?	YNNA	
2. Does the student have a set of individual rules? (e.g., on his/her desk)	Y N NA	Reports reviewing rules with Vicki
3. Does the teacher report that the rules and procedures have been specifically taught?	YN NA	Reviews at beginning of year, after breaks
4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)	YNNA	- Not consistently
5. Is feedback provided for students who do NOT follow posted rules?	V/N NA	Didn't see; Ms· Nice said she does this
6. Are transitions preceded by a visual or auditory signal?	Y/N NA	Didn't see; Ms∙ Nice says she usually doesn't
7. Is instruction being provided before asked to do an individual task?	YN NA	
8. Are students engaged and on-task during instructional time?	YN NA	mostly

Behavior Observation			
During the observation, did you observe the	Y/N	NA	Behavior of Concern: Left classroom; ran
behavior of concern? If YES, please state the			Activity Description: around school; hit aide
Behavior of Concern and briefly describe the			
Activity in which you observed the behavior.			
Based on the observation, could you predict the		NA	Please circle the predicted function of behavior:
function of the behavior?"			Escape Work, Escape Attention,
			Obtain Attention, Obtain Tangible, or
			Other (please describe):
Other (for the target student, based on teacl	ier con	nment))
What is currently in place? (Behavior Plan, vis	ual sup	ports, e	etc.)
See data collection on problem	behav	vior in	ncidents
What are the barriers to implementing the curre	ent plar	1?	
Consistency in feedback to stu	dents	• •	
possibly curriculum			

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

Universal Classroom Elements

Teacher: Stacy	Observer: Josh	Date: 10/04/10	
Target student: Timmy	Grade: 2	IEP: Yes	
Time in: 11:05	Time Out: 11:30	Total minutes observed:	
		25	

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	n?	Comments
Positively stated rules and procedures <i>posted</i> for all students?	Yes	school and classroom expectations posted
A set of individual rules for the target student? (e.g., on his/her desk)	No	
Teacher reports that the rules and procedures have been specifically taught to class?	Yes	
Feedback provided for students who follow posted rules? (e.g., from 3 observed occurrences)	Yes	all students focused quickly when class tickets awarded
Feedback provided for students who do NOT follow posted rules?	Yes	3 times
Transitions preceded by a visual or auditory signal?	Yes	raised finger (and auditory) for upcoming transitions
Instruction provided before students are asked to do an individual task?	Yes	explained then expected all to move to next task
Students are engaged and on-task during instructional time?	Yes	



Behavior Observation

During the observation, did you observe the		Behavior of Concern:
behavior of concern? If YES, please state the	NA	Activity Description:
Behavior of Concern and briefly describe the		
Activity in which you observed the behavior.		
Based on the observation, could you predict the		Places select the mediated function of helenion
function of the behavior?	NA	Please select the predicted function of behavior
		Other:

Teacher Report

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

none

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

NA

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

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

Referral and support process

Request for help \rightarrow 41 students UCE observation \rightarrow 41 students Brainstorming forms \rightarrow 22 students Student intervention monitoring \rightarrow 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 http://ies.ed.gov/ncee/wwc/publications/practiceguides

Classroom assessments

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

Sugai & Lewis

1.

2.

Clas	sroom Management Practice
1.	I have arranged my classroom to minimize crowding and distraction
	I have maximized structure and predictability in my classroom (e.g., explicit sroom routines, specific directions, etc.).
	I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations ules).
	I provided more frequent acknowledgement for appropriate behaviors than propriate behaviors (See top of page).
	I provided each student with multiple opportunities to respond and participate ng instruction.
	My instruction actively engaged students in observable ways (e.g., writing, alizing)
7.	I actively supervised my classroom (e.g., moving, scanning) during instruction.
	I ignored or provided quick, direct, explicit reprimands/redirections in response appropriate behavior.
	I have multiple strategies/systems in place to acknowledge appropriate behavior , class point systems, praise, etc.).
	In general, I have provided specific feedback in response to social and academic wior errors and correct responses.
10-8	rall classroom management score: "yes" = "Super" 7-5 "yes" = "So-So" <5 "yes" = provement Needed"

- Arranged classroom to minimize crowding and distraction
- Maximized structure and predictability in my classroom
- Posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)
- Provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors
- Provided each student with multiple OTR and participate
- Actively engaged students in observable ways during inst
- Actively supervised my classroom during instruction
- Ignored or provided quick, direct, explicit reprimands/redirections
- Multiple strategies/systems to acknowledge
- .0. 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
 - measureable outcomes

Define , teach, review, and reinforce...

Simonsen et al.

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- 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

		Practice	Rá	nting
1.	Ιm	naximized structure and predictability in my classroo	m.	
	a.	I explicitly taught and followed predictable routines.	Yes	No
	b.	I arranged my room to minimize crowding and distraction.	Yes	No
2.		osted, taught, reviewed, monitored, and reinforced a mber of positively stated expectations.	small	
	a.	I operationally defined and posted a small number of expectations (i.e., school wide rules) for all routines and settings in my classroom.	Yes	No
	b.	I explicitly taught and reviewed these expectations in the context of routines.	Yes	No
	с.	I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.	Yes	No
	đ.	I actively supervised my students.	Yes	No
3.	Ia	ctively engaged students in observable ways.		
	а.	I provided a high rate of opportunities to respond during my instruction.	Yes	No
	b.	I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	Yes	No
	с.	I used evidence-based methods to deliver my instruction (e.g., Direct Instruction).	Yes	No
4.	I u	sed a continuum of strategies to acknowledge approp behavior.	priate	
	a.	 provided specific and contingent praise for academic and social behaviors (e.g., following expectations). 	Yes	No
	b.	I also used other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	Yes	No
5.	Ιu	sed a continuum of strategies to respond to inapprop behavior	oriate	
	a.	I provided specific, contingent, and brief error corrections for academic and social errors.	Yes	No
	b.	In addition, I used the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)	Yes	No

SIMONSEN et al.

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.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidencebased practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351-380.

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

Data







01	01	0-	11	BITO3 (b) BITA04/BI	BITAD 9
					B (math) BITA	
					TO3 (math) BI	
					BLT03 (math)	BLTA04/BLTA
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				010-11		BLTA03/Spau
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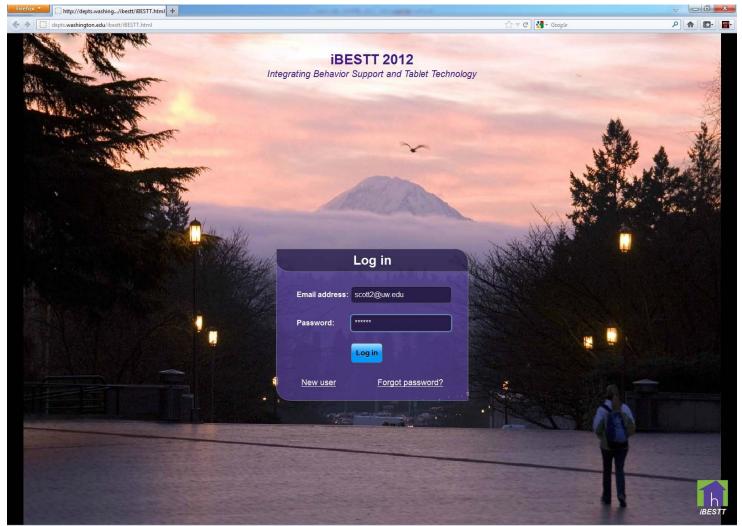
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	U.	niversal Cla	ssroom El	len
-	cher.	Observer:		1
-	get student:	Grade:		
1	ie in:	Time Out:		
	Teacher Ide	ntified Priori	ties (from	the
1				_
2				
3			_	_
	ese Critical Elements in place in t	he classroon	?	
5	itively stated rules and procedures, adents?	ponted for	Select	1
,	et of individual rules for the target	student?		-
	on his/her desk)		Select	
	cher reports that the rules and proc specifically taught to class?	edures have	Select	
Ľ				_
Ň	dback provided for students who for ? (e.g., from 3 observed occurrence	offow posted cs)	Select	
	dback provided for students who d w posted rules?	o NOT	Select	-
L	nsitions preceded by a visual or au	Etter		-
	nsitions preceded by a visual or au ??	anory	Select	
	truction provided before students a a individual task?	re asked to	Select	
	dents are engaged and on-task duri actional time?	ing	Select	
ł				_
	or Observation the observation, did you observe the l m? If VES, please state the <u>Behavior of</u> iefly describe the <u>Activity</u> in which yo havior.	of Concern	Select.	
ŀ	on the observation, could you predict the behavior?	the function	Select.	
	er Report supports are in place for the <u>target</u>	student? (c.g	, behavior i	inte
ŀ	arriers to implementation for the ta	rget student's	current pla	in:
l				

		Total minutes observed:
		Total minutes observed:
		Total minutes observed:
Dut:		Total minutes observed:
ime Out:		Total minutes observed:
fied Priori	ties (from t	he Request for Assistance)
classroom	7	Comments
sted for	Select	
ident?	Select	
ures have	Select	
ow posted	Select	
TON	Select	
ory	Select	
asked to	Select	
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arvior of Concern observed	Select.	Behavior of Concern: Activity Description:

Project iBESTT

Integrating Behavior Support and Tablet Technology



Project iBESTT

assroom Components		
	Yes No	NA
Positively stated rules and procedures posted for all students	00	0
Classroom routines observed (e.g., lining up, requesting help)		
Teacher provides pre-correction	\circ	0
Positive feedback provided for students		0
Instruction provided before students are asked to do an individual task	\circ	0
Transitions preceded by a visual or auditory signal		0
Room arranged to promote engagement and reduce distraction		0
Students are engaged and on-task during instructional time	\circ	0
Teacher uses active supervision (e.g., moving around room)	\circ	0
0. Students have adequate opportunity to respond		

	Yes No NA
Did you observe the problem behavior?	o o (
Could you predict the function of the behavior?	000
Please select the predicted function of the behavior	Obtain Attention

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



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!

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

