

APPLIED RESEARCH
EXPERIMENTAL EDUCATION UNIT – EEU
PROFESSIONAL DEVELOPMENT



NORRIS & DOROTHY

Haring Center

for Applied Research & Training in Education

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)



Scaling the Pyramid

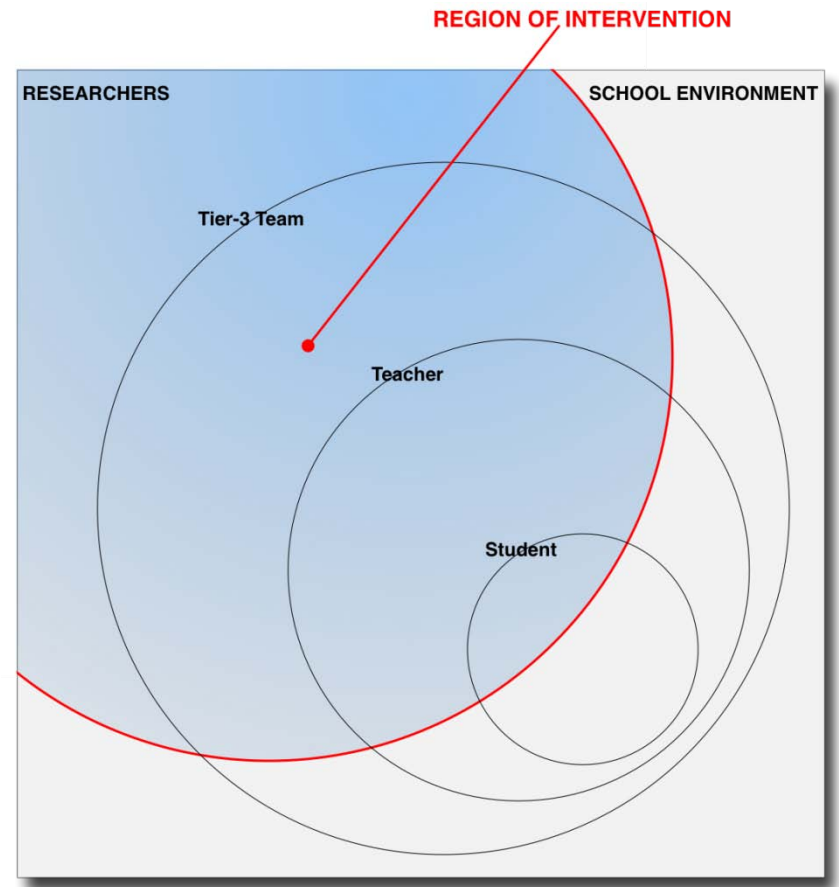
TERTIARY MODEL DEMONSTRATION PROJECT

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 ($\geq 80\%$ 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



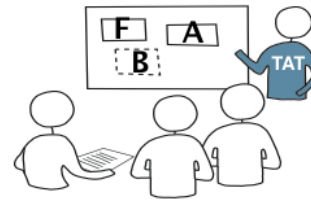
STEP 2

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)



TAT members provide ongoing support



OUTCOMES

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

Weekly meeting to monitor & present 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



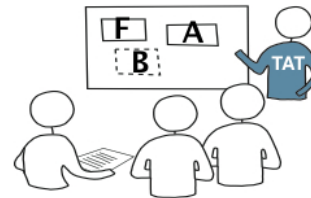
STEP 2

TAT member completes Universal Classroom Elements Form



STEP 3

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TAT members brainstorm interventions based on "Hypothesis of Behavior"



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Teacher selects intervention (presented by case manager)



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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

Date: _____
 Score #2 for target student.
 Score all others for entire class.
 Teacher: _____
 Time In: _____ Time Out: _____

Observer: _____

Target Student: _____

IEP: Y/N

Teacher Identified Priorities (Prioritize Items from referral)

1. _____
2. _____
3. _____

Select to facilitate teacher "buy-in" and produce the quickest change

Critical Elements			Comments
1. Are there positively stated rules and procedures posted for the students?	Y/N	NA	<div data-bbox="1265 871 1825 1092" data-label="Text"> <p>Complete based on observation. Supplement with teacher report.</p> </div>
2. Does the student have a set of individual rules? (e.g., on his/her desk)	Y/N	NA	
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	
5. Is feedback provided for students who do NOT follow posted rules?	Y/N	NA	
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 behavior of concern? If YES , please state the <u>Behavior of Concern</u> and briefly describe the <u>Activity</u> in which you observed the behavior.	Y/N NA	<u>Behavior of Concern:</u> <u>Activity Description:</u>
Based on the observation, could you predict the function of the behavior?"	Y/N NA	<u>Please circle the predicted function of behavior:</u> Escape Work, Escape Attention, Obtain Attention, Obtain Tangible, or Other (please describe):

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

What is currently in place? (Behavior Plan, visual supports, etc.)
What are the barriers to implementing the current plan?

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

Observer: Smith

Teacher: Ms. Nice

Target Student: Vicki

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

IEP: Y N

Teacher Identified Priorities (Prioritize Items from referral)

- | |
|--------------------------------|
| 1. <i>Spitting and hitting</i> |
| 2. <i>Running from class</i> |
| 3. |

Critical Elements

Comments

1. Are there positively stated rules and procedures posted for the students?	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	
2. Does the student have a set of individual rules? (e.g., on his/her desk)	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<i>Reports reviewing rules with Vicki</i>
3. Does the teacher report that the rules and procedures have been specifically taught?	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<i>Reviews at beginning of year, after breaks</i>
4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<i>- Not consistently</i>
5. Is feedback provided for students who do NOT follow posted rules?	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<i>Didn't see; Ms. Nice said she does this</i>
6. Are transitions preceded by a visual or auditory signal?	<input type="radio"/> Y <input type="radio"/> N <input checked="" type="radio"/> NA	<i>Didn't see; Ms. Nice says she usually doesn't</i>
7. Is instruction being provided before asked to do an individual task?	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	
8. Are students engaged and on-task during instructional time?	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<i>mostly</i>

Behavior Observation		
During the observation, did you observe the behavior of concern? If YES, please state the <u>Behavior of Concern</u> and briefly describe the <u>Activity</u> in which you observed the behavior.	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<u>Behavior of Concern:</u> <i>Left classroom; ran around school; hit aide</i> <u>Activity Description:</u>
Based on the observation, could you predict the function of the behavior?"	<input checked="" type="radio"/> Y <input type="radio"/> N <input type="radio"/> NA	<u>Please circle the predicted function of behavior:</u> Escape Work, Escape Attention, <input checked="" type="radio"/> Obtain Attention, Obtain Tangible, or Other (please describe):

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

What is currently in place? (Behavior Plan, visual supports, etc.)
<i>See data collection on problem behavior incidents</i>
What are the barriers to implementing the current plan?
<i>Consistency in feedback to students; possibly curriculum</i>

Universal Classroom Elements

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



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?

Comments

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



Behavior Observation

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

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:

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 → 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>

<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

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
 - measureable 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

Classroom Management Assessment		
Practice	Rating	
1. I maximized structure and predictability in my classroom.		
a. I explicitly taught and followed predictable routines.	Yes	No
b. I arranged my room to minimize crowding and distraction.	Yes	No
2. I posted, taught, reviewed, monitored, and reinforced a small number of positively stated expectations.		
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
c. I prompted or pre-corrected students to increase the likelihood that they will follow the expectations.	Yes	No
d. I actively supervised my students.	Yes	No
3. I actively engaged students in observable ways.		
a. 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
c. I used evidence-based methods to deliver my instruction (e.g., Direct Instruction).	Yes	No
4. I used a continuum of strategies to acknowledge appropriate behavior.		
a. I 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. I used a continuum of strategies to respond to inappropriate behavior.		
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

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). Evidence-based 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 → Tablet ← Forms

The image illustrates the data flow in the Project iBESTT system. On the left, a stack of data sheets shows columns for 'G. Time_in', 'H. Time_out', and 'I. Total minutes observed'. The tablet in the center displays a table with columns 'I. Time_out', 'J. Total minutes observed', and 'K. Priority'. To the right of the tablet, a form titled 'Universal Classroom Element' is shown, with sections for 'Teacher Identified Priorities', 'Teacher Reported Critical Elements', and 'Behavior of Concern'.

I. Time_out	J. Total minutes observed	K. Priority
1:47	18	Disrupt
1:45	13	withdra
11:15	13	withdra
10:13	21	withdra
11:30	25 min	Withdra
12:44	16 min	non-con
2:04	16	(SEE U
11:30	25	refusal
9:28	20	transitio
2:15	15	noncom
2:15	15	work co
10:20	40	Noncom
1:45	23	Follow d
10:48	13	Behavior
10:48	13	Behavior
10:48	13	Disrupt

Universal Classroom Element

Teacher: _____ Observed: _____

Target student: _____ Grade: _____

Time in: _____ Time Out: _____

Teacher Identified Priorities (from the Request for Assistance)

- _____
- _____
- _____

Teacher Reported Critical Elements in place in the classroom?

Universally stated rules and procedures posted for students? Select

Set of individual rules for the target student? (e.g., on his/her desk) Select

Teacher reports that the rules and procedures have been specifically taught to class? Select

Feedback provided for students who follow posted rules? (e.g., from 3 observed occurrences) Select

Feedback provided for students who do NOT follow posted rules? Select

Transitions preceded by a visual or auditory cue? Select

Instruction provided before students are asked to do an individual task? Select

Students are engaged and on-task during instructional time? Select

Behavior of Concern

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. Select

On the observation, could you predict the function of the behavior? Select

Teacher Report

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

Other: _____

Behavior of Concern: Activity Description: _____

Please select the predicted function of behavior... _____

Project iBESTT

Integrating Behavior Support and Tablet Technology

The screenshot shows a Firefox browser window with the address bar displaying `http://depts.washing.../ibestt/ibestt.html`. The page content includes the following elements:

- Header:** **iBESTT 2012**
Integrating Behavior Support and Tablet Technology
- Background:** A scenic image of a mountain peak at sunset, with a person walking in the foreground on a paved path.
- Login Form:** A purple semi-transparent box containing:
 - Log in** (title)
 - Email address:**
 - Password:**
 - Log in** (button)
 - [New user](#) and [Forgot password?](#) (links)
- Footer:** The iBESTT logo (a green house icon with a white 'h') and the text "iBESTT" are located in the bottom right corner. A "zotero" watermark is visible in the bottom right corner of the browser window.

Project iBESTT

Classroom check

Classroom Components

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

Function of Behavior?

	Yes	No	NA
Did you observe the problem behavior?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Could you predict the function of the behavior?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Please select the predicted function of the behavior	<input type="text" value="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



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?

APPLIED RESEARCH
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PROFESSIONAL DEVELOPMENT



NORRIS & DOROTHY

Haring Center

for Applied Research & Training in Education

Thank you!

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

W

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WASHINGTON