

Classroom Observations

Linda Bradley
Research Assistant
MU Center for SW-PBS

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FOR STUDENT ENGAGEMENT



Session Outcomes

At the end of this session, you will be able to...

Develop a system to monitor implementation of selected effective classroom practices

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Why Classrooms?



MOS

Importance of the Classroom

- New research continues to emphasize the importance of the classroom for sustainability
- Fidelity of classroom implementation supports fidelity of schoolwide implementation

Matthews, S., McIntosh, K., Frank, J. L., & May, S. L. (2013). Critical features predicting sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*. Retrieved 4.9.2013 from:

<http://pbi.sagepub.com/content/early/2013/04/09/1098300713484065>

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Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

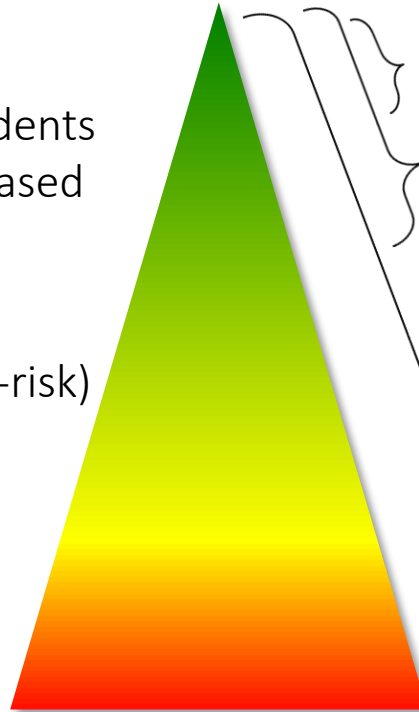
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All settings, all students
- Preventive, proactive



Effective Classroom Practices

Expectations & Rules

Procedures & Routines

TEACH & Use Consistently

Attention Signal

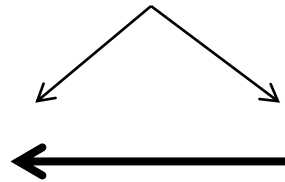
Precorrect



Recognize



Re-Teach



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Intent of Classroom Observation Process



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Classroom System PBS

“Despite recommendations for increasing positive to negative statements in the classroom (e.g., 4:1), research regularly shows higher ratios of negative to positive statements for social behavior.”

(Matthews et al., 2013, p. 7)

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What Works?



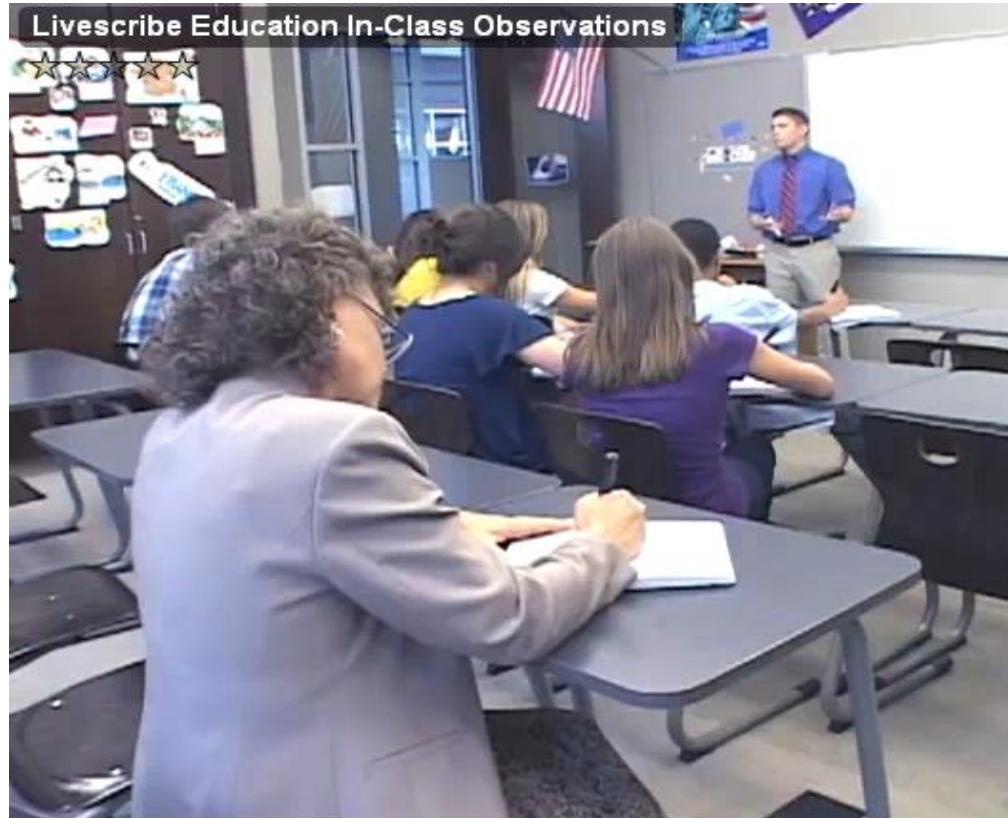
Inservice Training
+
Coaching
+
Feedback



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Teachers Observing Teachers to Learn Effective Classroom Practices



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Background Work

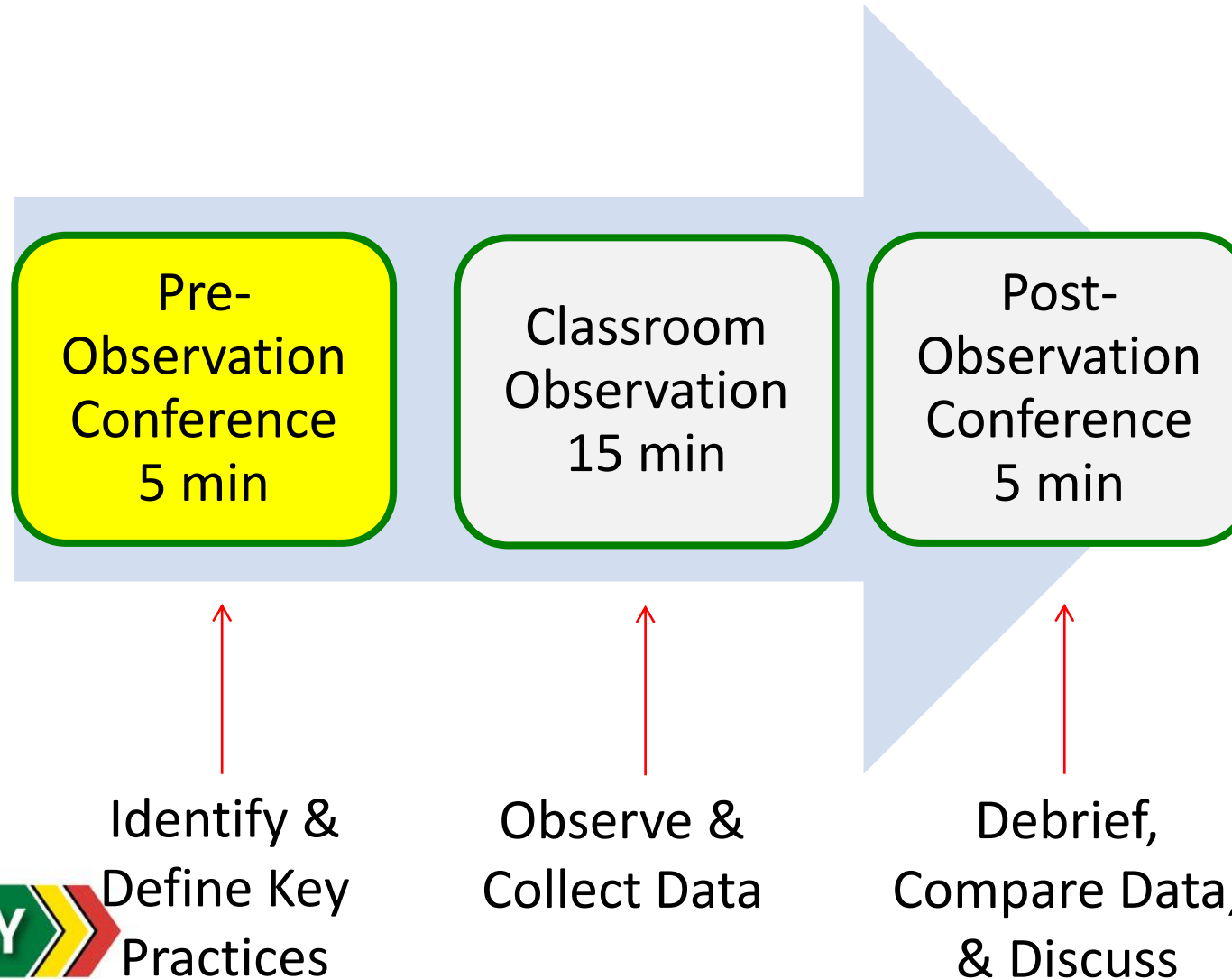


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Peer Observation Process



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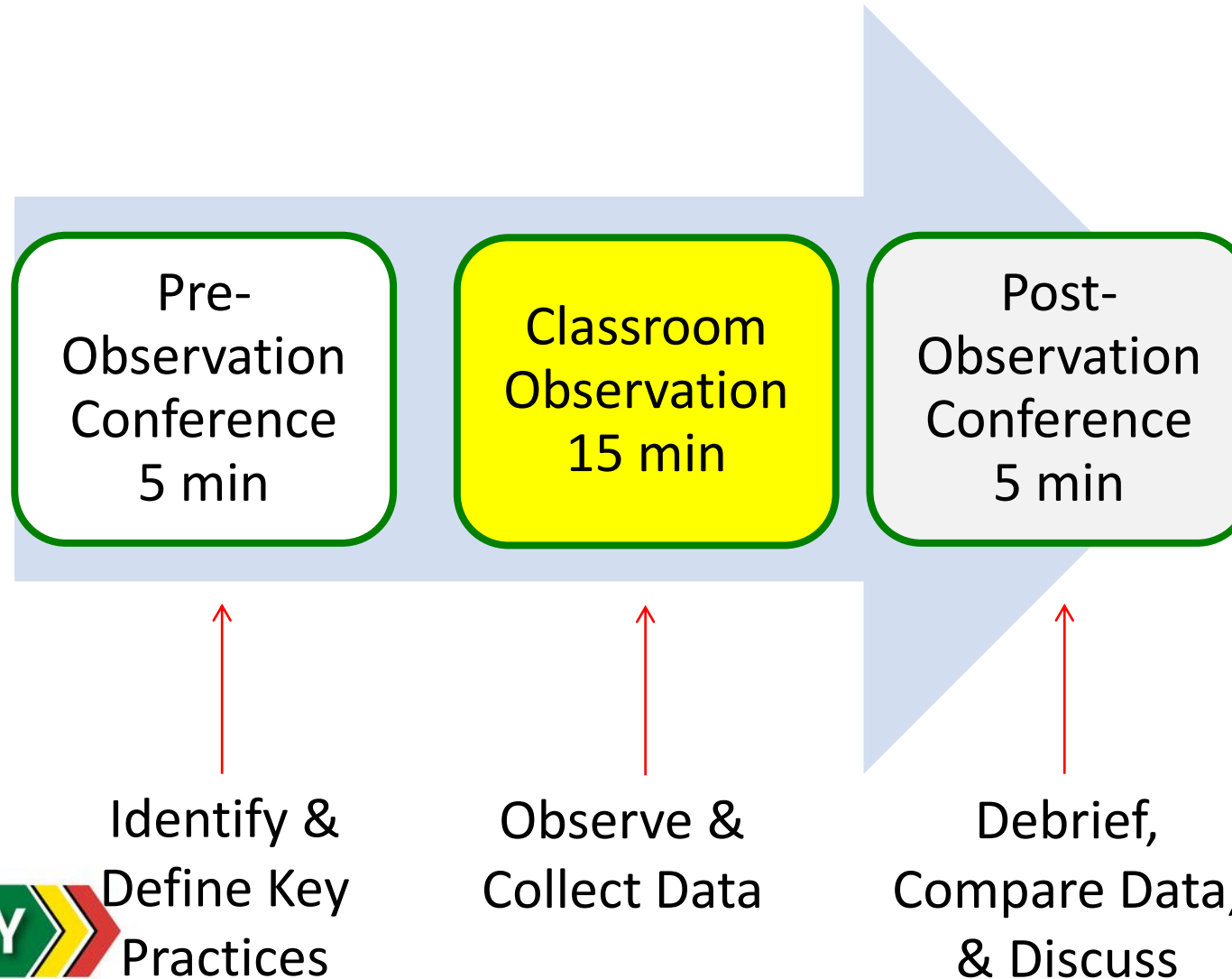
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Types of Feedback

General Praise	“Good job” “Way to go” “Great”
Positive Specific Feedback	<p>Tells student what he/she did correctly. May include a rationale and/or a tangible reinforcer.</p> <p>“Great job bringing all of your materials to class. This will help you be an effective learner.”</p>
Corrective	<p>Tells the student what he/she should do differently.</p> <p>“Remember part of being safe in the classroom is using materials correctly. Please keep pencils in your hands.”</p>
Negative	<p>Does NOT tell student what TO DO in the same or similar situations.</p> <p>“Stop.” “Act like a 4th grader.” “Keep Your Dear Teacher Happy.” “Shhhh.” “That’s two.”</p>

Peer Observation Process



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Missouri School-wide Positive Behavior Support Effective Classroom Practices Observation

The skills and practices that have been shown to increase student engagement, the likelihood of appropriate behavior, learning time, and achievement have been articulated in the MO SW-PBS Effective Classroom Practices. These are foundational strategies to decrease the frequency of student problem behavior overall at the Universal or Tier 1 level, and are essential when working to ensure effective Tier 2-3 interventions.

Features

1. Classroom expectations are aligned with school-wide expectations, posted, and referred to regularly.

2. Classroom procedures and routines are created, posted, taught, and referred to regularly.

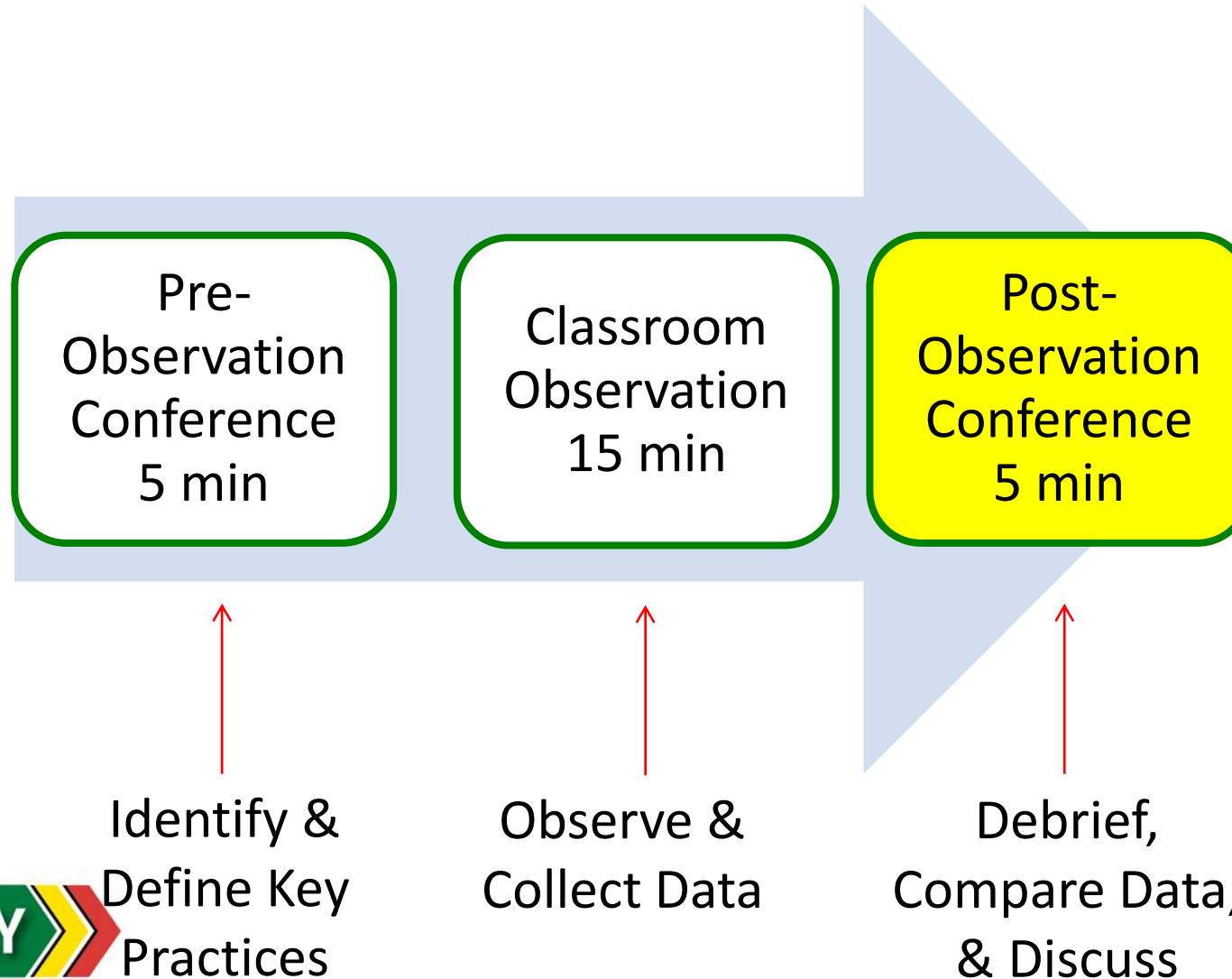
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.

General Praise	Positive Specific Feedback	Corrective Feedback	Negative Feedback

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Part III – Debrief & Discuss (10 min)

What did you learn from the observation?



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Follow Up After All Observations Are Completed



4:1

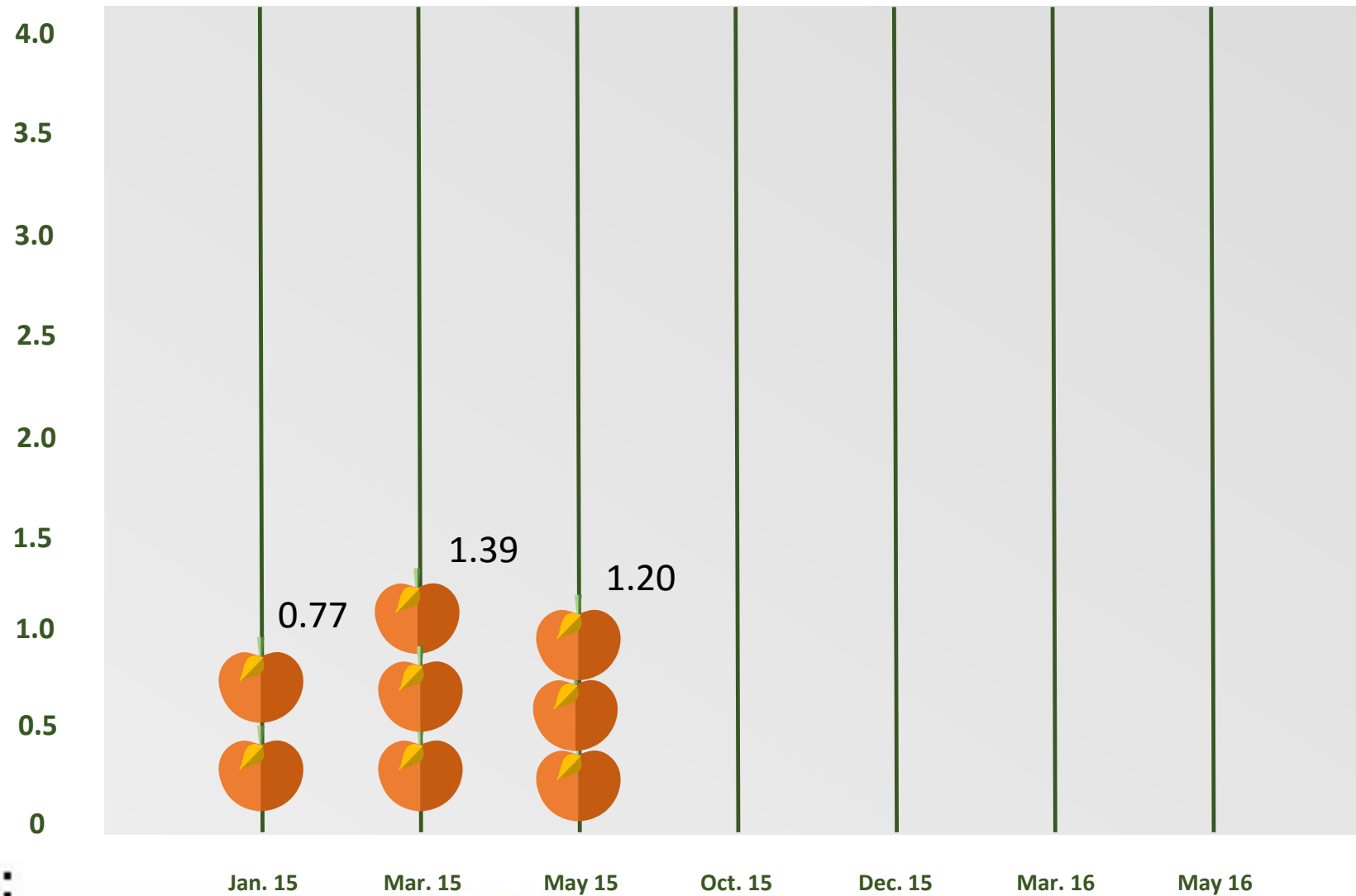


Tier 1 Team Shares with Staff

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Observation Process Data –
Round 3

Contact Information

Linda Bradley

bradleyl@missouri.edu

MO SW-PBS:

