

Session Outcomes

- Understand the importance of effective classroom practices in SWPBS implementation.
- Become familiar with one sample observation protocol that can be used to provide ongoing monitoring of classroom implementation and as a data-decision tool to guide staff coaching.



- To what extent do you believe colleagues in your setting consistently deliver each of the following...
 - Clearly defined behavioral expectations?
 - Consistent classroom procedures/ routines?
 - Methods for acknowledging student behavioral success?
- How do you know?

Finding a way to support teachers

- How can school teams monitor use of and give feedback about implementation of classroom management practices in a way that serves as a positive support for teachers?
 - Training alone is not enough
 - Training WITH performance feedback leads to increases (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Simonsen et al., 2010)
 - Modeling and peer learning engages an individual in critical reflection possibly leading to transformative learning (Brookfield, 2009).



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 MSW-PBS Effective Classroom Practices. These are foundational strategies to decrease the frequency of student problem behaviors overall at the Universal or Tier 1 level, and are essential when working to ensure effectiveness for 20 interventions.

Features

- Classroom expectations are aligned with school-wide expectations, posted, and referred to regularly.
- Classroom procedures and routines are created, posted, taught, and referred to regularly.
- 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

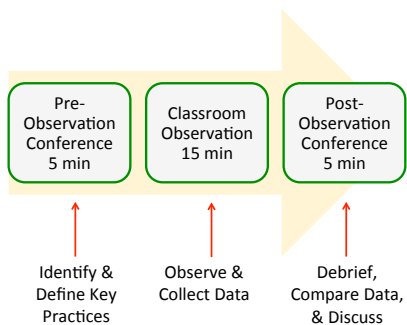
Peer Observation Process

- Provides an opportunity for select staff members in a building to engage in observations of a peer.
 - Focus of the observation is to look for effective management practices as they are implemented in individual classrooms during instructional periods.
 - Non-threatening, non-evaluative climate
 - Positive support for teachers

Peer Observation Process

- Someone with behavioral expertise...
 - Identify effective practices that support social, emotional, behavioral development
 - Comfortable with data collection procedures
 - Confidential and limited authority over the person being observed
 - Facilitates development of a sustainable process
- External consultant, school psychologist, district specialist, building counselor; NOT a principal

Peer Observation Process



What information did you get from the data?

Strengths  Omissions

Commonalities Growth Opportunities

WMS Feedback Data
January 2015


Teacher Responses to Student Behavior – 15 minute observations	Total
Total Teacher General Feedback Responses to Positive Student Behavior (e.g. "Great job" "Way to go")	34
Total Teacher Specific Feedback Responses to Positive Student Behavior (e.g. "Thank you for raising your hand" "Great job getting to work right away")	23
Total Teacher Corrective Responses to Negative Student Behavior (Telling students what they need to do to follow expectations. Example: "You need to raise your hand".)	48
Total Teacher General Responses to Negative Student Behavior (e.g. "shhh", "stop", "no", "don't")	26
Positive to Negative Ratio (Goal is 4 positive to every corrective or general negative response; 4:1)	.77:1

What information did you get from the data?



Review of the data...

- Data and feedback given to PBIS Team
 - Building average, no individual teacher data
 - Includes "strengths" and "considerations"
- PBIS Team reviews data & shares with full staff
- Input from staff is used to generate action plan items (our next steps)
 - Posting expectations in classroom (make this more uniform, provide posters, ongoing summer project)
 - Increase positive, specific feedback for behavior (ongoing professional development with modeling during team planning times)

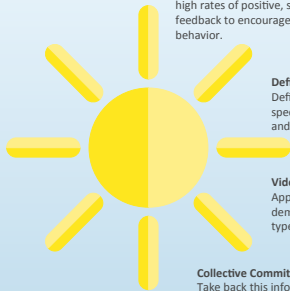


A Growing Seedling
The data collected showed us our reality and helped guide us to develop a plan.

Short-Term Needs...
- Increasing our 4:1 feedback ratio
- Getting matrix information posted in all classroom

Long-Term Needs.
- Increasing/sustaining 4:1 feedback ratio
- Help/support personalization of classroom matrices

Sprouting seed...



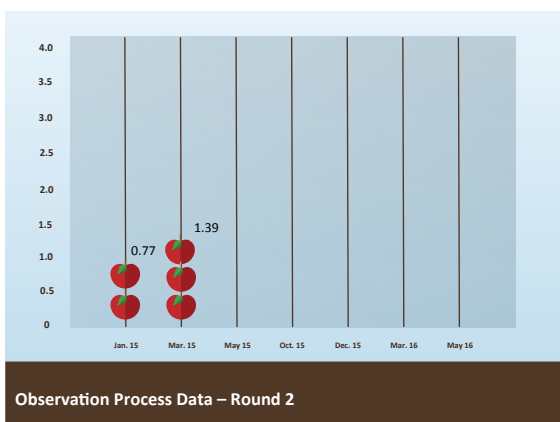
Theory
The need and rationale for providing high rates of positive, specific feedback to encourage expected behavior.


Definitions
Defined general praise; positive, specific feedback; corrective feedback; and negative feedback.

Video Models
Applied definitions to video models demonstrating and highlighting each type of feedback.

Collective Commitment
Take back this information and be more cognizant of the types of feedback you are providing.

Feedback PD





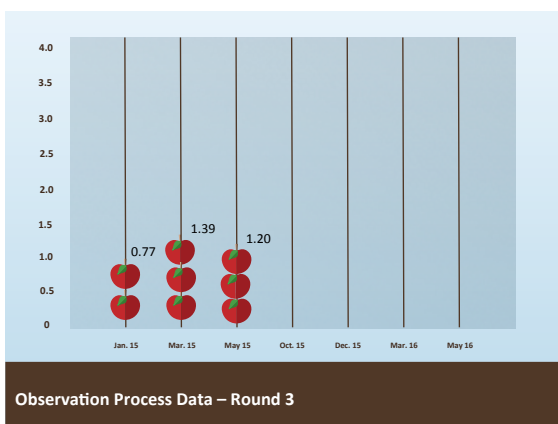
Presented Updated Data
We shared with staff the progress that we had made so far and celebrated with them the success we had seen.

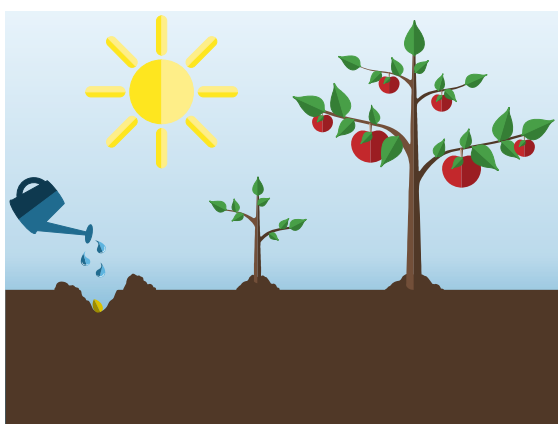
Reviewed Observation Process
We reviewed the observation process with the staff and reviewed definitions of the types of feedback.

Analyzing Video Model
We taped one of our team members teaching a staged lesson with 6th grade students. We asked the teachers to conduct a mock observation of this class.

Collective Commitment
Take back this information and be more cognizant of the types of feedback you are providing.

Feedback PD, Part 2





What Are We Finding?

- Overall Outcomes

- Buildings can maintain the process without external support.
- Data can be improved over time.
- Additional practices can be added (active supervision, OTR, levels of student engagement).
- Building staff have overwhelmingly positive perceptions of the process.

How Does This Fit?



- How can this protocol be utilized to support the efforts of your PBIS Leadership Team?
 - What would work, as is, for implementation at your building?
 - What would work, with a little tweaking, for implementation at your building?
 - What would not work for implementation at your building? What barriers exist?

Comments

Questions



Feedback

Anything Else
