Creating a Positive Classroom Learning Environment- Translating Knowledge into Practice

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II. Critical CPBIS Practices

What needs to be in place?

- The effects of CPBIS strategies are maximized by
  - implementing within a **school-wide** multi-tiered behavioral **framework** (MTBF)…like PBIS
  - directly **linking** classroom and school-wide expectations and systems;
  - **merging** CPBIS strategies with effective instructional design, curriculum, and delivery;
  - using classroom-based **data** to guide decision making
- But...**you can implement CPBIS** even if your school does not yet have a MTBF in place.

Evidence-based practices in classroom management

- Critical features[1]
  1. *Maximize structure in your classroom.*
  2. *Post, teach, review, monitor, and reinforce a small number of positively stated expectations.*
  3. *Actively engage students in observable ways.*
  4. *Establish a continuum of strategies to acknowledge appropriate behavior.*
  5. *Establish a continuum of strategies to respond to inappropriate behavior.*

- Each classroom is different, and each of these practices must be contextually and culturally relevant

III. Decision-making Guide for K-12 Classrooms: 3 Key Questions

1. Are the foundations of effective CPBIS in place?
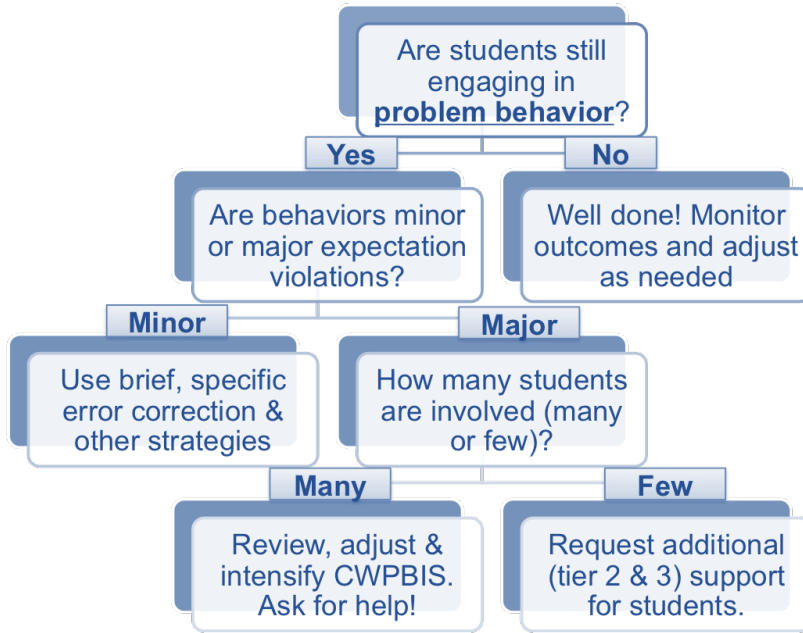
- Effectively *design* the physical environment of the classroom

- Develop & teach predictable classroom *routines*.

- Post, define, & teach 3-5 positive classroom *expectations*.

2. Are proactive and positive CPBIS practices implemented consistently?

- Provide high rates of varied *opportunities to respond*.
- Use *prompts*.
- Use *active supervision*
- Acknowledge behavior with specific praise and other strategies.

3. Do data indicate that students are still engaging in problem behavior?

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[1] (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Are students still engaging in **problem behavior**?

Yes → Are behaviors minor or major expectation violations?

No → Well done! Monitor outcomes and adjust as needed

Minor → Use brief, specific error correction & other strategies

Major → How many students are involved (many or few)?

Many → Review, adjust & intensify CWPBIS. Ask for help!

Few → Request additional (tier 2 & 3) support for students.

- **Respond to minor expectation violations with brief, specific, error corrections.**
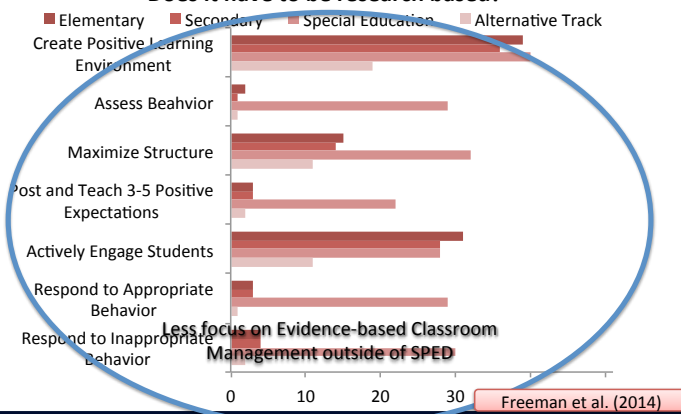- **Respond to minor expectation violations with other strategies.**

For additional resources: national www.pbis.org & nepbis.org

I. Highlighting the need to support teachers' implementation of classwide PBIS practices

What do we know about current teacher training in classroom management?

- **Teachers typically receive little pre- or in-service training in classroom management**

  (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, 2014; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)

- **Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective**

  (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974).

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Do states require classroom management instruction? Does it have to be research based?

■ Elementary ■ Secondary ■ Special Education ■ Alternative Track

Create Positive Learning Environment

Assess Beahvior

Maximize Structure

Post and Teach 3-5 Positive Expectations

Actively Engage Students

Respond to Appropriate Behavior

Respond to Inappropriate Behavior

Less focus on Evidence-based Classroom Management outside of SPED

0   10   20   30

Freeman et al. (2014)

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Slide 1

Do Programs Include Evidence Based Classroom Management Practices?

Legend: ■ Elementary ■ Secondary ■ Special Education

Create positive learning...
Fewer than half of programs reported explicit focus on EBCM practices.

Assess behavior

Maximize structure

Post and Teach 3-5 Positive Expectations

Actively engage students

Respond to appropriate behavior

Respond to inappropriate behavior

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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Slide 2

What do we know from the empirical literature?

- **Teachers typically receive little pre- or in-service training in classroom management**

  (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)

- **Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective**

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Slide 3

Take Away Messages

- Teachers may enter the field with **insufficient training** in classroom management (CM).

- **Multi-component** training packages (typically comprising didactic training, expert consultation, and/or performance feedback) resulted in **desired changes** in **teachers'** CM behaviors.

- Desired changes in **teachers' CM** behaviors were associated with changes in **student behavior**.

(Freeman, Simonsen, Briere, & MacSuga, in press; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation)

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Slide 4

Take Away Messages

- **Bottom line:** "training by itself does not result in positive implementation …or intervention outcomes"

- Unfortunately, most teachers receive **"sit and get" training (at best)** in classroom and behavior support

(Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41; National Joint Committee on Learning Disabilities, 2000; Wei et al., 2010)

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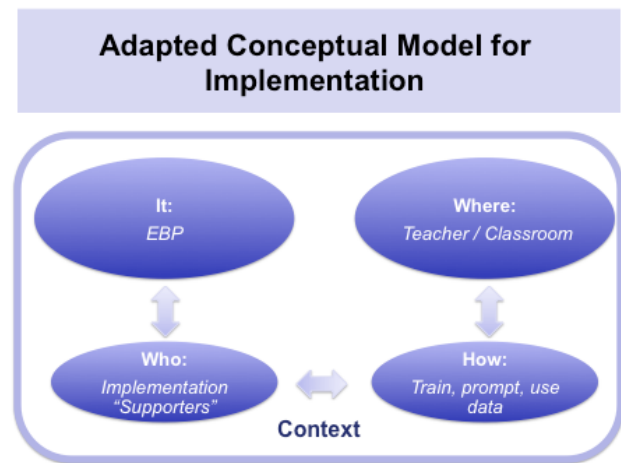**Focus on implementation**

- **What is Implementation?**
  - *Implementation* is "…specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 5)
  - It's what *we do*.
  - *Implementation outcomes* include "changes in…
    - "…*adult* professional behavior"
    - "…organizational *structures and cultures*…to support the changes in adult professional behavior"
    - "…*relationships* to consumers, stakeholders, …and systems partners" (Fixsen et al., 2005, p. 12)

- **What is Implementation science?**
  - Conceptual Model (based on Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12) Translated into our language
    - **Begin with an "it"** (evidence-based practice [EBP] or program; aka "source" or "best example")
    - **Identify the "who"** (individuals who work to implement with fidelity; aka "purveyors")
    - **Identify the "where"** (individuals and organizations that will adopt the EBP; aka "destination")
    - **Determine "how": train, prompt, and use data** (performance feedback; aka "feedback mechanism" or information flow)
    - **Consider context** (aka "influence")

Adapted Conceptual Model for Implementation

(Adapted from Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12)

II. So…what do we do? *We can't afford to do everything, but we can't afford to do nothing…*

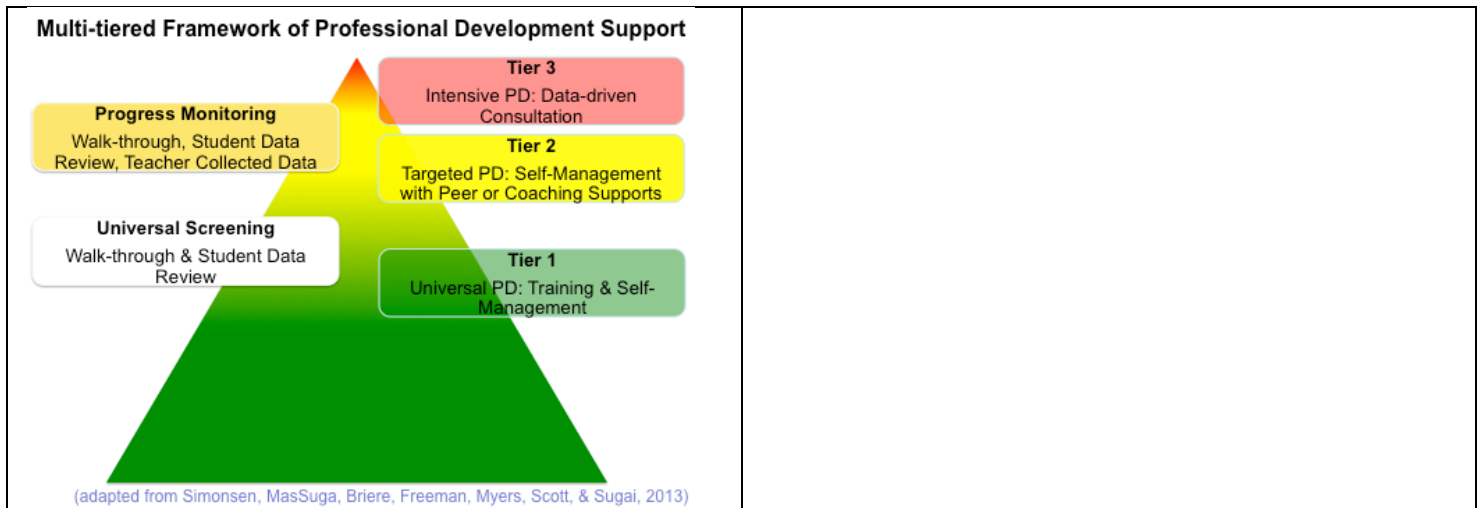This is one way to start organizing our implementation supports

(Adapted from Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12)

So…what do we do?
We can't afford to do everything, but we can't afford to do nothing…

We think there's a lot in between!

BUT, how do we organize all of this?

Multi-tiered Framework of Professional Development Support

(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

III. Self Management: A promising component of effective and efficient PD support

- **Self-management:** Individuals manage their own behavior in the same manner as they manage anyone else's—"through the manipulation of variables of which behavior is a function" (Skiner, 1953, p. 228).
  - Self-manipulation of antecedents
  - Engaging in other (self-management) behaviors to affect probability of target behaviors
  - Self-monitoring and self-evaluation
 - Self-manipulation of consequences (e.g., self-reinforcement)

- Across three studies, we've found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects (Simonsen, Freeman, Dooley, Maddock, & Kern, under review).
  - **Teachers…**
    - Set a **goal** (criterion for self-reinforcement)
    - **Self-monitored** daily
    - Entered data into an Excel **Spreadsheet**, which automatically graphed daily praise rates relative to goal
    - **Self-evaluated** and **self-reinforced**
    - Received **weekly email prompts** to use specific praise and submit data
  - We're happy to share copies of the training scripts, email prompts, and spreadsheets we've developed for tracking praise, prompts, and opportunities to respond

- o **Example of Targeted PD**

- Brief **didactic training** (1:1 or group setting)—see subsequent example of script for praise training
  - o **Scripted training** that provides:
    - Definition of skill
    - Rational for using the skill
    - Examples/non-examples of the skill
    - Activity to apply the skill in the natural context
    - Definition of self-management
    - Instruction in self-management (i.e., how to self-monitor, enter data, self-evaluate, and self-reinforce)
  - o Develop **self-management plan**

- Teacher/staff **self-management**:
  - o Daily self-monitoring during brief (15 min) sample of instruction
  - o Daily self-evaluation (entering data, determining if goal was met)
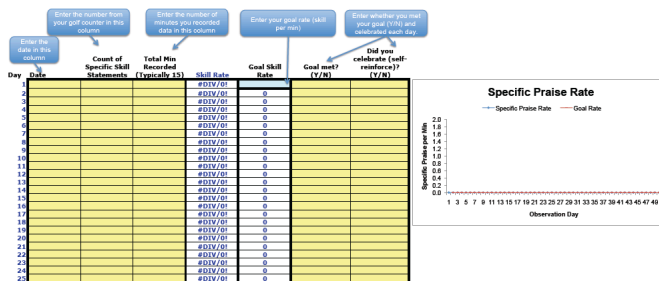
Email us if you'd like an electronic copy of this spreadsheet.

  - o Self-reinforcement (celebrating on days when goal is met)

- Weekly **email reminders** re: skill use and self-management strategies (by behavior coach)

  > *Remember, specific praise is contingent (delivered immediately after the behavior), specific (names the desired behavior exhibited), and positive. 'Nice hand raise' and 'Thank you for actively listening' are examples of brief specific praise statements. Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!*

- Periodic (e.g., bi-weekly) "**fidelity monitoring**" of skill use and self-management (by behavior coach)

Implementation Considerations
- New Teacher Mentors
- Professional Learning Communities
- Peer to Peer Support
- PBIS Coaches
- Administrator Coaching

- Regardless of who provides support, we "think" supportive accountability is important
- School culture must support honest data sharing and collaboration for improvement
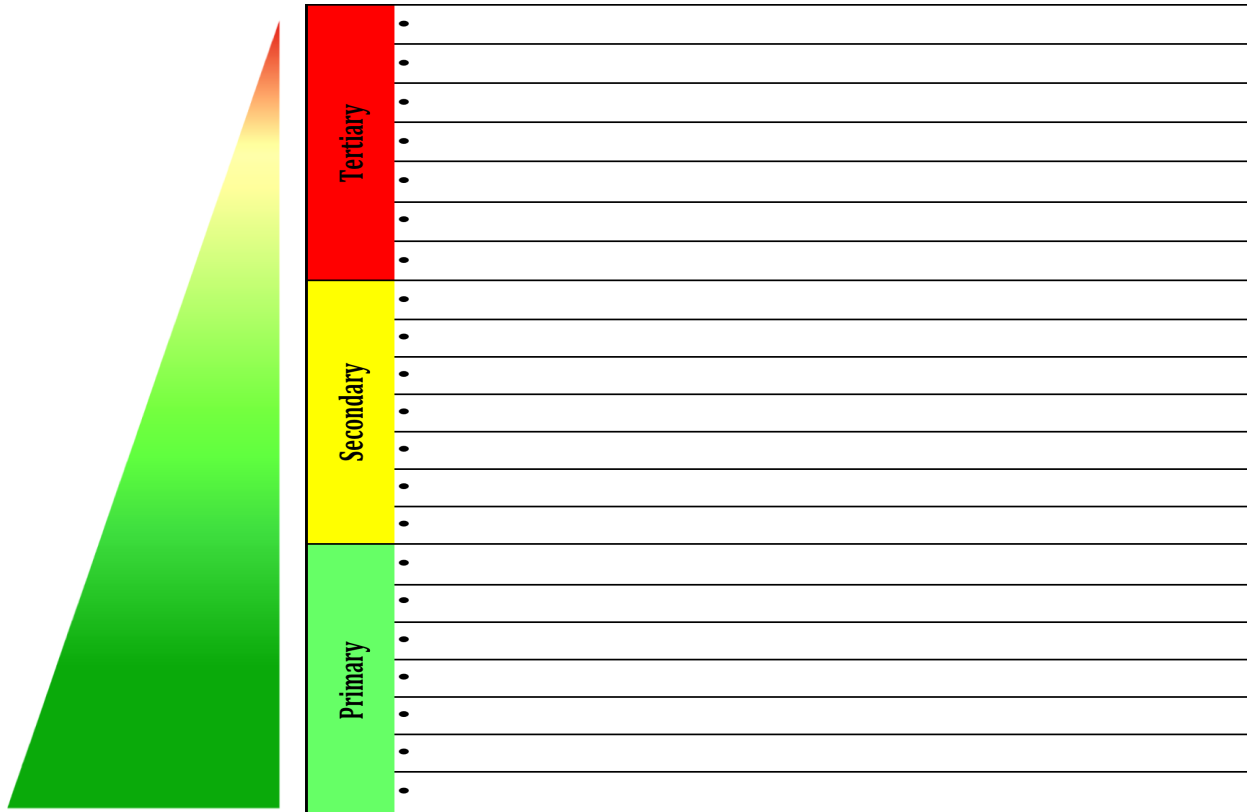
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IV. Resources

- *Center for Behavioral Education and Research (www.cber.org)*
- *Neag School of Education, University of Connecticut (education.uconn.edu)*
- *Northeast PBIS Network (neswpbs.org)*
- *OSEP National Technical Assistance Center on PBIS (www.pbis.org)*

See example of the didactic training for Targeted PD for Specific Praise presented on next pages.

Specific Praise

Core Components:

Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

Activity

- Identifying examples of praise in your context

Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

Review and wrap-up

SPECIFIC & CONTINGENT PRAISE

What is specific and contingent praise?

"Specific, contingent praise is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well."

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Why provide specific and contingent praise?

- Delivering *contingent praise* for

    - academic behavior increased participants'
        - (a) correct responses (Sutherland & Wehby, 2001),
        - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
        - (c) language and math performance on class work (Roca & Gross, 1996), and
        - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).

    - appropriate social behavior increased participants'
        - (a) on-task behavior (Ferguson, & Houghton, 1992),
        - (b) student attention (Broden, Bruce, Mitchell, Carter, & Hall, 1970),
        - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
        - (d) positive self-referent statements (Phillips, 1984), and
        - (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).

- Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).

- Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

What are some examples (and non-examples) of specific and contingent praise?

Examples of Specific Praise	Non-Examples of Specific Praise
• During educator-directed instruction, a student raises her hand. The educator says, **"Thank you for raising your hand."**	• During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, **"Gee, thanks for listening."** (*This is sarcasm, not specific praise.*)
• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, **"Thank you for coming in the room quietly."**	• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a **"thumbs up"** to recognize the quiet entry. (*This is general and non-verbal.*)
• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class "quiet symbol." The educator immediately looks at the second student, gives a "thumbs up sign," and mouths (moves lips without sound), **"Thank you for paying attention."**	• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class "quiet symbol." About 1 min later, the educator looks at a second student, smiles, and says "**good job**." (*This is general and not clearly contingent.*)
• After a educator points to the consonant blend /th/, which is underlined in the word "through," and says, "What sound?" a student responds by correctly pronouncing /th/. The educator says, **"Nice pronunciation."**	• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word "through," and says, "**What sound?**" (*This is an opportunity to respond.*)

What are the critical features of specific and contingent praise?
- Deliver immediately after the behavior
- Specifically state the desired behavior demonstrated
- Pair praise with other rewards (e.g., delivery of tokens or points) you use with your class/group

How will you use specific and contingent praise in your classroom?
Write three (or more) specific praise statements that you will use in your classroom during educator-directed instruction.

1._____

_____

2._____

_____

3._____

_____

How will you increase the likelihood that you will deliver specific and contingent praise?

- Self-management

  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the manipulation of variables of which behavior is a function" (p. 228).

  - Self-management is engaging in one response (the self-management behavior) that affects the probability of a subsequent behavior (the target or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).

- Self-management in this study

  - In this study we will ask you to (a) arrange your environment to increase the likelihood that you use praise (set goals and give yourself reminders), (b) self-monitor (count) your use of specific praise during a 15-min segment of instruction, (c) self-evaluate (graph your specific praise rates daily and decide whether you met your daily goal, and (d) self-reinforce (give yourself a privilege on days you meet your goal).
    - ***Arrange your environment.*** Today, we will set an initial **goal** for your specific praise rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use specific praise.
    - ***Self-monitor***. Press button to advance **counter** each time you give one (or more) students specific praise during the selected 15-min segment of educator-directed instruction.
    - ***Self-evaluate***. Record total praise statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - ***Self-reinforce***. Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself ONLY on days when you meet your goal.

  - To help, we will send you weekly reminders about specific praise and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.

  - We will use the following table to further develop your self-management plan.

Estimate Your Current Praise Rate:	___ specific praise statements per minute
Initial Praise Rate Goal:	___ specific praise statements per minute
Plan for Increasing Praise: *Identify how you will (a) prompt/remind yourself to use praise, (b) use other strategies (e.g., script praise statements into your lesson) to increase praise, and (c) prompt/remind yourself to self-monitor.*	(a) (b) (c)
Self-delivered Reinforcement: *Identify the reinforcer you will deliver daily when you meet your goal.*	
Procedure for Self-delivered Reinforcement *Identify when you will (a) enter your praise data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).*	(a) (b) (c)
Procedure for Email Coaching *Identify when you will check email to receive additional prompts and submit your data each week.*	

- o To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works.