Session Expectations

- Be Respectful
  - Promptly respond to attention signal
  - Participate in session activities
  - Use notes for side bar conversations
  - Raise hand to speak; be loud and clear

- Be Responsible
  - Silence cell phones—reply appropriately
  - Tidy area at end of session

Attention Signal

- When we say, "SW-PBS!"
- You say, "Rocks!"

- Then respond with,
  - Voices off
  - Eyes on speaker

Session Outcomes

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

- Summarize how effective specific positive feedback impacts student behavior.

- Demonstrate specific positive feedback that specifically describes behavior.

- Promote staff use of specific positive feedback at a ratio of 4:1 in the classroom setting.
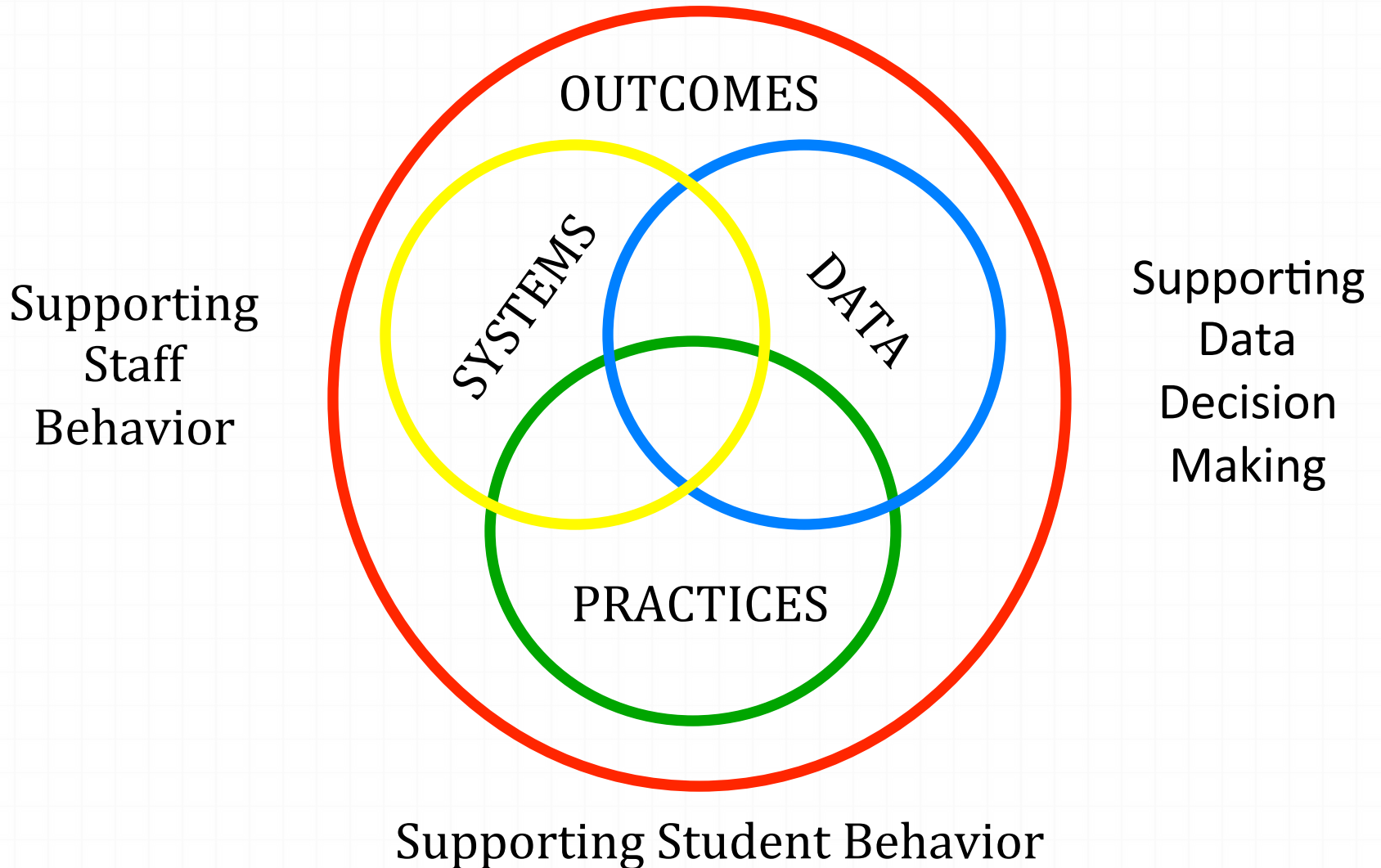
Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. ***Encouraging Expected Behavior***
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

"Teacher praise has been supported as among one of the most empirically sound teacher competencies."

John Maag

Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff
Behavior

Supporting
Data
Decision
Making

Supporting Student Behavior

Low Rates of Contingent Attention on Social Behavior

- Average teacher fails to take advantage of the power of attention.
- Approval statements for academic responses far outweigh those for social behavior.
- Highest rates of attention for social behavior occur in 2nd grade and decrease dramatically after that.
- Teachers respond more frequently to inappropriate social behavior than to appropriate social behavior.
- This attention inadvertently maintains or increases the misbehavior.

Comparison:
Academic Attention vs. Social Attention

	Approval Statements	Disapproval Statements	Ratio of Positive to Negative
Academic	20.36 per hour	7.56 per hour	2.7:1
Social	1.52 per hour	19.20 per hour	1:12.6

"Regrettably, students identified as engaging in challenging behaviors receive less instruction, fewer instances of teacher praise, and fewer opportunities to respond. They typically receive more reprimands and are more likely to be engage in ongoing, coercive interactions that increase in frequency and intensity across time."

Simonsen, et al, 2014

Specific Positive Feedback

- Contingent attention.
- Essential in order to change and sustain behavior.
- Recognizes effort or successes at tasks that are difficult for the child.
- While general praise contributes to a pleasant classroom, it is insufficient to build and sustain desired behavior.
- Students need clear specific feedback on school-wide expectations as well as other behaviors that are extensions of those expectations.

Benefits of Specific Positive Feedback

"When we focus our praise on positive actions, we support a sense of competence and autonomy that helps students develop real self-esteem." -Davis, 2007

- Helps adults and students focus on positive social behaviors and actions.
- Increases likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior, and reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control.
- ***The most powerful behavior change tool teachers have in their repertoire.***

Characteristics of Effective Specific Positive Feedback

- Contingent
- Specific
- Immediate
- Frequent (then Intermittent)
- Genuine
- Clean

Effective Specific Positive Feedback

1. State the expectation

- *"Thank you for being responsible by following directions and getting started right away."*

Effective Specific Positive Feedback

2. Specifically Describe the Behavior:

- Explicitly define what was done that you want to continue.
- Describe like a videotape replay.
- Use the words of your expectations.

- "When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly."

Effective Specific Positive Feedback

3. Can Include a Positive Consequence:

- Specific Positive Feedback alone may not be sufficiently reinforcing.
- When behavior requires a great deal of effort, pairing verbal feedback with tangible or activity reinforcement may be helpful.
- When using a positive consequence, always pair with Specific Positive Feedback.
- Promote ownership; student "earns," teachers do not "give."

- "Because you got started so quickly, you have earned a Cardinal Card."

Putting It All Together

"Thank you for being responsible by following directions and getting started right away. When I said it was time to begin, you cleared off your desk, got your materials out immediately, and began working quickly. Because you got started so quickly, you have earned a Cardinal Card."

Encouraging Expected Behavior Positive to Negative Ratio

- As teacher praise to reprimand ratios improved, student on-task levels increased for all classrooms.

- After withdrawing praise from a classroom, off-task behavior increased from 8.7% to 25.5%.

- When the rate of criticism was increased, off-task behavior increased from 25.5% to 31.2% with over 50% off-task behavior on some days.

Encouraging Expected Behavior
4:1 Ratio

- Teachers should interact with students 4 times more often when they are behaving appropriately than when they are behaving inappropriately (4:1 ratio).

- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given.

- Negative interactions are not wrong and are sometimes necessary; **the key is the ratio**.

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
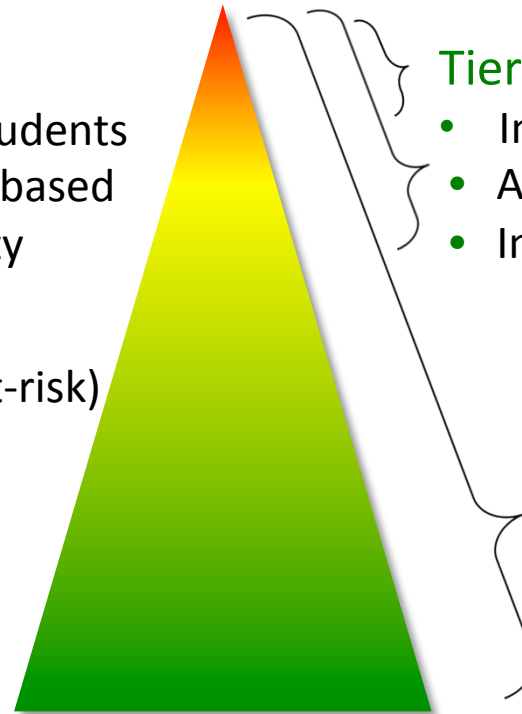
Behavioral Systems

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 Professional Development

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

Joyce and Showers, 2002

Effective Professional Development

- Positive effects are found when training is supplemented with:
  - Ongoing self-management
  - Coaching
  - Consultation
  - Performance feedback

Simsenson, et al., 2014

Need for Support at the Classroom Level

- Classroom Systems subscale is the strongest predictor of schoolwide implementation and student outcomes.
- Regular acknowledgement of expected student behaviors (4:1) is critical to sustainability.
- Matching academic instruction & curriculum materials to the needs of the students significantly predicts sustainability.
- ***Teachers need access to assistance and recommendations***.

Matthews, et al., 2013

The Role of the Coach in SW-PBS

Progress Monitoring

**Walk Through, Data Screen &
Teacher Collected Data**

Universal Screening

**Walk Through &
Data Screen**

Tier 3

**Intensive PD:
Data-driven Consultation**

Tier 2

**Targeted PD:
Self-Management**

Tier 1

**Universal PD:
Training and Self-Monitoring**

"*Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers' classroom management to adjust (i.e., intensify or fade) supports.*"

- Simonsen et al, 2014

Adapted from: Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugai, G. (2014). Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal Of Positive Behavior Interventions*, *16*(3), 179-190.

Adequate Training on Topic

- Single Topic Focus – Specific Positive Feedback

- Tell
- Show
- Model
- Practice, Practice, Practice
- Feedback

Ongoing Support

- Self-Monitoring
  - Select a brief period (10-15 minutes) of instruction
  - Select a method of recording
  - Record behavior across specified time frame
  - Review data to evaluate use of skill
  - Submit data

Effective Signage

- Promotes use of the language!

Elementary School Example – Encouraging Expected Behavior

(Coaching in the Classroom & Observation)

The Beginning – Background Info.

- School used a universal screening instrument in October of 2012.

- Results indicated that 32.3% of students were in the at-risk or high-risk range.

- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
    - Expectations & Rules
    - Procedures & Routines
    - Encouraging Expected Behavior
    - Discouraging Inappropriate Behavior
    - Active Supervision
    - Opportunities to Respond

Initial ratio of positive specific feedback to correctives: **1.85:1**

- Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

October 2013 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2007 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.

- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.

- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.

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