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Increasing the Use and Equitable Implementation of Effective Classroom Practices

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Session Outcomes

- – Analyze national and state level disproportionality data
- – Assess current instructional and classroom management practices
- – Receive evidence-based instructional and classroom management practices
- – Learn how to distribute evidence-based practices equitably

Let's Look at OSS by Race & Gender

FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex
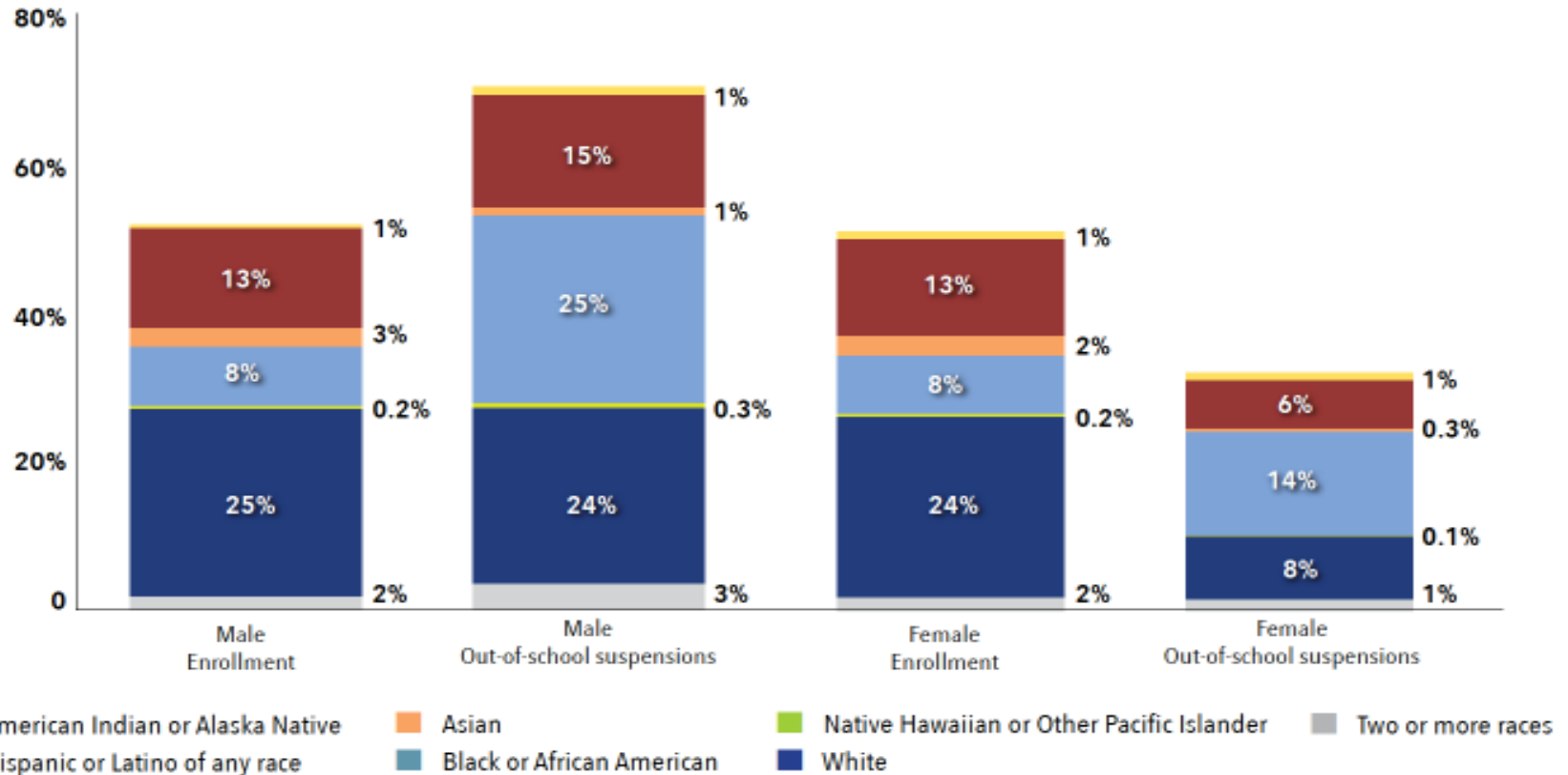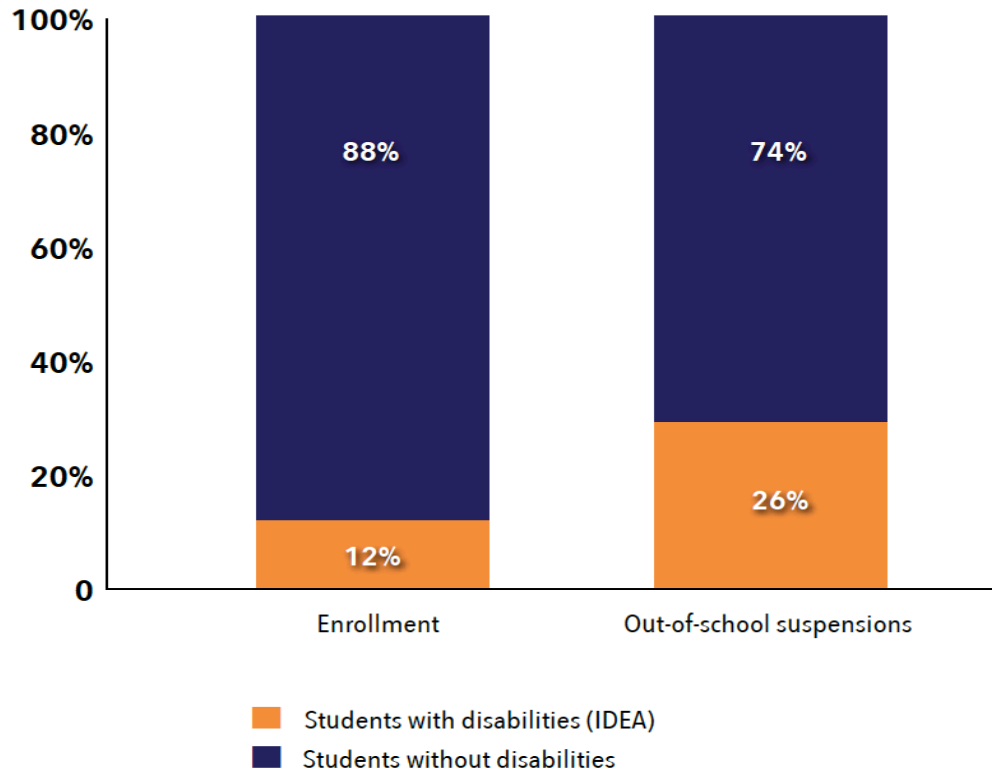
NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.
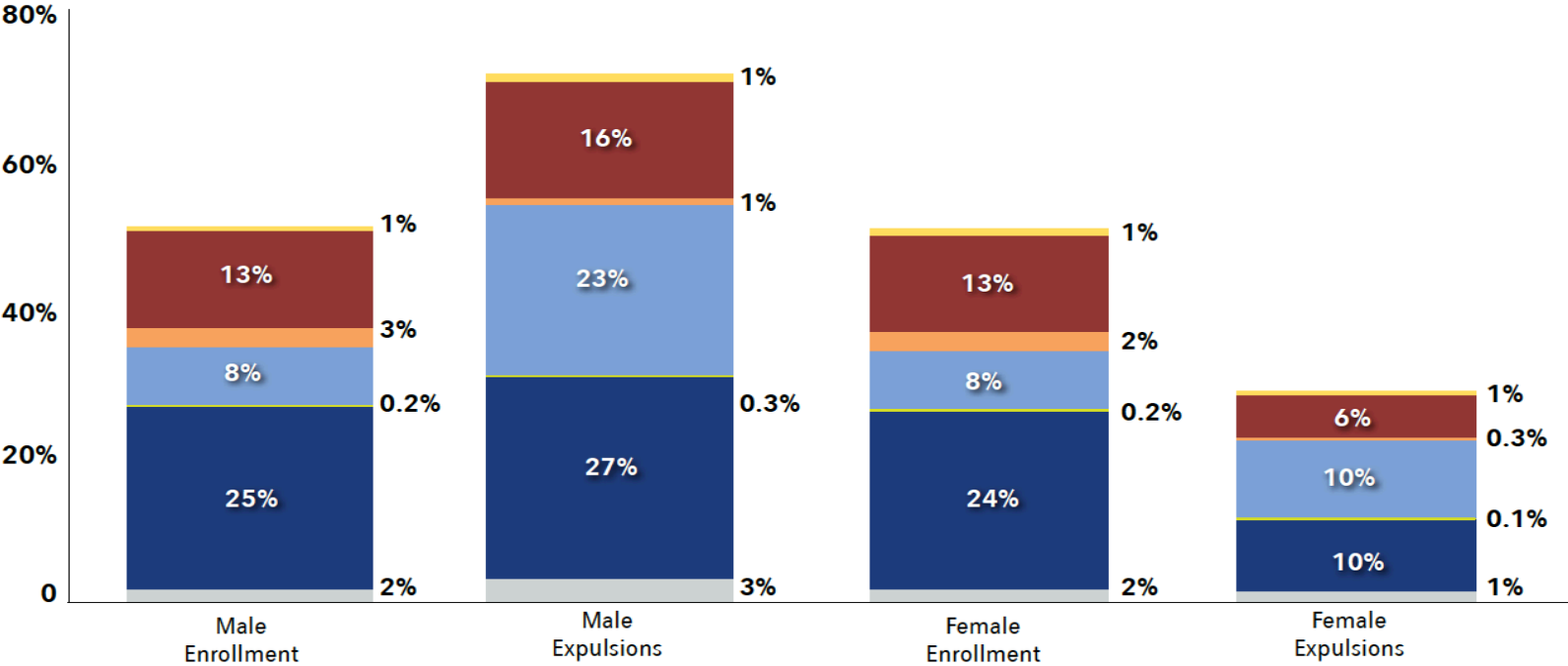
Let's Look at OSS by Disability

FIGURE 14: Percentage distribution of students receiving one or more out-of-school suspensions, by disability (IDEA)

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

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Let's Look at EXP by Race & Gender

**FIGURE 15: Percentage distribution of students receiving expulsions, by race and sex**

Legend:
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Two or more races
- Hispanic or Latino of any race
- Black or African American
- White

NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

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Let's Look at EXP by Disability

FIGURE 16: Percentage distribution of students receiving an expulsion, by disability (IDEA)
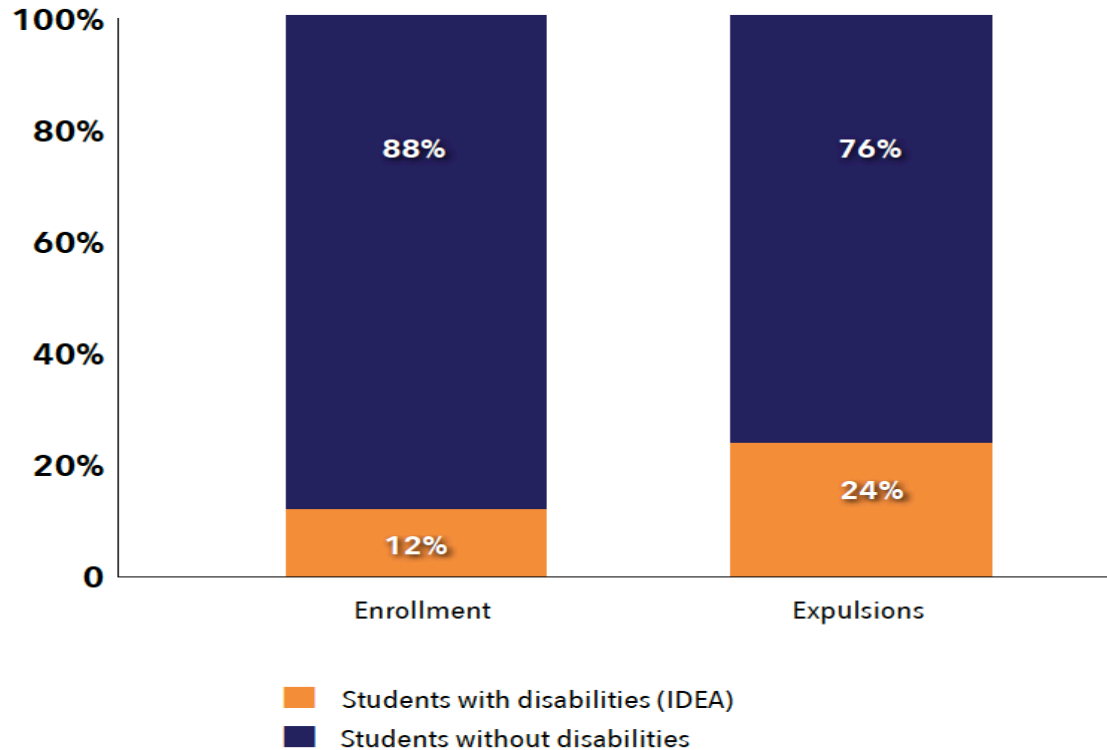
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

But, what about Missouri??

- The State of MO, along with 10 other states, reported higher gaps than the nation between the suspension rates of black students and white students for both male and female students.
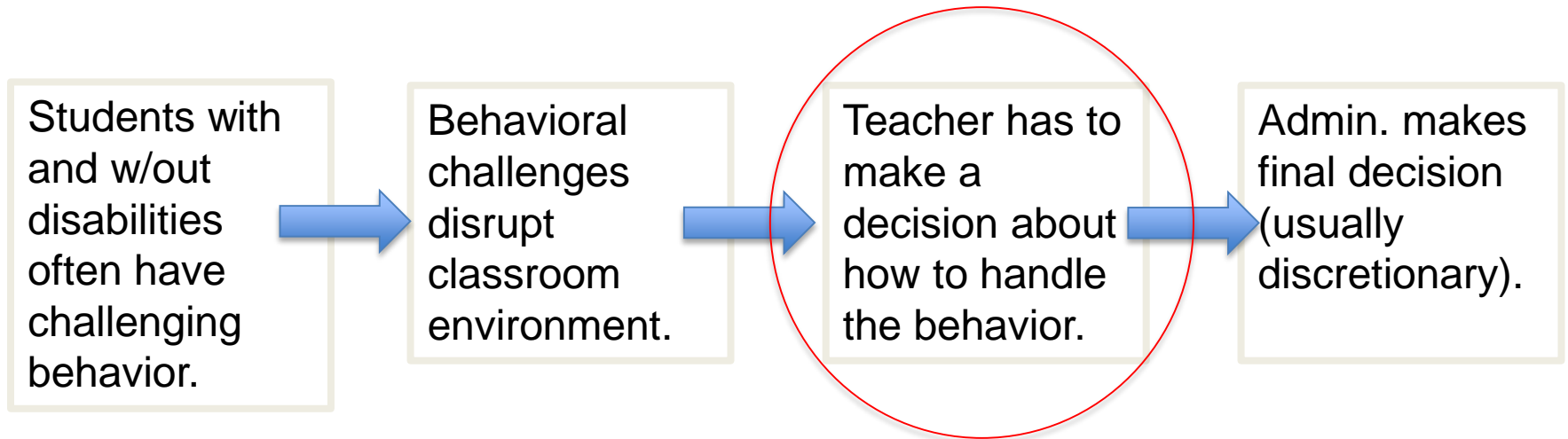
(Male)	American Indian	Asian	Native Hawaiian/ Pac. Isl.	Black/ African American	Hispanic / Latino	Two or More races	White
United States	13%	3%	7%	20%	9%	11%	6%
Missouri	13%	5%	7%	27%	10%	14%	7%

(Female)	American Indian	Asian	Native Hawaiian/ Pac. Isl.	Black/ African American	Hispanic / Latino	Two or More races	White
United States	7%	1%	3%	12%	4%	5%	2%
Missouri	7%	2%	4%	16%	4%	6%	2%

(OCR, 2014)

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Disproportionality begins in the classroom

Typical chain of events…

| Students with and w/out disabilities often have challenging behavior. | → | Behavioral challenges disrupt classroom environment. | → | Teacher has to make a decision about how to handle the behavior. | → | Admin. makes final decision (usually discretionary). |

Participants and Settings: Teachers

- Teachers (23 Total)
  - 22 Female, 1 Male
  - 22 White, 1 African American
    - Bachelor's to Master's degree plus hours
    - 0-5 or more professional development opportunities
    - 2- 27 years of teaching

Participants and Settings: Target Students

- Inclusionary Criteria
  - 4th or 5th grade
  - At risk per SSBD
    - Top 3 students for externalizing behaviors
  - Documented history of challenging behavior
    - ODR, phone calls homes, ISS, OSS, etc.

- Target Students (consented)
  - N= 57
  - Ethnicity
    - 29 African American
    - 22 White
    - 3 Latino
    - 3 White/ African American
  - Gender
    - Female= 14, Male= 43

Participants and Settings: Students Cnt.

- Non- Target Students
  - N= 494
  - Ethnicity
    - 35% African American
    - 43% White
    - 6.5% Two or more ethnicities
    - 9.4% Latino
    - 5.4% other ethnicities
  - Gender (includes target students)
    - Female= 43.5%, Male= 44.4%

Measures

- Teacher Instructional Measures
    - Opportunities to Respond (OTR)
        - Restricted to academic responses
    - Precorrection (PC)
    - Positive specific feedback (PSF)
    - Negative interactions
    - Neutral interactions

Verbal and gestural

Measures Cnt.

Teacher Name: _____   Date: _____

Observation Time: _____:_____to _____:_____   Observer: _____

- Frequency Count

Data Collection Form

	OTR	Positive Specific Feedback	Precorrection	Negative Interactions	Neutral Interactions
Group					
T1:					
T2:					
T3:					
WM					
WF					
BM					
BF					
LM					
LF					

RESULTS

RQ1: Do general education teachers use EBP's, specifically opportunities to respond, positive specific feedback, and precorrections, at rates comparable to those advocated in the literature?

RQ1, Sub Aim 1: Are rates of OTR at or above the recommended minimum of 3/min?

Teacher	Opportunities to Respond
T1	0.49
T2	0.46
T3	0.34
T4A	0.62
T4B	0.45
T5	0.69
T6	0.50
T7	0.44
T8	0.35
T9	0.22
T10	0.17
T11	0.04
T12	0.22
T13	0.41
T14	0.14
T15	0.11
T16	0.39
T17	0.22
T18	0.18
T19	0.17
T20	0.27
T21	0.29
T22	0.25
T23	*0.82
Mean	0.34

RQ1, Sub Aim 2: Are ratios of positive to negative interactions within a 4:1 ratio?

Teacher	Positive : Negative Ratio
T1	1 : 3.66
T2	1 : 5.0
T3	1 : 5.46
T4A	1 : 2.75
T4B	1 : 2.0
T5	1 : 3.57
T6	1 : 17.0
T7	1 : 3.0
T8	1 : 15.66
T9	1 : 1.09
T10	1 : 8.73
T11	1 : 3.74

T12	* 2.50 : 1
T13	*2.13 : 1
T14	*1.84 : 1
T15	1 : 1.9
T16	1 : 6.40
T17	1 : 3.29
T18	*1.92 : 1
T19	** 3.67 : 1
T20	1 : 13:1
T21	1 : 1.14
T22	1 : 2.0
T23	1 : 1.41

RQ1, Sub Aim 3: At what rate are teachers using precorrections?

Teacher	Precorrection
T1	0.06
T2	0.08
T3	0.05
T4A	0.06
T4B	0.08
T5	0.14
T6	0.14
T7	0.03
T8	0.03
T9	0.13
T10	0.17
T11	0.05
T12	0.12
T13	0.27
T14	0.16
T15	0.08
T16	0.05
T17	0.08
T18	0.20
T19	0.06
T20	0.17
T21	0.12
T22	0.13
T23	0.13
Mean	0.11

RQ2: To what extent do general education teachers' use of targeted evidence-based practices differ among students from varying demographic groups?

- *RQ2, Sub Aim 1:To what extent do general education teachers' use of evidence-based practices differ among ethnicity?*

Variable	Statistically Significant Difference
OTR	*AA received more*
PSF	*AA received more*
PC	No difference
Neg. Int.	*AA received more*
Neu. Int.	*AA received more*

- *RQ2, Sub Aim 2:To what extent do general education teachers' use of evidence-based practices differ among gender?*

Variable	Statistically Significant Difference
OTR	No difference
PSF	*Males received more*
PC	*Males received more*
Neg. Int.	*Males received more*
Neu. Int.	*Males received more*

Research Question Three

To what extent do general education teachers' use of evidence-based practices differ among students who display high rates of challenging behavior (i.e., students at-risk)?

Variable	Statistically Significant Difference
OTR	*At-Risk received more*
PSF	*At-Risk received more*
PC	*At-Risk received more*
Neg. Int.	*At-Risk received more*
Neu. Int.	*At-Risk received more*

Major assumptions from results…

- Challenging behavior first, then race predicted differential treatment.

Changing the Pattern of events

Typical chain of events…

Students with and w/out disabilities often have challenging behavior. → Behavioral challenges disrupt classroom environment. → Teacher has to make a decision about how to handle the behavior. → Admin. makes final decision (usually discretionary).
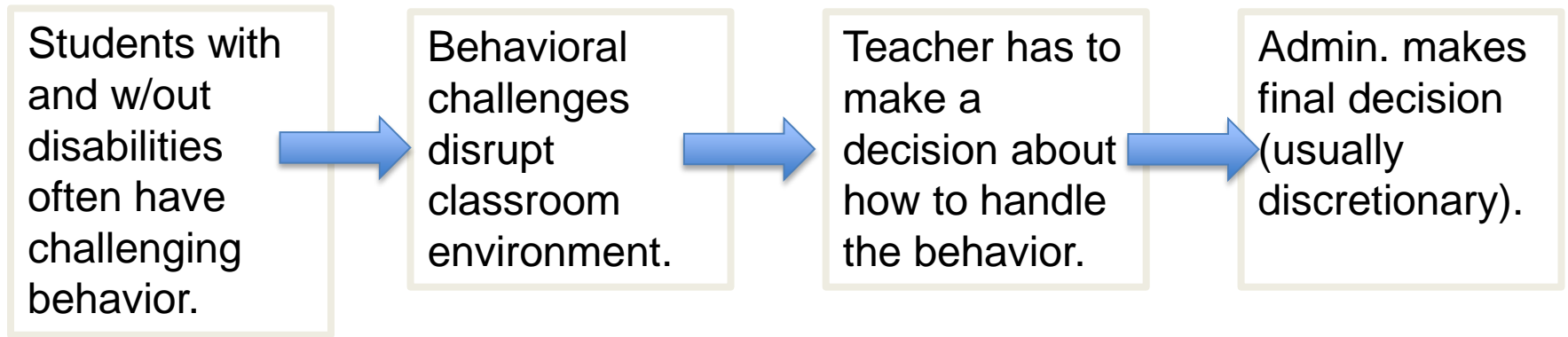
Targeted chain of events…

Students with and w/out disabilities often have challenging behavior. → Behavioral challenges disrupt classroom environment. → Teacher has to make a decision about how to handle the behavior. → Assessment of use of effective practices
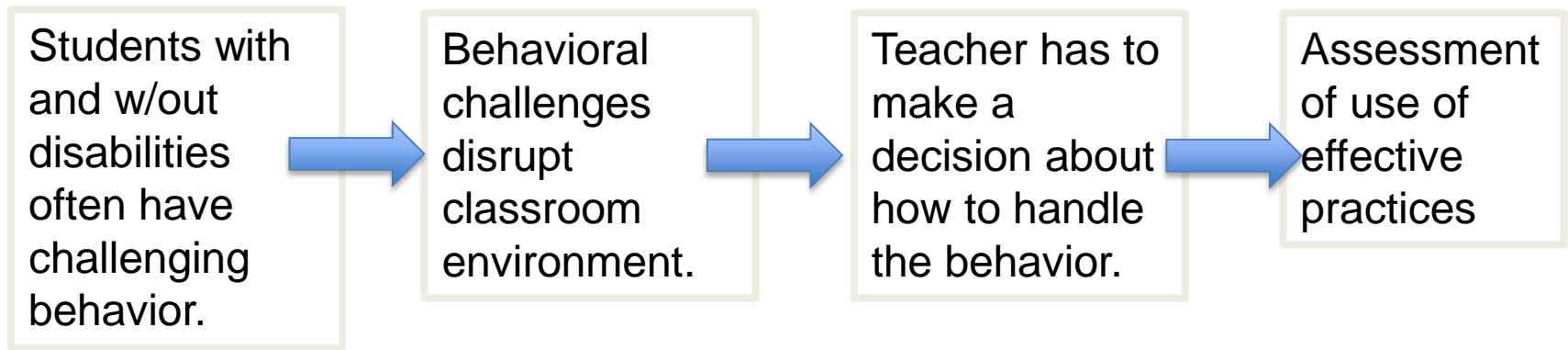
Monitor Teachers' Use of EBPs

- Ongoing Monitoring and Goal Settings:
    - Opportunities to Respond
    - Specific Positive Feedback
    - Precorrections
    - Routines and Procedures

Opportunities to Respond

Description

- OTR is any teacher behavior that provides opportunities in which students have to actively respond to academic material or request.
  - Asking questions, reading aloud, and writing answers to a problem

"How-to"

- Plan for OTR in your lesson plans.
  - Maybe even targeted student questions
- Decide how you want students to respond
- Have materials ready before the lesson
- Explain and model how to use the response cards (if method of choice)
- Reinforce for responding appropriately, even if the answer is incorrect.
  - Inaccuracy indicates a concept that should be retaught.

Increasing OTR: Response Cards
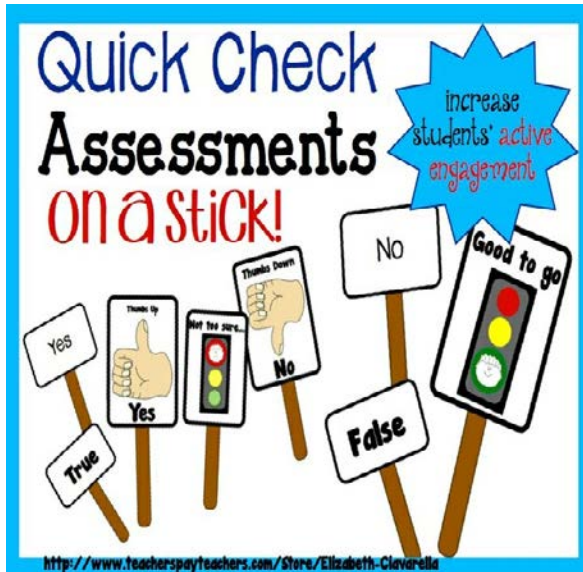
Teaching/Practicing use of Response Cards

1st: Look at the question on the board

2nd: Determine your answer

3rd: Pick up one of the cards on your desk that matches the letter choice of the answer you selected (or pick the side of the card)

4th: Wait for the teacher to ask the class to show their answers

5th: Hold up your card with your answer facing the teacher

6th: Put down the card when the teacher tells you to

Increasing OTR's: Other methods

**Individual
and
Whole Group**

- Stand Up/ Sit down
- Thumbs Up/ Thumbs Down
- 4-corners
- Repeat after me
- Mirror me
- Tell your neighbor
- Restate/ Paraphrase
- Choral Responding
- Writing
- Closed Reading Strategy*

Positive Specific Feedback
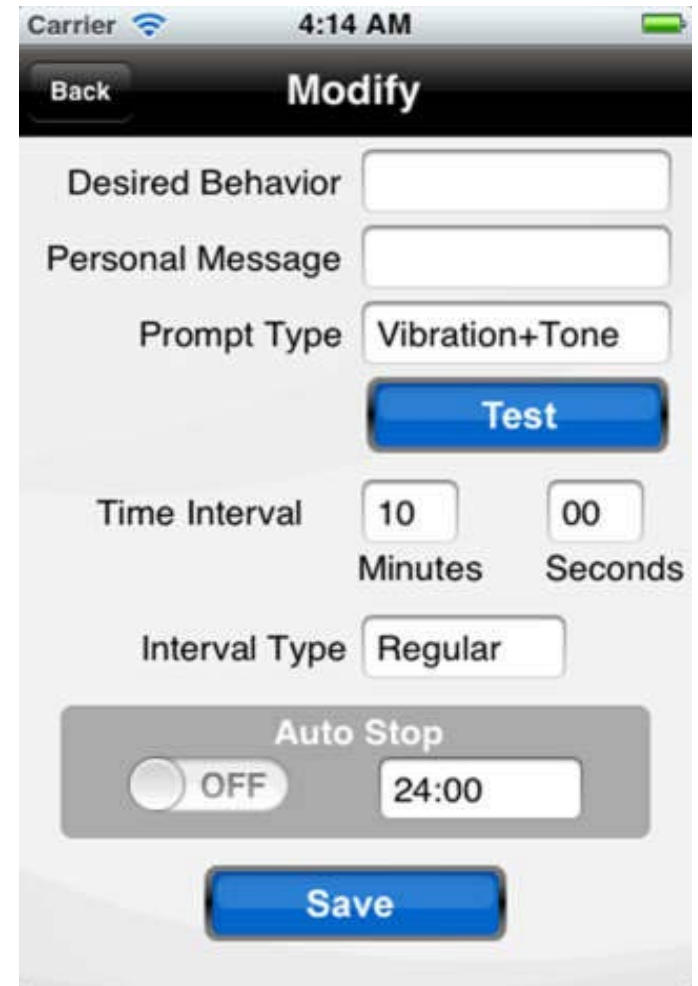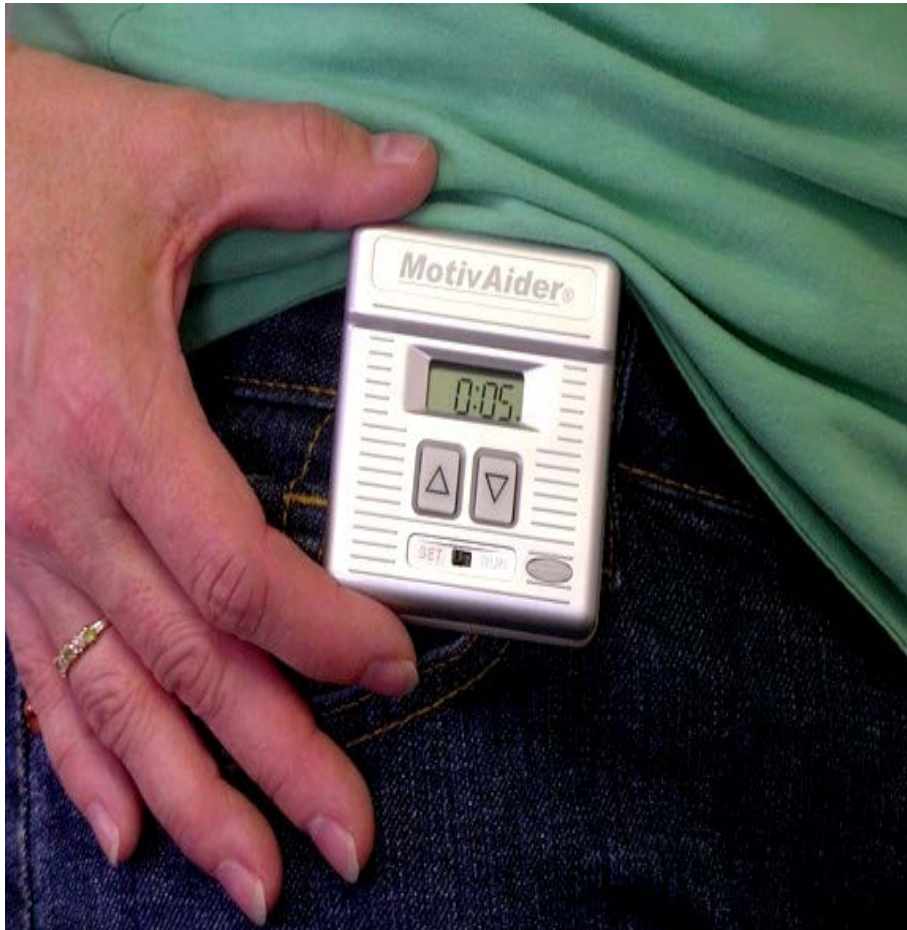
Precorrections

REP Yourself

	Presentations	Group Work	Independent Work
Be Respectful	Talk at appropriate times, raise hand for comments or questions	Talk in a voice level that will not disrupt your peers.	If necessary, talk in a voice that will not disrupt your peers. Raise hand if you have a question.
Be Engaged	Eyes on the presenter, take notes, ask questions, and follow along in book or presentation slides.	Reading directions, writing, sharing ideas, researching, and working as a team.	Writing, researching, and working quietly to complete assigned task at your seat independently.
Be Prepared	Bring materials and have all materials ready.	Quickly retrieve materials in order to begin assigned work promptly.	Quickly retrieve materials in order to begin assigned work promptly.

	Warm Up	Direct Teach	Group Work	Independent	Test	Stations
C	Voice level: 0	Voice level: 0	Voice level:2-3	Voice level: 0	Voice level: 0	Voice level: 2-3
H	*Raise hand: participate		*2 fingers: Leave seat		*3 fingers: need help	
A	Completing warm up at your seat independently	Listening, thinking, asking questions & writing important info	Working with assigned group on task	Working at seat independently.	Working independently on test	Working with assigned group or independently
M	Is not needed	Is not needed	Sharpen pencils/get materials with permission	Sharpen pencils/get materials with permission	Sharpen pencils/get materials with permission	Rotate to the right on teacher command/alarm
P	Looking at board, reading instructions, eyes on own paper or screen	Eyes on teacher/paper, actively listening, taking notes, asking questions & taking notes	Reading directions, writing, sharing ideas & working as a team	Eyes on own paper/book, reading/writing in order to complete task.	Eyes on own paper/book, reading/writing in order to complete task, using strategies & bubbling scantron	Reading instructions, using materials appropriately & following assigned job
S	SUCCESS!!					

Routines and Procedures

- Entering the classroom
- Turning in homework or in-class assignments
- Putting away materials
- Getting started
- Accessing materials
- Distributing materials
- Participating in and/or actively listening to teacher-directed instruction

- Asking for help
- Engaging in cooperative learning group activities
- Completing independent assignments or tests
- Working with a partner
- Handling a visitor/ substitute in the classroom

Increase Teachers' Use of EBPs

- Set a goal for teachers to implement EBPs
  - Write scripted lesson plans
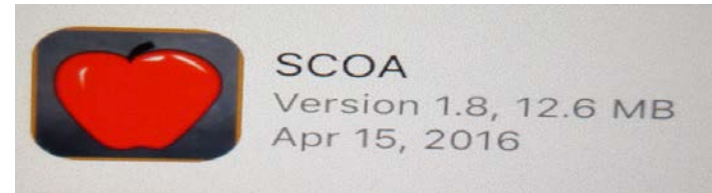 - Motivator

Fidelity of Implementation
- Scripted Lesson Planning

	Part Two
☒ OTR ☐ PC ☐ BSF	**Teacher-led Direct instruction** **Teacher:** "Class, you have a practice worksheet on your desk. Look at problem number 1. I am going to show you how to apply the Pythagorean Theorem. Watch me first. Step number 1, you write down the formula. G.H., what is the Pythagorean Theorem Formula we heard in the rap and the book?" **Student Response:** $a^2 + b^2 = c^2$
☒ OTR ☒ PC ☒ BSF	**Teacher:** "Great job, G.H. The formula is $a^2 + b^2 = c^2$. I will write it down next to problem number 1. Make sure when you are writing the formula you write squared as an exponent and not as a whole number. Watch. [Teacher writes the problem on the board and models where to put the exponent.] See? The exponent is small and above the variable "a" in the formula. It is not the same size as the variable and it is not next to it [Teacher demonstrates the non-example]. Step number 2 is to identify the legs of the triangle and substitute the variables with their values. Raise your hand if you remember which leg the variable "a" represents?" **Teacher:** Awesome, I see a lot of students raising their hand and waiting to be called on because they know the answer. Thank you for following expectations. On three we're all going to say the answer together. Ready, 1, 2, 3…" **Student Response:** "The short leg." *[Teacher continues until problem one and two have been completed.]*
☒ OTR ☒ PC ☒ BSF	**Guided Practice** **Teacher:** "Now let's do two problems together. Look at problem number 3. What is my first step, Jane?" **Student Response:** "Write $a^2 + b^2 = c^2$". **Teacher:** "Very good, Jane! Now, what do I need to remember when I write my formula, class?" **Student Response:** "Make sure the squared number is written as an exponent, not a whole number next to the variable." *[Teacher continues until problems three and four have been completed.]* **Teacher:** "Now it is your turn. Please complete the remainder of the worksheet quietly and independently. Make sure to work each problem by working step by step and make sure your exponents are written as exponents. If you have a question, raise your hand. Go ahead and begin."

Green, A.L. & Stormont, M. (2017) Creating culturally responsive and evidence-based lessons for diverse learners with disabilities. *Intervention in School and Clinic*, *53*(3), 135-137.

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Increase Teachers' Use of EBPs

- Set goals for teachers to monitor the use of EBP's
  - SCOA
  - Any other app
  - Paper/pencil
    - Paper clips in pocket
    - Clicker

SCOA
Version 1.8, 12.6 MB
Apr 15, 2016

Additional Resource

Scroll down to the bottom and click on Support and Responding to Behavior

Resources

Publications

PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

This technical brief summarizes proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide (by Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam)

Supporting and Responding to Behavior

Evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers

Interactive Map of Core Features

Classroom Interventions and Supports

Foundations (Table 1)

1.1 Settings
The physical layout of the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

Prevention

2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Precorrections
Provide reminders, before a behavior is expected, that clearly describe the expectation
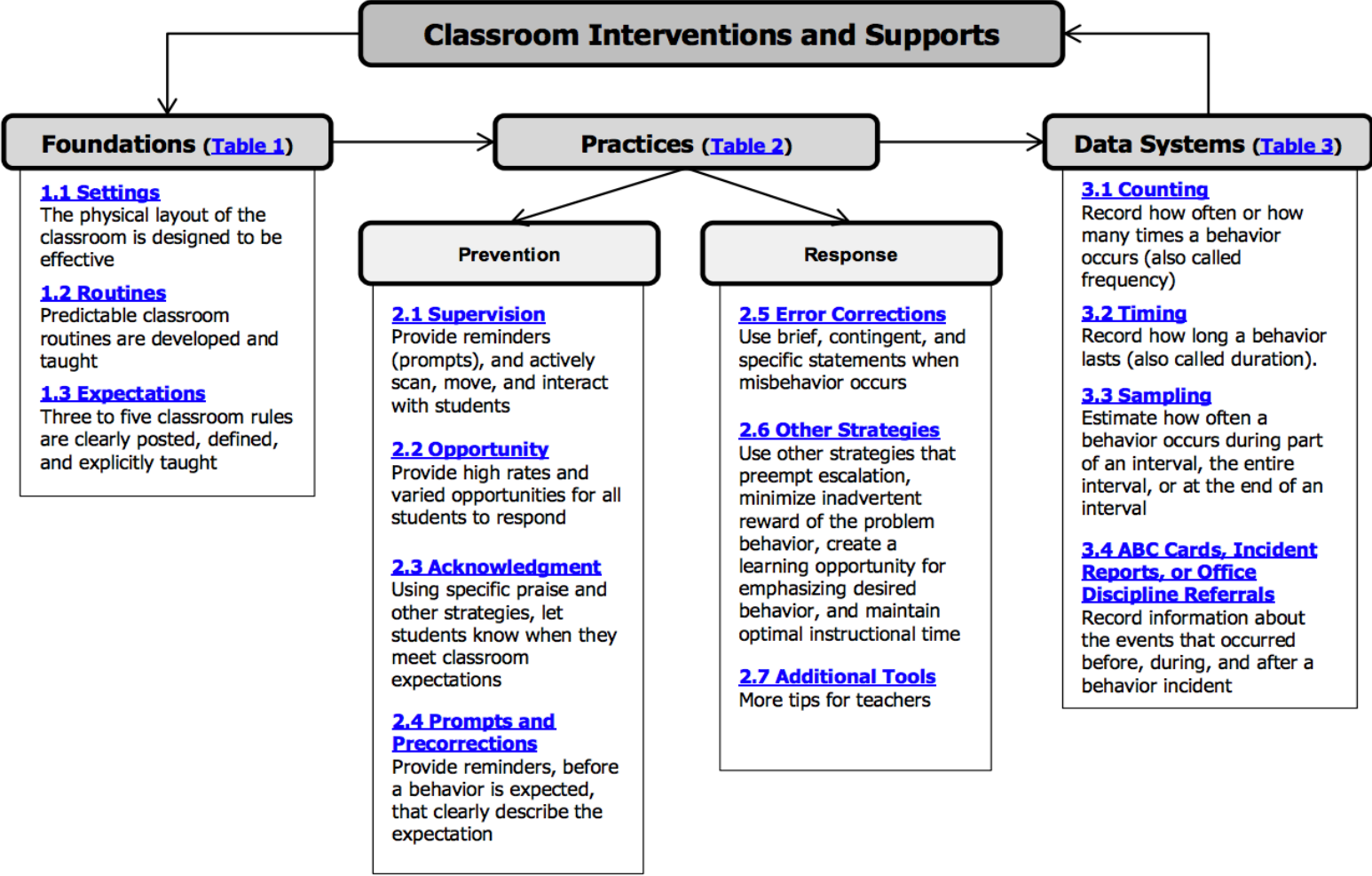
Response

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
More tips for teachers

Data Systems (Table 3)

3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
Record how long a behavior lasts (also called duration).

3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

Questions?

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