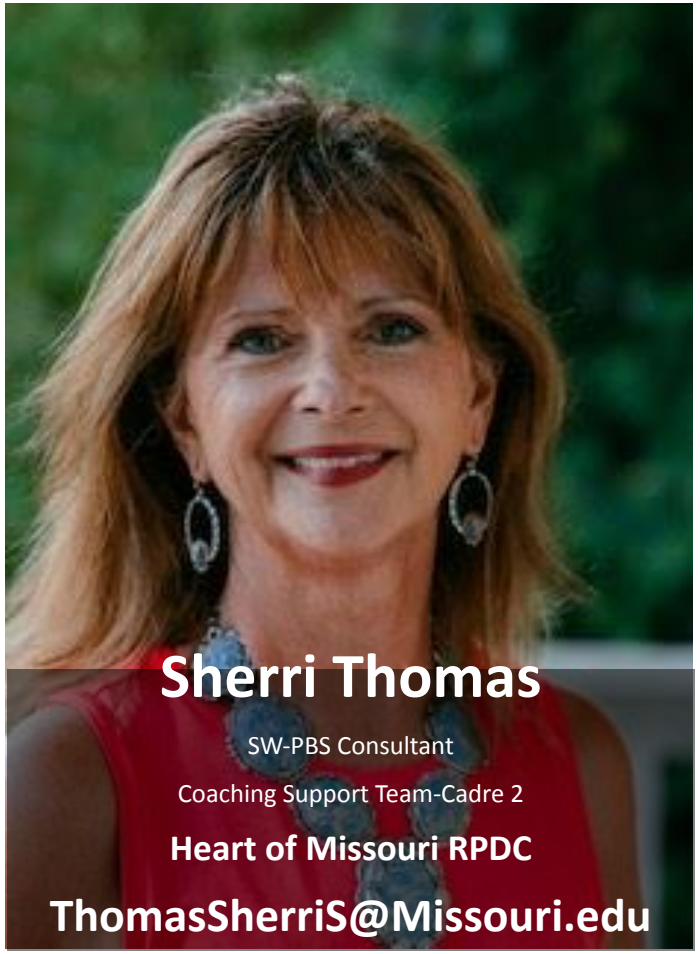
Common Formative Assessments for Behavior

Wednesday, June 1, 2022



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Outcomes

- Connect and apply academic CFA systems thinking to behavioral data collection and analysis.
- Discover tools and resources to develop and analyze common formative assessments for behavior in your classroom, school, building, or district

Session Expectations

Be Respectful	Be Responsible	Be A Problem Solver
Be An Active Listener	Be Open To New Ideas	Follow the Decision-Making Process
Use Notes/Chat for Side Conversations	Be On Time	Work Toward Team Consensus
Silence Devices	Share Information About Your Experiences	Support Decisions of the Group
Provide Professional Feedback	Respond to the Feedback Survey	Consider How to Engage Your Staff

Common Formative Assessments for Behavior
Session Guide
Wednesday, June 1, 2022
MO SW-PBS Summer Institute
https://bit.ly/CFA-BSI2022

Slide #	Image	Resources
		Presentation Slides
		Common Formative Assessments Infographic from MOEduSAIL
		ETLP Information From MO SW-PBS • www.pbismissouri.org • Tier 1 Effective Classroom Practices • Tier 1 Implementation Guide From MOEduSAIL • www.moedusail.org • Academic and Behavioral ETLPs
		Self-Assessment/Practice Profile Availability: • VLP, • MoEduSAIL, • MO SW-PBS Tier 1 Implementation Guide, • MO SW-PBS Handbook

Session Guide

https://bit.ly/CFA-BSI2022

Which of these best describes your knowledge of Common Formative Assessments?

			
Knows nothing about the topic and can't follow along with the conversation about it.	Understands the basics of the concept but is missing key pieces or may struggle to communicate what they know.	Fully understands the concepts and can explain it to others.	The expert in the room and can tell you more about the topic than most people ever thought about knowing.

CFA

Common Formative Assessment

What is Common Formative Assessment?

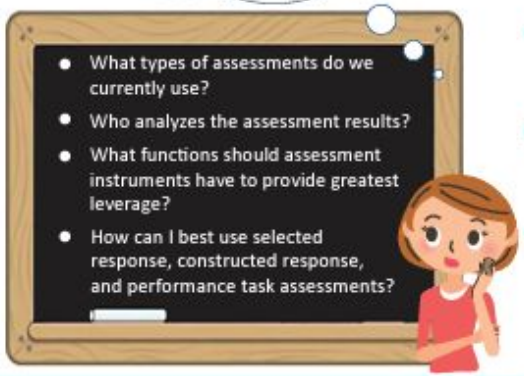
- **Common** = Given by all teachers at a grade level or in a content area
- **Formative** = Provides data to inform planning and instruction
- **Assessment** = Provides analytical rather than evaluative information

(Cook & Negron, 2009)

It is a process!

Questions to Consider

What is the difference between assessment OF learning and assessment FOR learning?



The Learning Process

"Assessment is not something that is done to students separate and apart from instruction; assessment must be – must be seen to be – something that is done with students as an integral part of the learning process."

(O'Connor, 2002)

Benefits

Team-developed common formative assessments

- are a more efficient use of teachers' time,
- are more equitable for students,
- are more effective in monitoring and improving student learning,
- can inform and improve the practice of both individual teachers and teams of teachers,
- can build the capacity of the team to achieve at higher levels, and
- are essential to systematic interventions when students do not learn.

(DuFour, DuFour, & Eaker, 2007)

Missouri Department of Elementary and Secondary Education. EDUCATION. MO EDU-SAIL Educational Systems and Instruction for Learning. Effective teaching and learning for ALL students. Missouri Model Districts (MMD)/District Continuous Improvement (DCI). NAU Northern Arizona University. Institute for Human Development.

"Formative assessment...delivers information *during* the instructional process, *before* the summative assessment. Both the teacher and the student **use formative assessment results to make decisions** about what actions to tak
dynamic p

ention or
riven,

Formative assessment is only valuable if we use the information we've gained to ***change something instructionally***.

"Formative a
process used by **all students**
during learning and teaching to **elicit and use evidence of student learning** to improve student understanding of intended disciplinary learning outcomes and **support students to become self-directed learners** " (CCSO, 2018).

customer (Solution Tree, 2014).

CFA

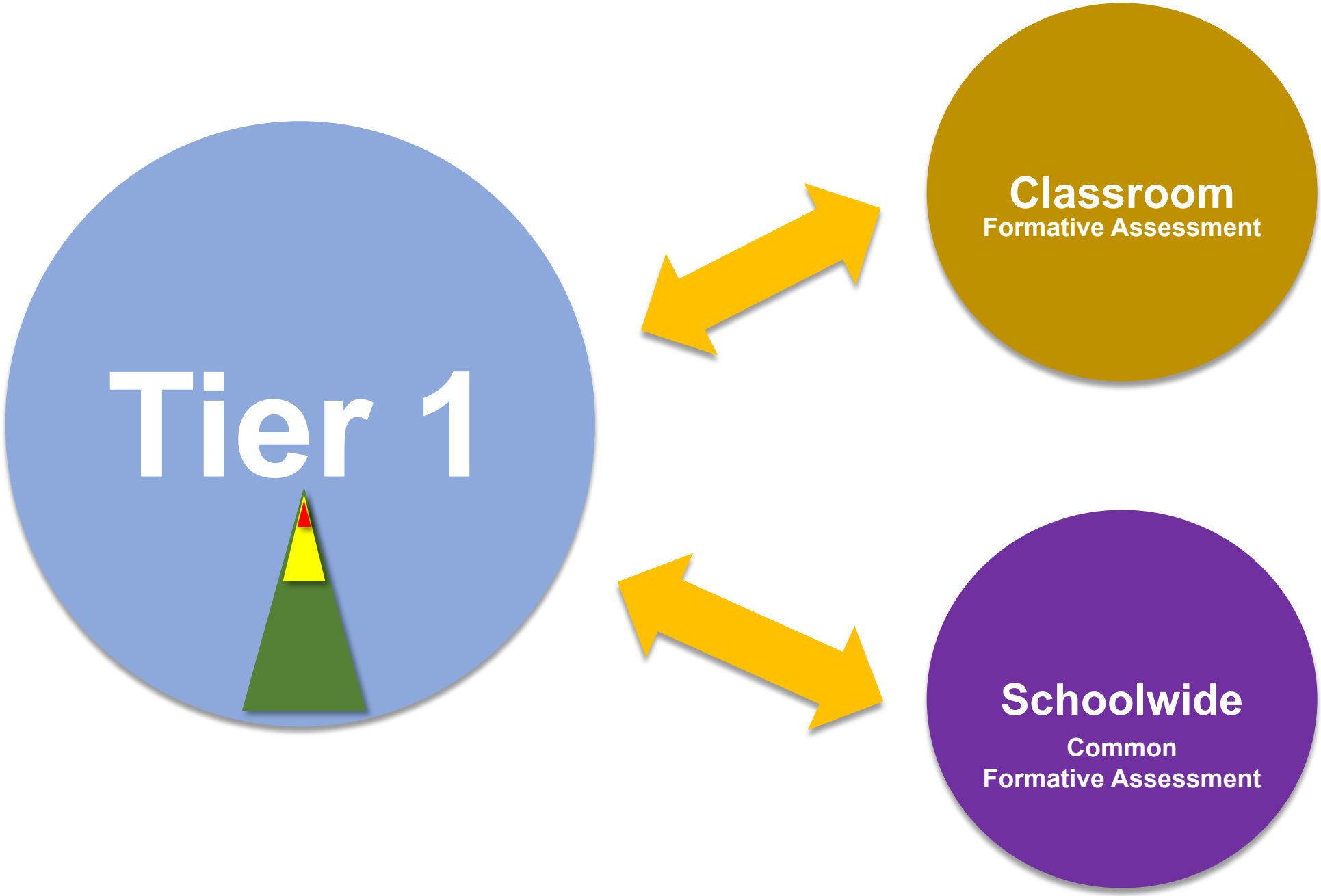
Common formative assessments are **specifically designed by teachers** who all teach the same content standard and provide a sharper focus for instruction (Ainsworth & Viegut, 2006).

“It turns out that it is not the "giving" of feedback that causes learning gains, it is the "acting" on feedback that determines how much students learn” (Chappuis, 2012)

We prefer to think of it as “**informative assessment**” - assessing student’s learning to help us make decisions about what to do next or evaluate an instructional strategy.

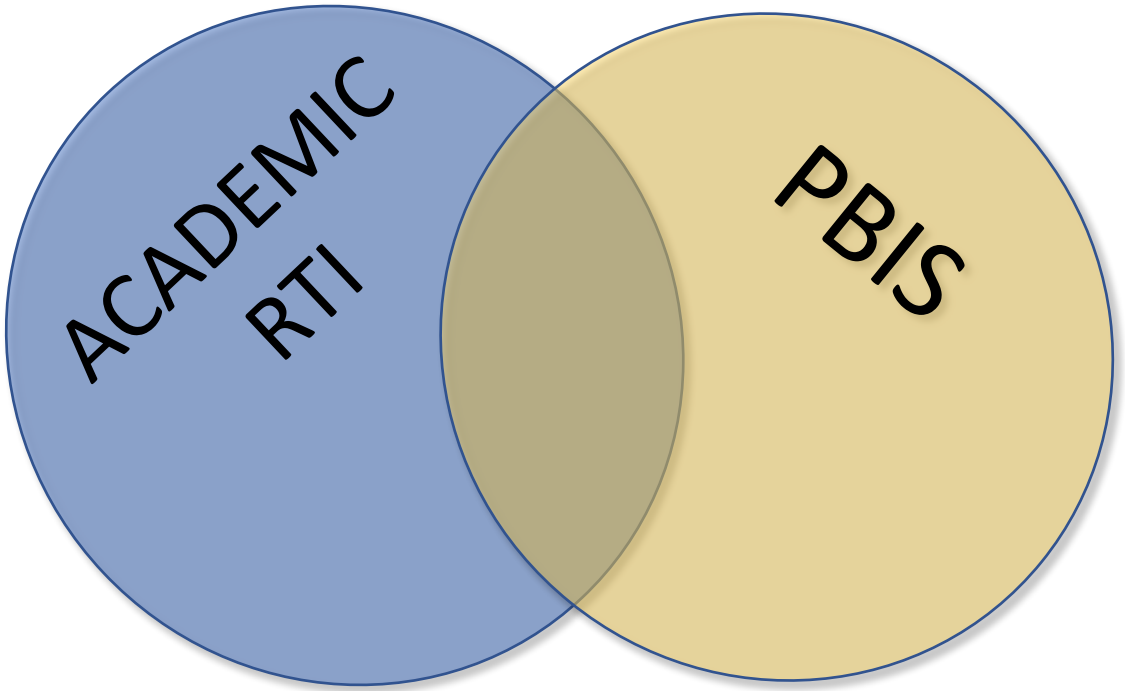
…her teams **a clear lens** through which to see their instructional impact on student learning” (Ainsworth & Viegut, 2014)

CFA


Tier 1
Classroom
Formative Assessment
Schoolwide
Common
Formative Assessment

Using Student Behavior Data to Assess the Classroom Environment

Applying the academic CFA logic to improving student behavior



Academic RTI

- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- **Periodic assessment through benchmarking periods**
- **Focus of grade-level teaming**
- Described in IDEA as special education eligibility determination approach

Integration

- Scientifically based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on needs
- **Regular screening for early intervention**
- **Use of a problem-solving model and data-based decision rules**
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

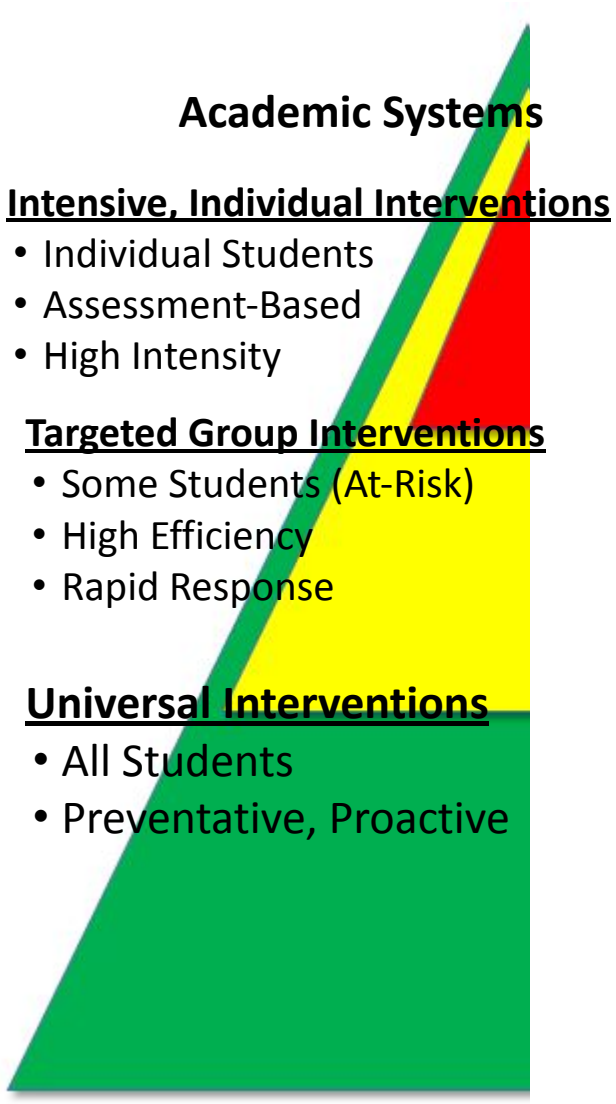
PBIS

- Specific social behavior assessment and interventions
- Use of free materials that are adapted to fit the school's context
- Use of indirect assessment of behavior
- **Continuous assessment of social behavior with existing data sources**
- Focus on schoolwide teaming
- Described in IDEA as schoolwide prevention and individual intervention approach

Adapted from
McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. The Guilford Press.

Behavior and academics are two sides of the same coin. We need to better understand how the two are connected.

George Sugai & Rob Horner, 2009



Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-Based
- High Intensity

Targeted Group Interventions
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Universal Interventions
- All Students
- Preventative, Proactive

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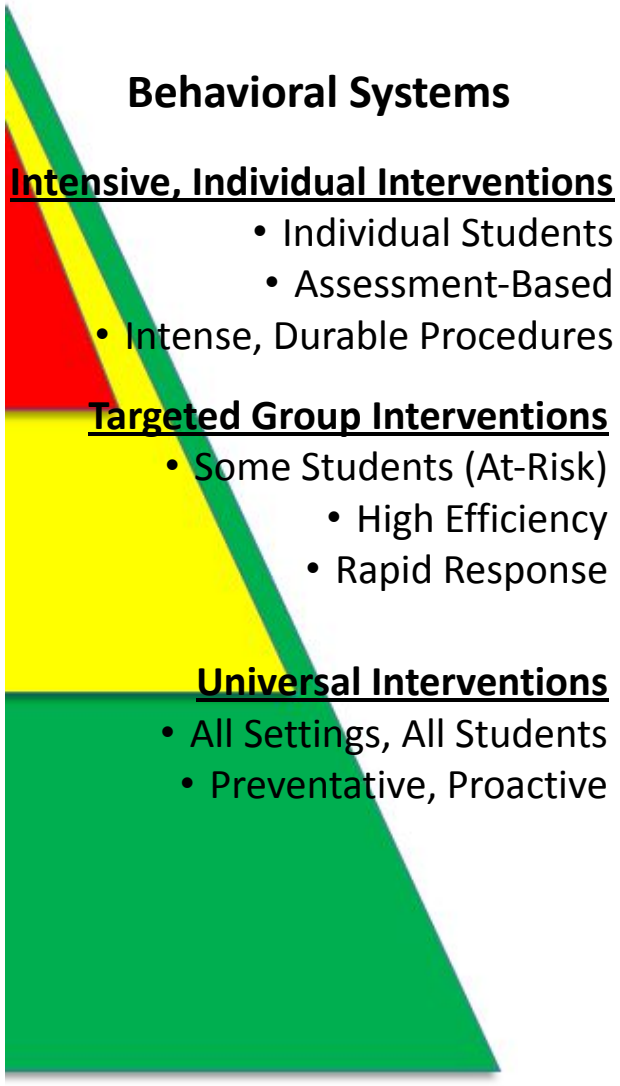


Behavioral Systems

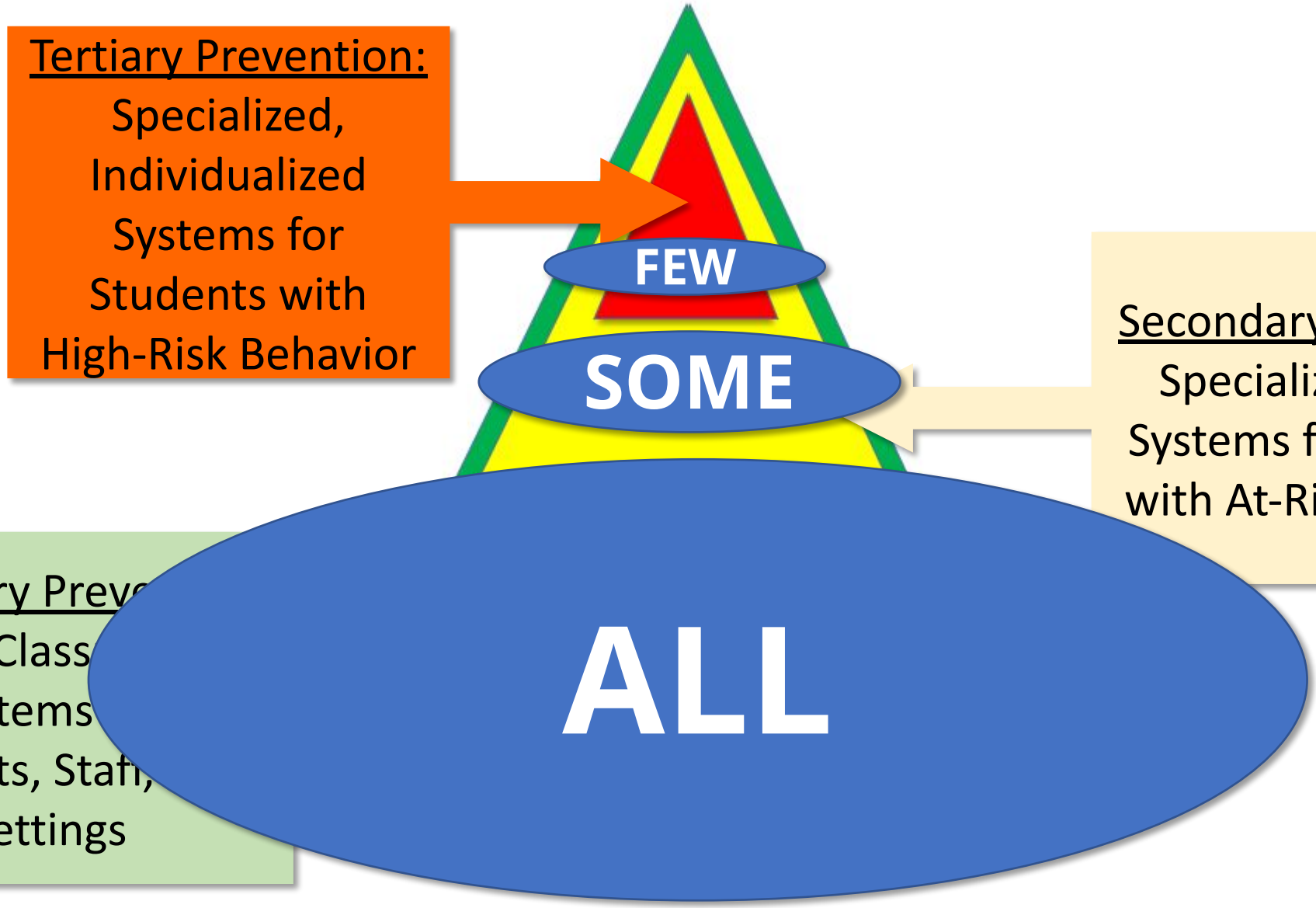
Intensive, Individual Interventions
- Individual Students
- Assessment-Based
- Intense, Durable Procedures

Targeted Group Interventions
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Universal Interventions
- All Settings, All Students
- Preventative, Proactive

Behavior

Student Outcome and Prevention For Schools



"When teachers know and use **positive and preventative management strategies**, many of the commonly reported minor classroom behaviors can be avoided" (Sheuermann & Hall, 200

…**Un**
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vel,

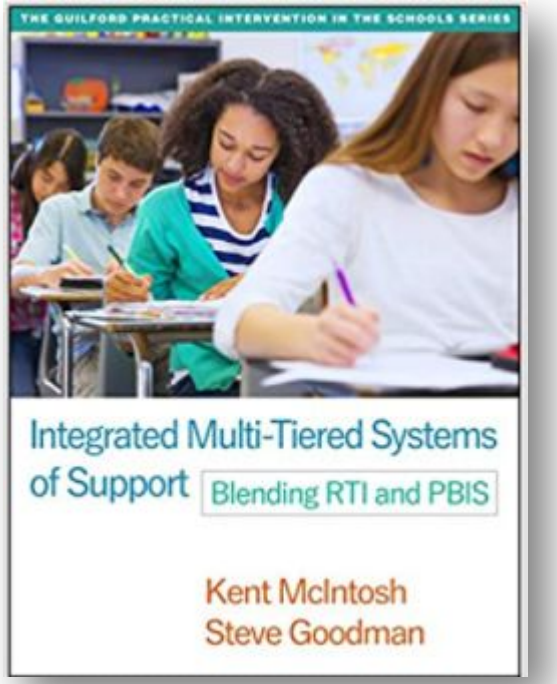
*Academic and behavioral success may be **symbiotic**, as an effective behavioral system allows effective academic instruction to take place (MacIntosh & Goodman, 2016).*

"**The same behaviors** that reduce classroom disruptions are associated with increased student learning" (Brophy & Good, 1986).

Behavior

Connecting Logics

Academic and Behavioral Domains



Logic

Research and Experience

- Anecdotal connection between students with academic skills/difficulties and behavioral skills/difficulties
- Crossover effects (Kellam, et al., 1998)
- Students with low academic skills are more likely to misbehave and vice versa (Ayllon, et al.; 1972, Gray et al., 2014)
- Early challenges with academics or behavior elicit challenges in the other (Trzesniewski, et al. 2006)
- This relationship increases in strength over time (Fleming, et al., 2004)
- Students facing both academic and behavioral challenges often have the worst outcomes (Darney, et al., 2013)

Logic

Pathways to Academic and Behavioral Challenges

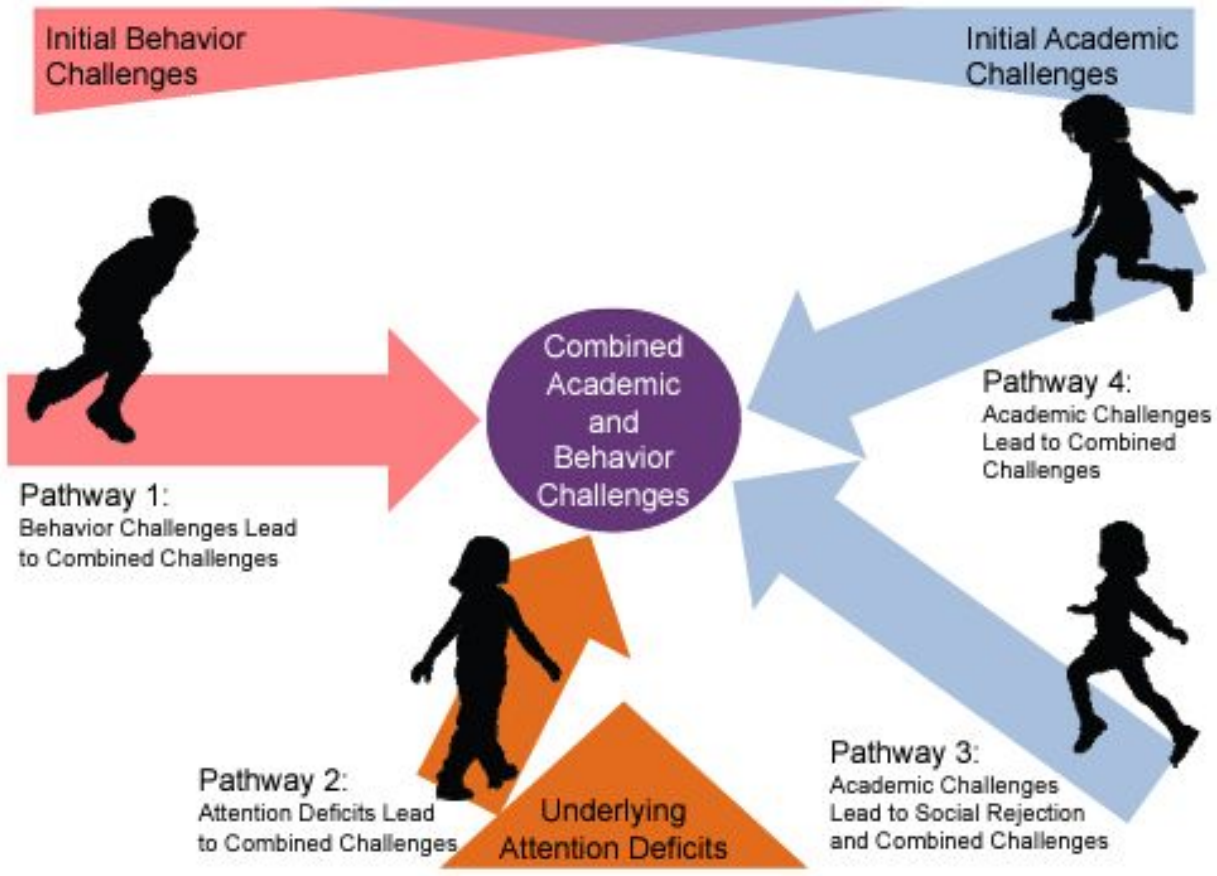


Image adapted from McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. The Guilford Press.

Logic

Crossover Effects

- Simple strategies like reinforcing expected performance in reading and literacy improved reading performance AND behavior (Ayllon, et al., 1972; Ayllon & Roberts, 1974).
- Universal and targeted improvement in academics is evident with positive behavioral supports (Bradshaw, et al., 2010; Horner et al., 2009; Lassen, et al., 2006).
- Unaddressed challenges in one area may lead to challenges in the other; conversely, success in one area may generalize to other areas…attention and perseverance will lead to success (McIntosh & Goodman, 2016).
- "The greatest effects on student learning occur when the teachers become learners of their own teaching…" (Hattie, 2009. p.22).

Logic

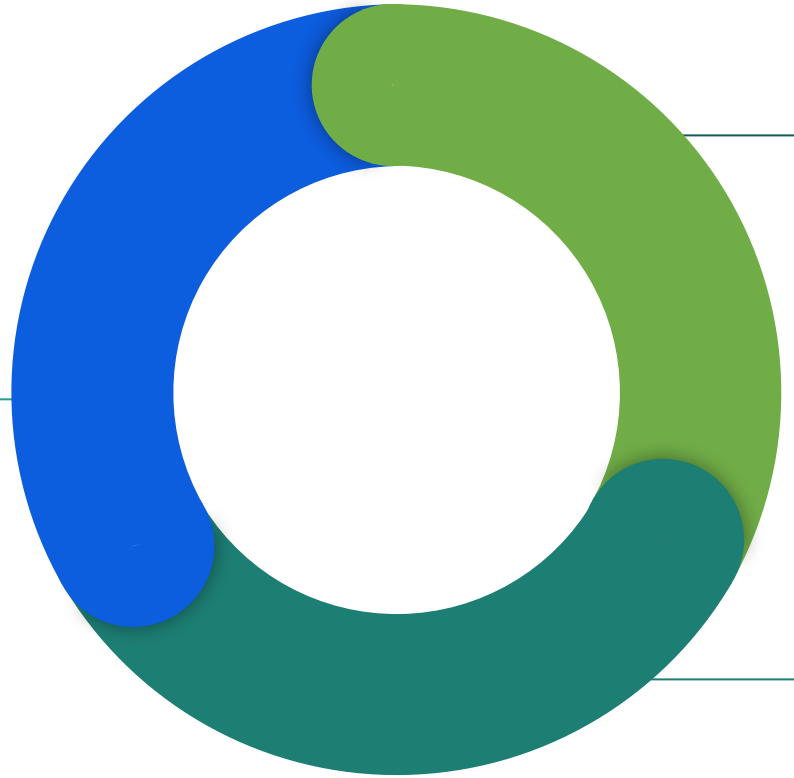
Why Analyze Behavior?

- Ensures early intervention and access to specialized services when needed.
- Allows teachers to monitor or self-assess the effectiveness of their strategies.
- Identifies specific skills or areas school-wide that require more teaching, supervision, or encouragement.

Logic

Sum Is Greater Than Parts

We can both improve student outcomes and save time and resources by considering academics and behavior as related



Early Prevention

The best prevention comes from quality Tier 1 support in both academics and behavior.

Functional Thinking

The function of behavior is the key to effective integrated support at Tiers 2 and 3.

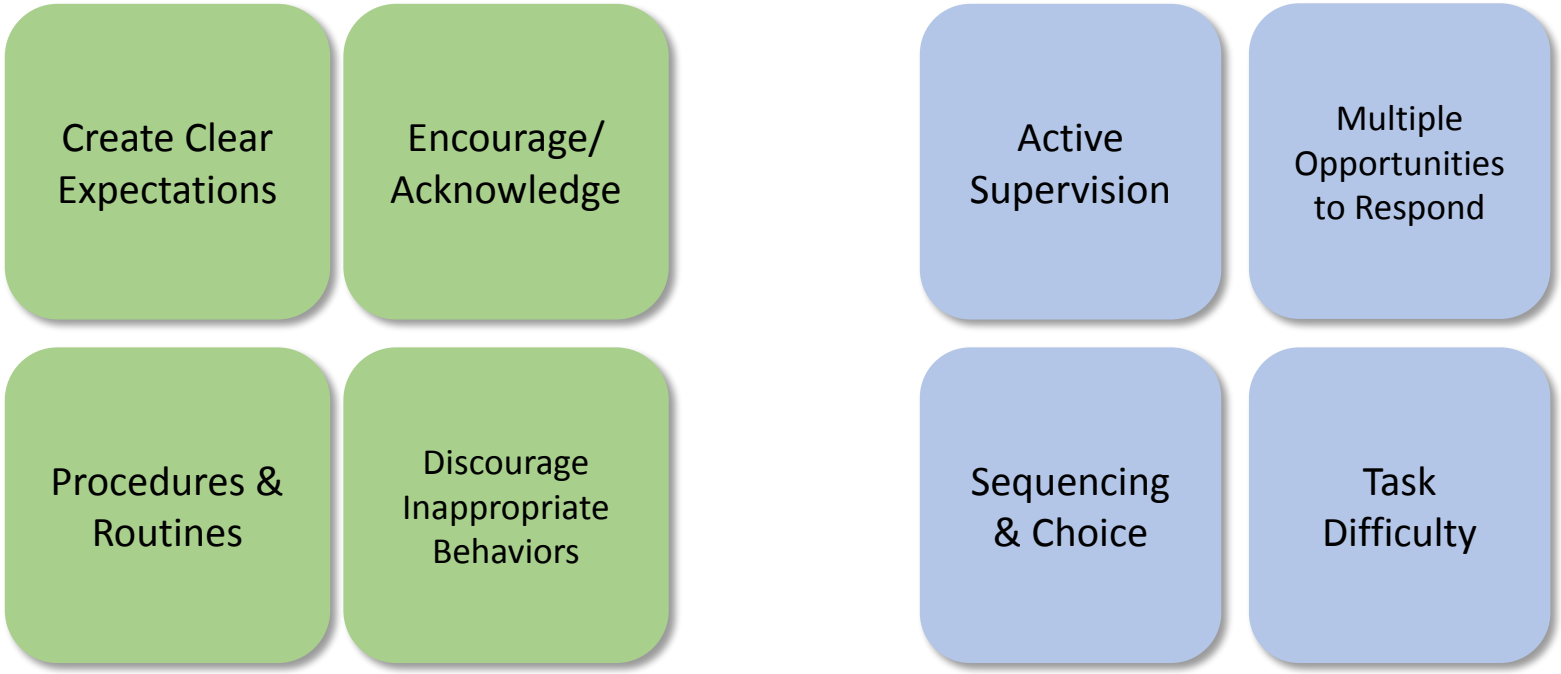
(Adapted from MacIntosh & Goodman, 2016)

Logic

Effective Teaching & Learning Practices (ETLPs)

Evidence-Based Strategies for increasing the likelihood of expected behavior in the classroom

Effective Teaching and Learning Practices



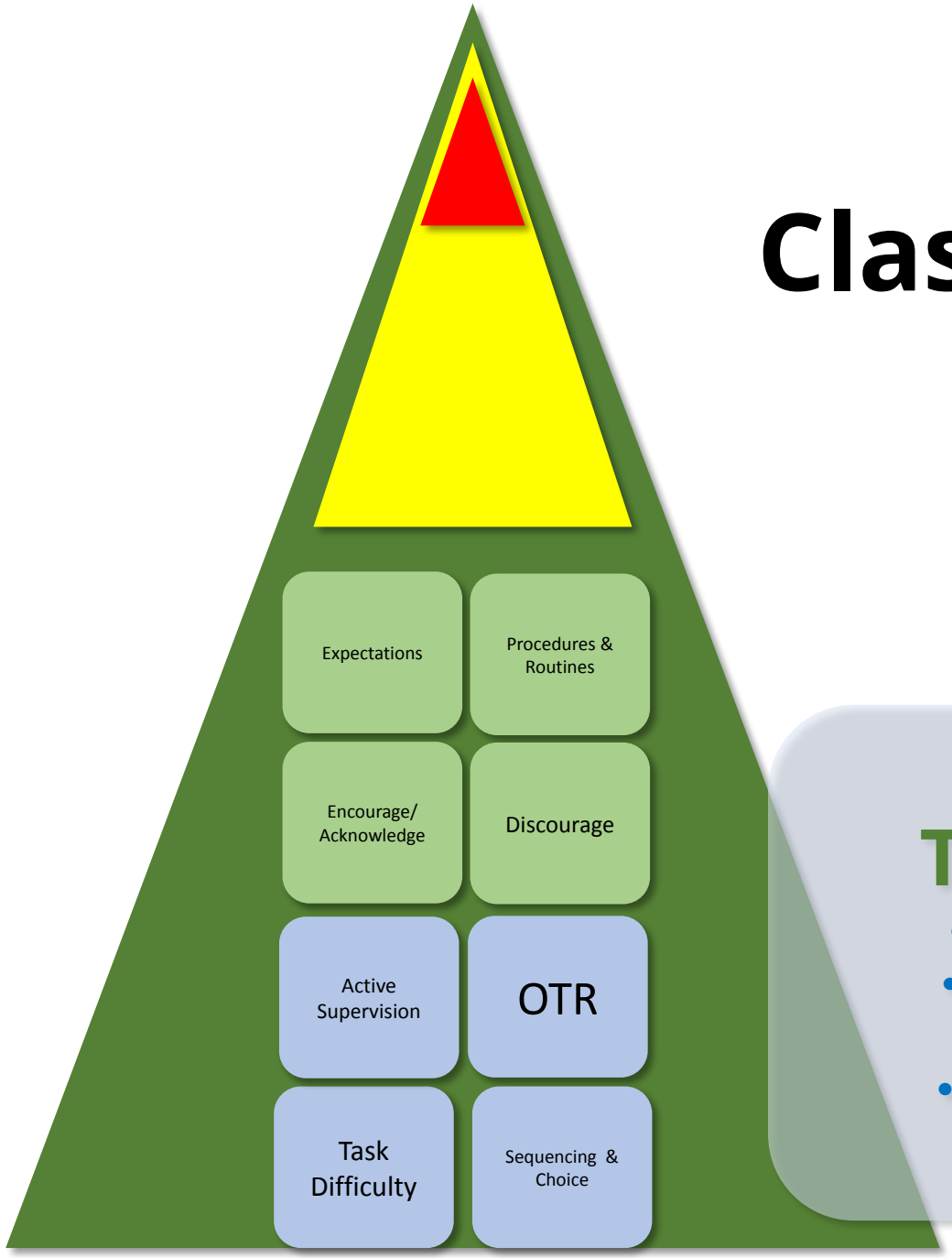
Management

Engagement

Evidence Based/Empirically Documented

Classroom Management

With ETLPs

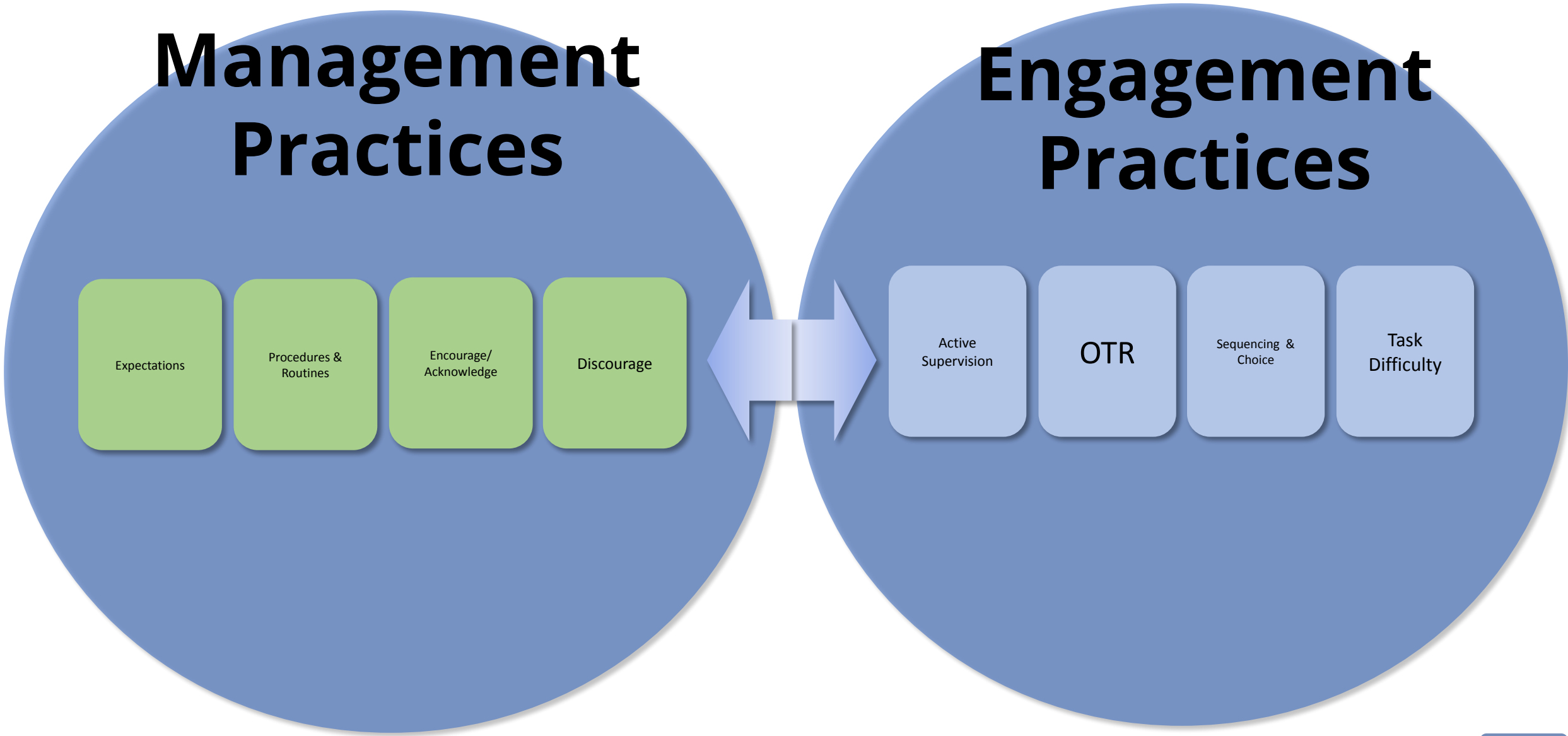


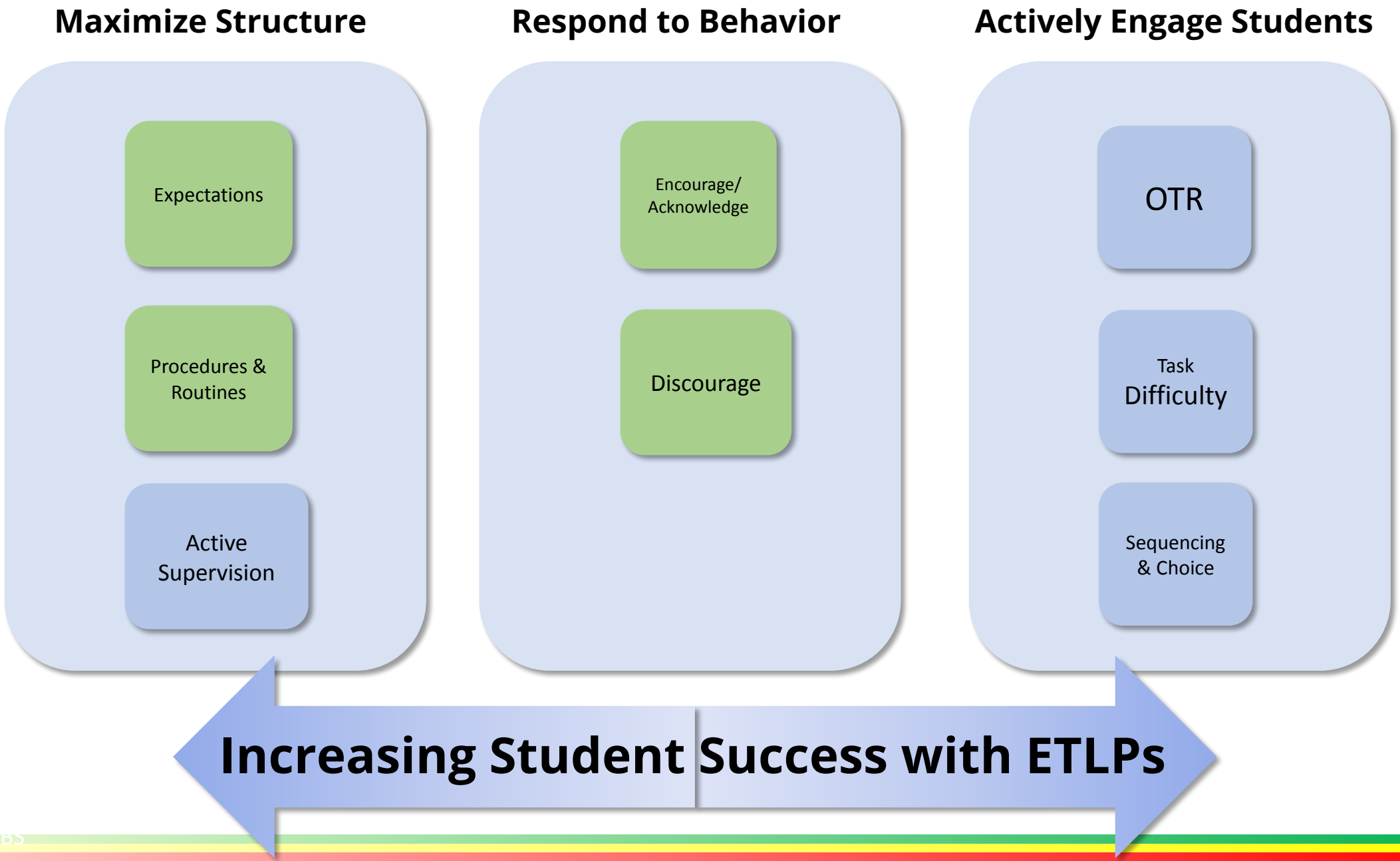
Tier 1/Universal

- Each and Every Student
- Each and Every Location
- Each and Every Day
- Proactive, Preventataive

(Image adapted from Morris, 2021)

ETLP


Management Practices
Expectations
Procedures & Routines
Encourage/ Acknowledge
Discourage
Engagement Practices
Active Supervision
OTR
Sequencing & Choice
Task Difficulty


Maximize Structure
Respond to Behavior
Actively Engage Students
Expectations
Procedures & Routines
Active Supervision
Encourage/ Acknowledge
Discourage
OTR
Task Difficulty
Sequencing & Choice
Increasing Student Success with ETLPs

Effective Teaching & Learning Practices

Antecedent

Trigger-Sets Up Behavior

- Expectations
- Procedures & Routines
- Encourage/ Acknowledge
- Active Supervision
- OTR
- Task Difficulty
- Sequencing & Choice

Behavior

Student Behavior

Desired Student Behavior

Consequence

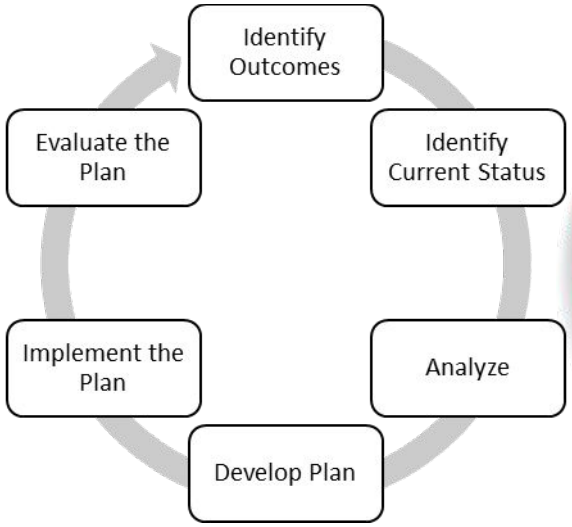
Response to Behavior

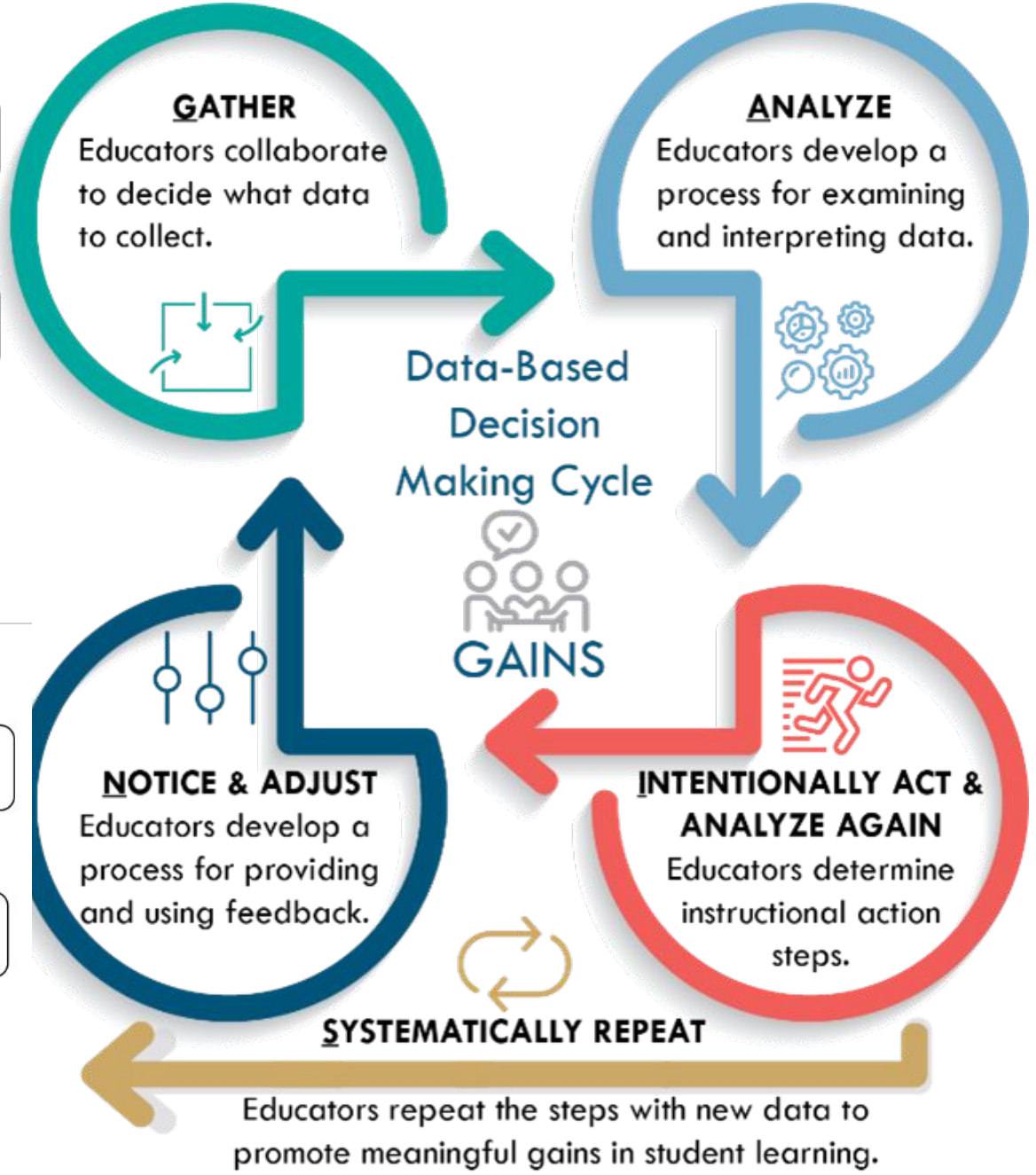
- Encourage/ Acknowledge
- Discourage
- Active Supervision

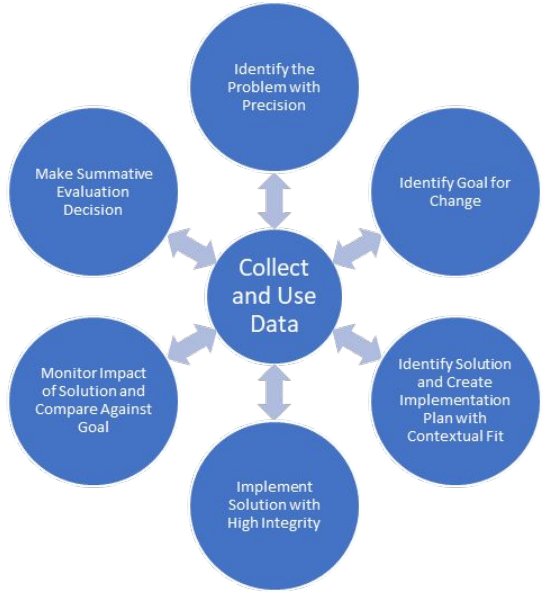
ETLP

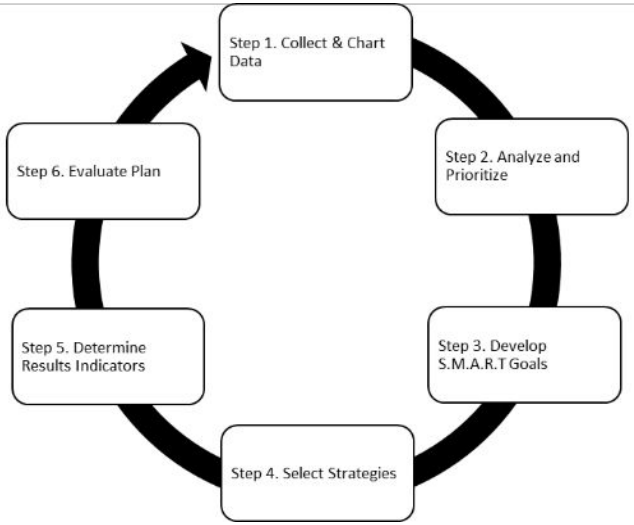
ETLP Information

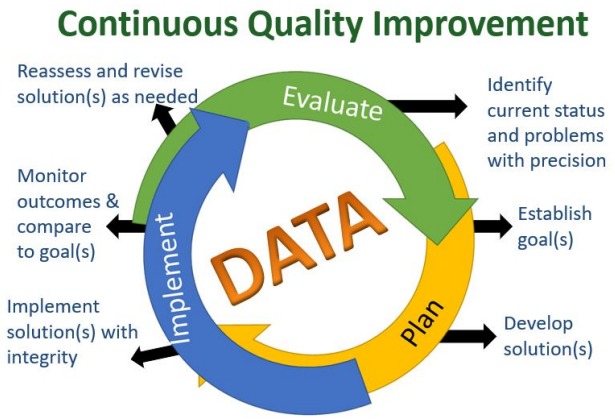
- **Missouri Schoolwide Positive Behavior Supports**
  - www.pbismissouri.org
    - Tier 1 Effective Classroom Practices
    - Tier 1 Implementation Guide
- **Missouri Educational Systems and Instruction for Learning (MoEduSAIL)**
  - www.moedusail.org
    - Academic and Behavioral ETLPs
- **DESE Virtual Learning Platform**
  - https://apps.dese.mo.gov/webLogin/login.aspx


Identify Outcomes
Identify Current Status
Analyze
Develop Plan
Implement the Plan
Evaluate the Plan


GATHER
Educators collaborate to decide what data to collect.
ANALYZE
Educators develop a process for examining and interpreting data.
Data-Based Decision Making Cycle
GAINS
NOTICE & ADJUST
Educators develop a process for providing and using feedback.
INTENTIONALLY ACT & ANALYZE AGAIN
Educators determine instructional action steps.
SYSTEMATICALLY REPEAT
Educators repeat the steps with new data to promote meaningful gains in student learning.


Identify the Problem with Precision
Identify Goal for Change
Identify Solution and Create Implementation Plan with Contextual Fit
Implement Solution with High Integrity
Monitor Impact of Solution and Compare Against Goal
Make Summative Evaluation Decision
Collect and Use Data


Step 1. Collect & Chart Data
Step 2. Analyze and Prioritize
Step 3. Develop S.M.A.R.T Goals
Step 4. Select Strategies
Step 5. Determine Results Indicators
Step 6. Evaluate Plan


Continuous Quality Improvement
Reassess and revise solution(s) as needed
Identify current status and problems with precision
Establish goal(s)
Develop solution(s)
Implement solution(s) with integrity
Monitor outcomes & compare to goal(s)
Evaluate
Plan
Implement
DATA

Think, Pair, Share

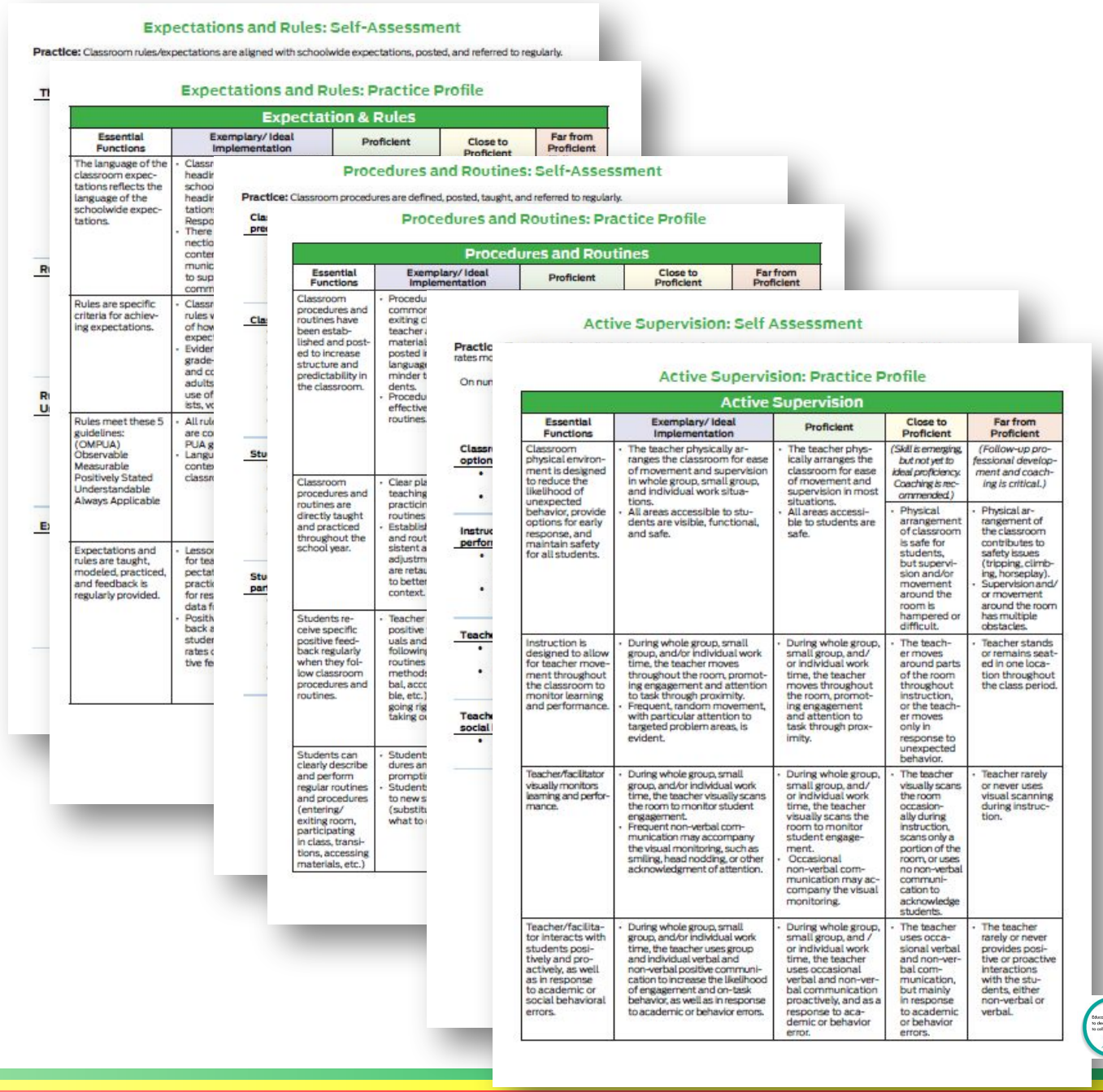
- Does your school or district currently use a DBDM process or protocol?
- Does your DBDM protocol lead to answers to the following questions?
  - Is there a problem?
  - Why is there a problem?
  - What can be done about the problem?
  - Did the intervention work?

Tools for Measuring Behavioral Data

A Menu of Tools for Collaborative Examination

SA/PP

- Self-Assessment/Practice Profiles
  - Availability:
    - VLP, MoEduSAIL, MO SW-PBS Tier 1 Implementation Guide, MO SW-PBS Handbook
  - SA/PPs for each ETLP
  - Can be used schoolwide or in collaborative teams



Expectations and Rules: Self-Assessment

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

Expectations and Rules: Practice Profile

Expectation & Rules				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
The language of the classroom expectations reflects the language of the schoolwide expectations.	• Classr... headir... schoo... headir... tation... Respo... • There... nectio... conte... munic... to sup... comm...			
Rules are specific criteria for achieving expectations.	• Classr... rules ... of how... expec... • Evider... grade-... and co... adults... use of... ists, w...			
Rules meet these 5 guidelines: (OMPUA) Observable Measurable Positively Stated Understandable Always Applicable	• All rul... are co... PUA g... • Langu... conte... classr...			
Expectations and rules are taught, modeled, practiced, and feedback is regularly provided.	• Lesso... for tea... pectat... practi... for res... data f... • Positi... back a... studer... rates ... tive fe...			

Procedures and Routines: Self-Assessment

Practice: Classroom procedures are defined, posted, taught, and referred to regularly.

Procedures and Routines: Practice Profile

Procedures and Routines				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.	• Procedu... common... exiting c... teacher ... material... posted i... languag... minder t... dents. • Procedu... effective... routines.			
Classroom procedures and routines are directly taught and practiced throughout the school year.	• Clear pla... teaching... practicin... routines. • Establish... and rout... sistent a... adjustm... are retau... to better... context.			
Students receive specific positive feedback regularly when they follow classroom procedures and routines.	• Teacher... positive... uals and... followin... routines... method... bal, acc... ble, etc.)... going rig... taking o...			
Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)	• Student... dures an... prompti... • Student... to new s... (substit... what to...			

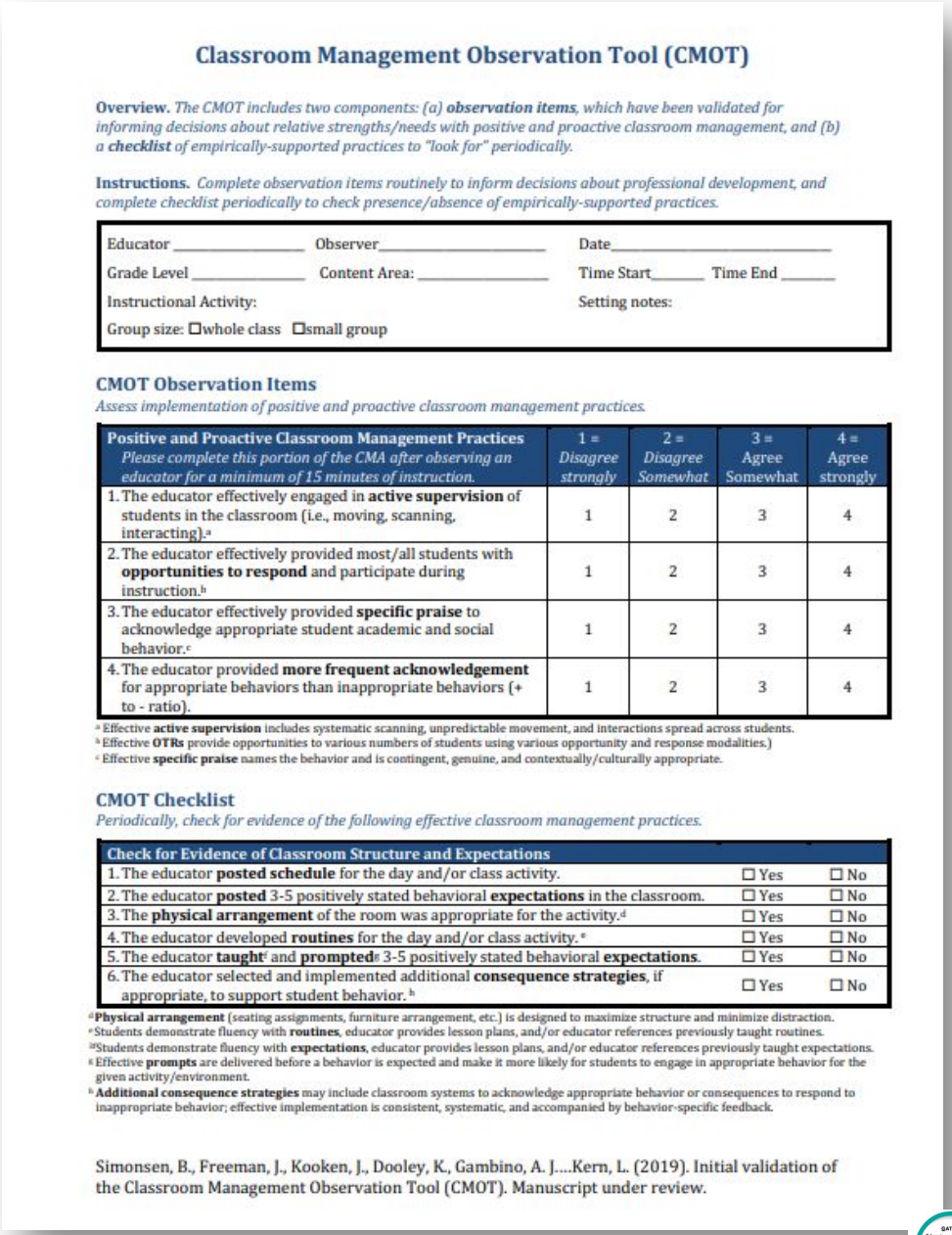
Active Supervision: Self Assessment

Active Supervision: Practice Profile

Active Supervision				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.	• The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations. • All areas accessible to students, functional, and safe.	• The teacher physically arranges the classroom for ease of movement and supervision in most situations. • All areas accessible to students are safe.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult.	*(Follow-up professional development and coaching is critical.)* • Physical arrangement of the classroom contributes to safety issues (tripping, climbing, horseplay). • Supervision and/or movement around the room has multiple obstacles.
Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.	• During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. • Frequent, random movement, with particular attention to targeted problem areas, is evident.	• During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.	• The teacher moves around parts of the room throughout instruction, or the teacher moves only in response to unexpected behavior.	• Teacher stands or remains seated in one location throughout the class period.
Teacher/facilitator visually monitors learning and performance.	• During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. • Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgment of attention.	• During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. • Occasional non-verbal communication may accompany the visual monitoring.	• The teacher visually scans the room occasionally during instruction, scans only a portion of the room, or uses no non-verbal communication to acknowledge students.	• Teacher rarely or never uses visual scanning during instruction.
Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.	• During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal positive communication to increase the likelihood of engagement and on-task behavior, as well as in response to academic or behavior errors.	• During whole group, small group, and / or individual work time, the teacher uses occasional verbal and non-verbal communication proactively, and as a response to academic or behavior error.	• The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors.	• The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.

CMOT

- Classroom Management Observation Tool (Simonsen et al., 2019)
  - Research and Evidence-Based tool
  - Observation items-validated for informing decisions about relative strengths/needs with positive and proactive classroom management
  - Checklist of empirically-supported practices to “look for’ periodically



Classroom Management Observation Tool (CMOT)

Overview. *The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to "look for" periodically.*

Instructions. *Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.*

Educator _____ Observer_____ Date_____

Grade Level _____ Content Area: _____ Time Start_____ Time End _____

Instructional Activity: Setting notes:

Group size: ☐whole class ☐small group

CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices *Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.*	1 = *Disagree strongly*	2 = *Disagree Somewhat*	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in **active supervision** of students in the classroom (i.e., moving, scanning, interacting).[a]	1	2	3	4
2. The educator effectively provided most/all students with **opportunities to respond** and participate during instruction.[b]	1	2	3	4
3. The educator effectively provided **specific praise** to acknowledge appropriate student academic and social behavior.[c]	1	2	3	4
4. The educator provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

[a] Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.
[b] Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)
[c] Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

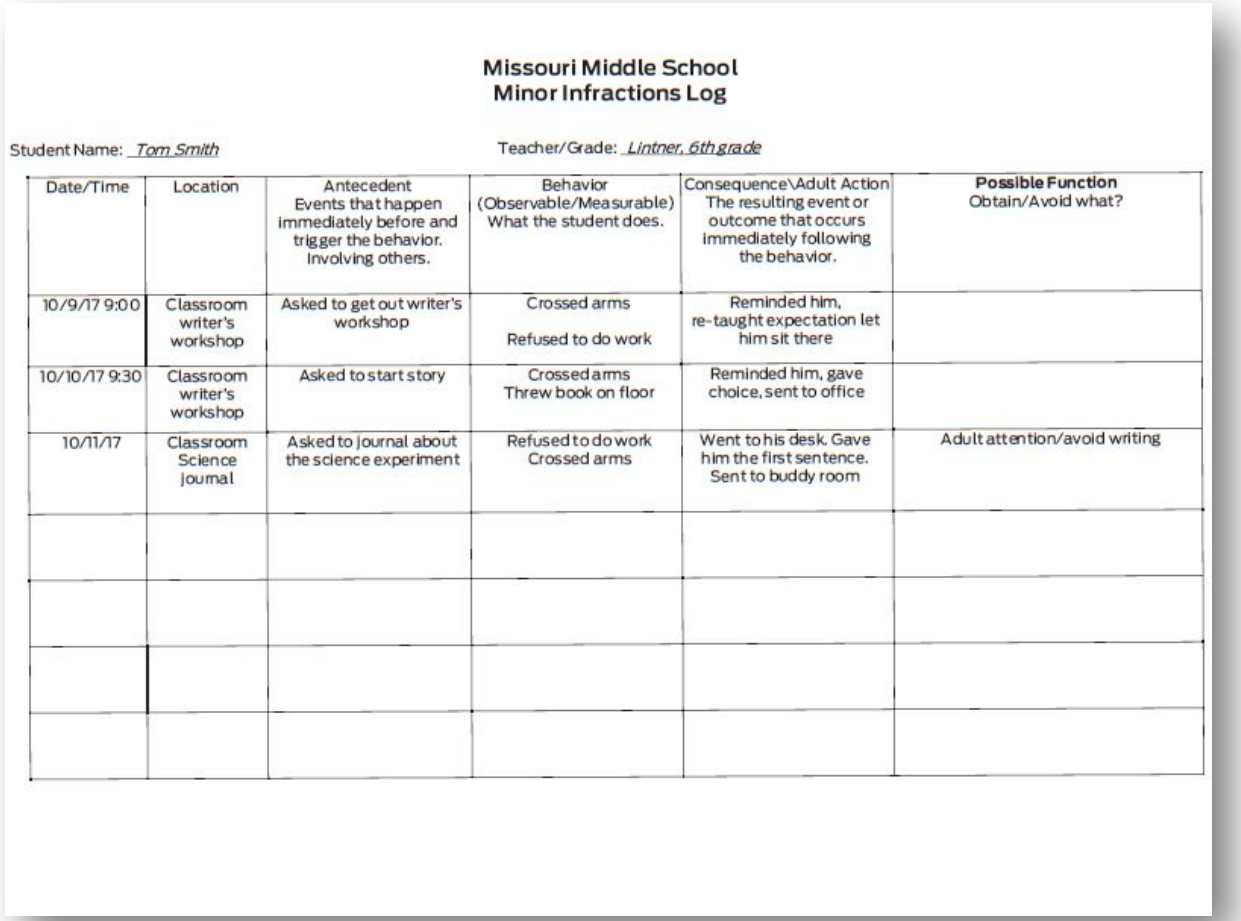
Check for Evidence of Classroom Structure and Expectations		
1. The educator **posted schedule** for the day and/or class activity.	☐ Yes	☐ No
2. The educator **posted** 3-5 positively stated behavioral **expectations** in the classroom.	☐ Yes	☐ No
3. The **physical arrangement** of the room was appropriate for the activity.[d]	☐ Yes	☐ No
4. The educator developed **routines** for the day and/or class activity.[e]	☐ Yes	☐ No
5. The educator **taught**[f] and **prompted**[g] 3-5 positively stated behavioral **expectations**.	☐ Yes	☐ No
6. The educator selected and implemented additional **consequence strategies**, if appropriate, to support student behavior.[h]	☐ Yes	☐ No

[d] **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.
[e] Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.
[f][g] Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.
[g] Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.
[h] **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J....Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

Minor Classroom Management Log

- For monitoring classroom-managed (minor) student behaviors
- In-classroom tracking for:
  - Classroom managed behaviors
  - Antecedent (triggering) conditions
  - Reinforcing consequences
  - Perceived functions of behavior
- Designed for teachers or groups of teachers to attend to patterns of behavior
- Availability
  - VLP, MoEduSAIL, MO SW-PBS Tier 1 Implementation Guide



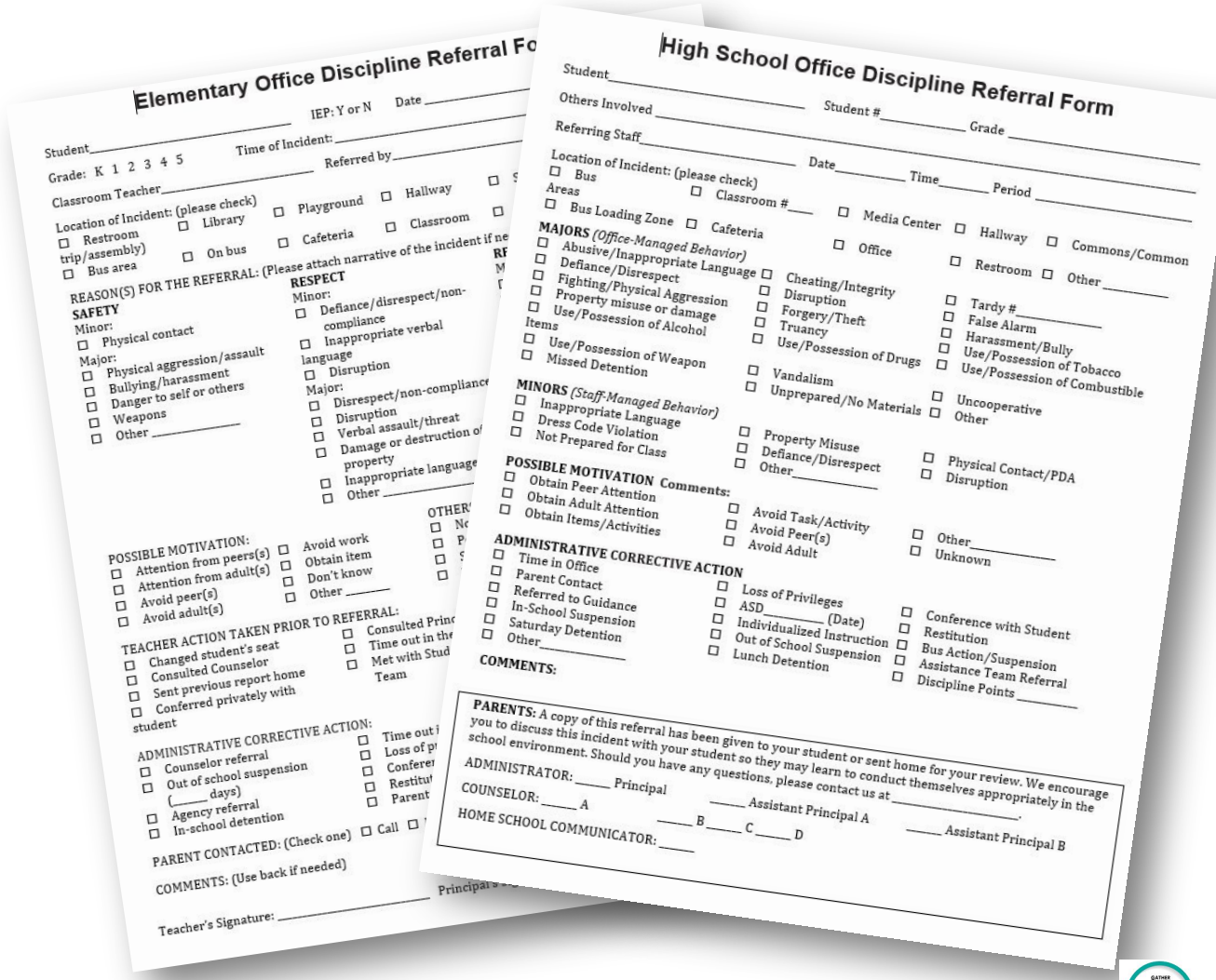
Missouri Middle School
Minor Infractions Log

Student Name: *Tom Smith* Teacher/Grade: *Lintner, 6th grade*

Date/Time	Location	Antecedent Events that happen immediately before and trigger the behavior. Involving others.	Behavior (Observable/Measurable) What the student does.	Consequence\Adult Action The resulting event or outcome that occurs immediately following the behavior.	**Possible Function** Obtain/Avoid what?
10/9/17 9:00	Classroom writer's workshop	Asked to get out writer's workshop	Crossed arms Refused to do work	Reminded him, re-taught expectation let him sit there	
10/10/17 9:30	Classroom writer's workshop	Asked to start story	Crossed arms Threw book on floor	Reminded him, gave choice, sent to office	
10/11/17	Classroom Science Journal	Asked to journal about the science experiment	Refused to do work Crossed arms	Went to his desk. Gave him the first sentence. Sent to buddy room	Adult attention/avoid writing

Office Discipline Referrals

- ODR forms can be used for data collection and analysis
- Official record of exclusionary use of behavioral disposition
- Often document antecedents and consequences
- A pre-designed tool that reflects when a school has decided to use support outside the classroom
- Examples from MO SW-PBS
  - Preschool
  - Elementary
  - Secondary



Other Data Sources for Collaborative Assessment

- Rate/Frequency of exclusionary practices at the classroom level
  - Safe Seat
  - Buddy Room
  - Peaceful Place
- Rates of Specific Positive Feedback
- Occurrences of identified replacement skills
- Frequency or effectiveness in applying ETLP strategies
- Peer walkthroughs
- Permanent products (assignment completion/performance)
- Direct Observations

Considerations

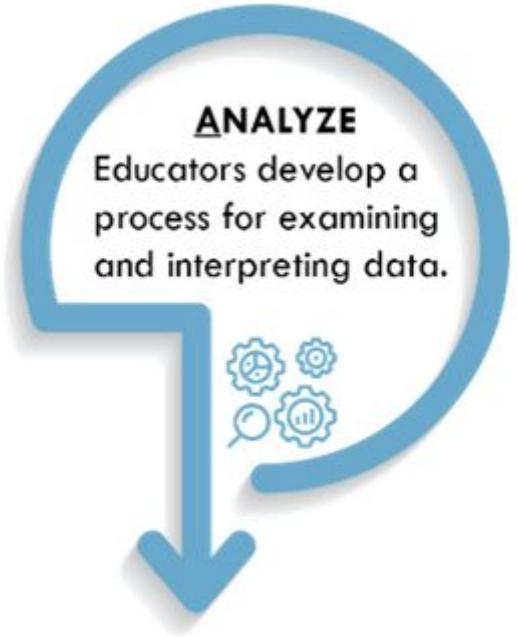
- Who will collect the data?
- How will the data be collected?
- When with the data be collected?
- How will the data be summarized?

Turn and Talk

- Do your teams use behavioral data in an organized way?
- What behavioral data does your team use in collaborative discussions?

Analyzing Behavioral Data

Methodology to Analyze Student Behavior



Use A Purposeful Analysis System

- Consistently use a protocol for data analysis
  - Identify a common problem that is related to the learning goal
  - Reflect on how instruction has previously impacted the common problem
  - Predict a link to teacher practice
  - Organize and track the data-informed decisions made by the team in order to be available for future problem-solving sessions

Why Do Kids Engage in *Unexpected* Behavior?

Don't know Expectations

- Have we ***clarified*** expectations?
- Have we ***taught*** expectations?

Not Fluent

- Adequate ***practice***?
- Different settings?

Functional Relationship

- Gain?
  - Have we ***reinforced***?
  - Have we ***corrected***?
- Avoid?

(Gresham, et al., 2001)

Effective Teaching and Learning Practices

- Expectations and Rules
- Procedures and Routines
- Acknowledging Expected Behavior
- Correcting Unexpected Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Adjusting Task Difficulty

Intensification

Functionally Thinking…

How does the function of behavior affect learning?

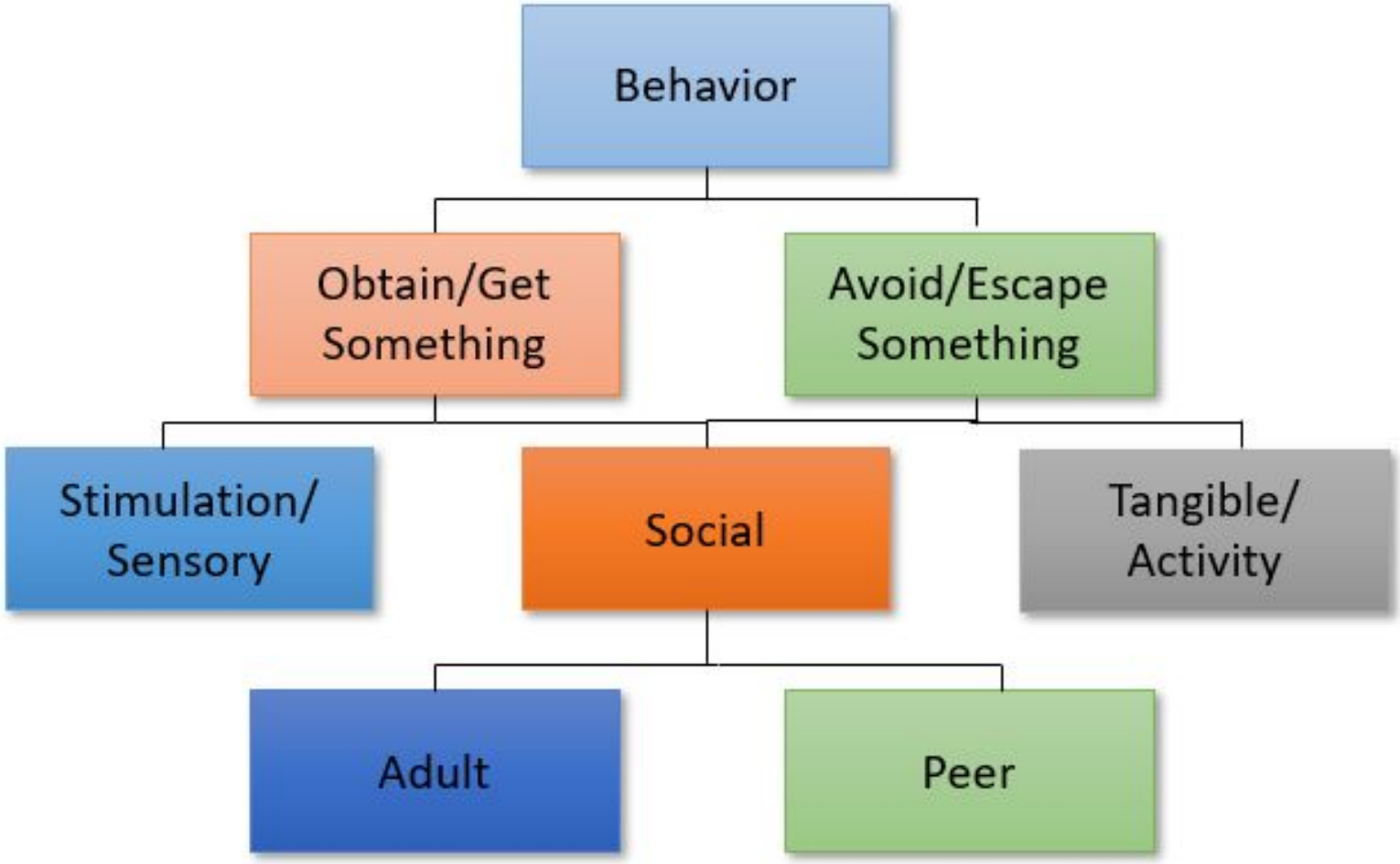
BEHAVIOR IS COMMUNICATION.

BEHAVIOR IS LEARNED.

BEHAVIOR ERRORS CAN BE CORRECTED LIKE ACADEMIC ERRORS.

BEHAVIOR SERVES A PURPOSE. (ITS PURPOSE IS ITS FUNCTION.)

Functions of Behavior



Understanding Chronic Misbehavior

- If a student repeatedly engages in a problem behavior, he/she is most likely doing it for a reason, because it is paying off for the student.
- The behavior is functional, or it is serving a purpose.
- Behavior is a form of communication, unfortunately, some student learn that problem behavior is the most efficient way for them to meet their needs.

Why is Understanding the Function of Behavior Important?

When we arbitrarily select interventions (without basing them on the function of student behavior), **we often choose interventions that can make the student problem behavior worse**, or more resistant to change.

(Loman, et al., 2013)

Summary

ETLP	Function/Root Cause
Expectation and Rules	Do not know expectation Not fluent in expected behavior
Procedures and Routines	Do not know expectation Not fluent in expected behavior
Encouraging Expected Behavior	Any function
Discouraging Unexpected Behavior	Any function
Active Supervision	Seek adult attention Avoid adult attention
Opportunities to Respond	Seek adult attention
Activity Sequencing and Choice	Seek preferred activity Avoid aversive activity
Task Difficulty	Avoid aversive activity

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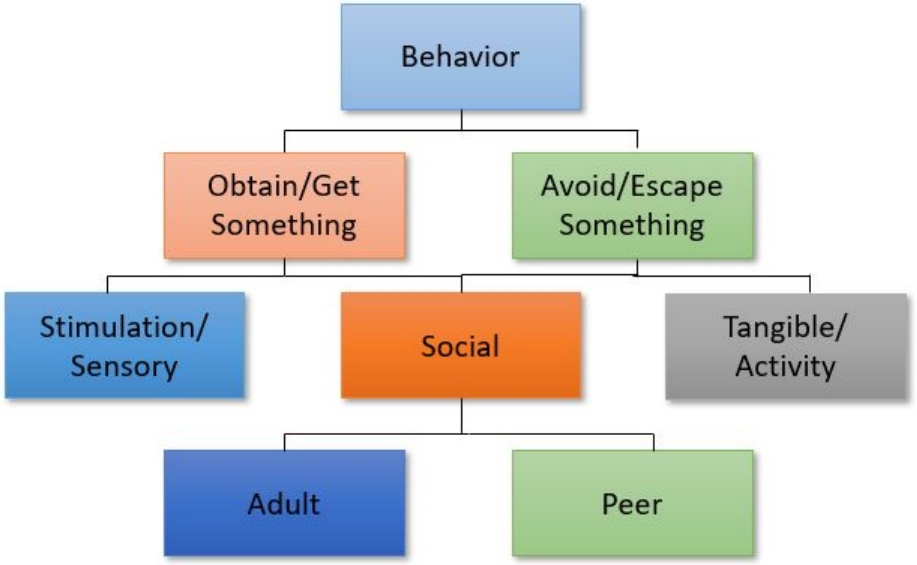
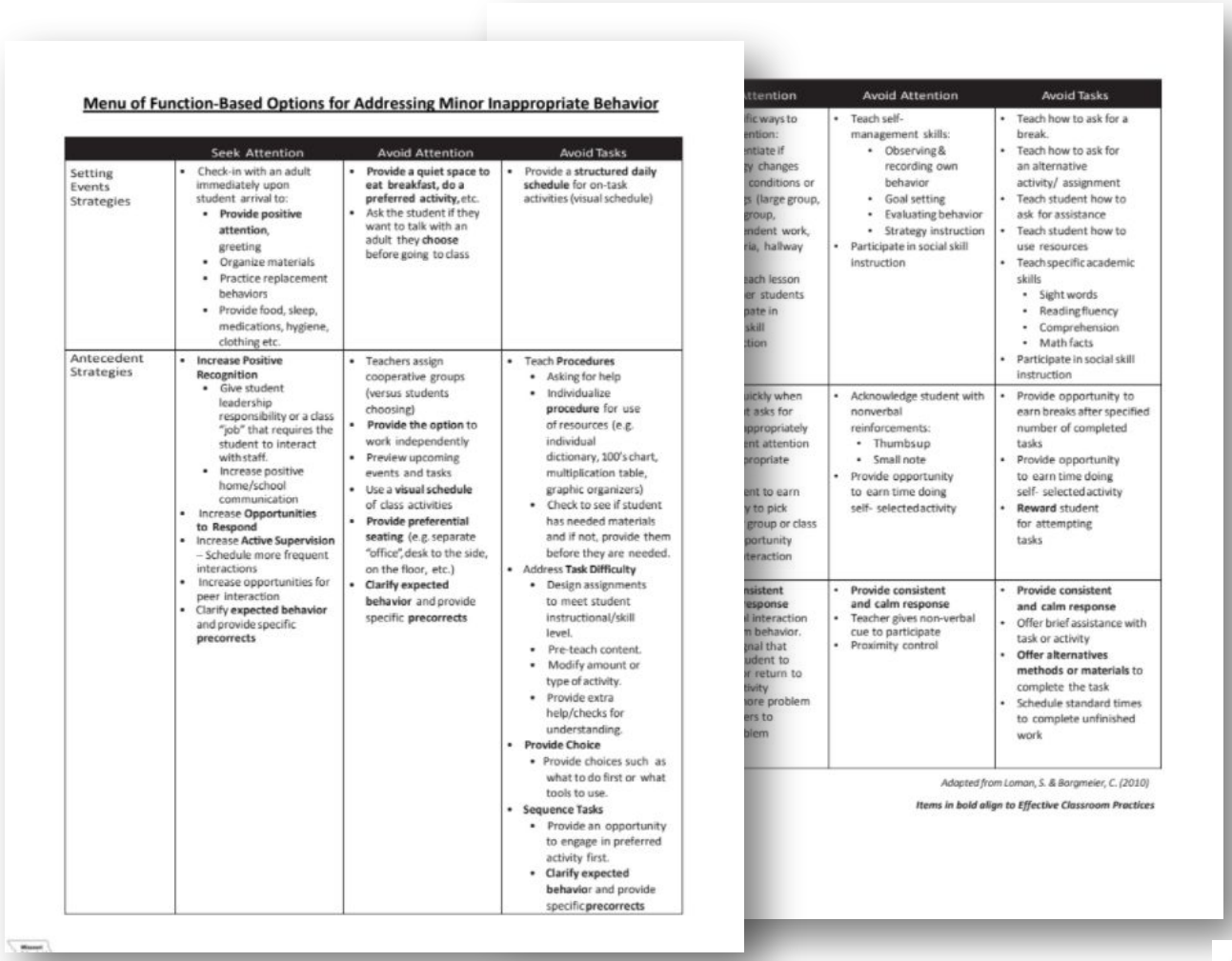
Addressing Function





Menu of Function-Based Options for Addressing Minor Inappropriate Behavior

	Seek Attention	Avoid Attention	Avoid Tasks

Setting Events Strategies	• Check-in with an adult immediately upon student arrival to:
	  • **Provide positive attention**, greeting
	  • Organize materials
	  • Practice replacement behaviors
	  • Provide food, sleep, medications, hygiene, clothing etc.
		• **Provide a quiet space to eat breakfast, do a preferred activity,** etc.
		• Ask the student if they want to talk with an adult they **choose** before going to class
			• Provide a **structured daily schedule** for on-task activities (visual schedule)

Antecedent Strategies	• **Increase Positive Recognition**
	  • Give student leadership responsibility or a class "job" that requires the student to interact with staff.
	  • Increase positive home/school communication
	• Increase **Opportunities to Respond**
	• Increase **Active Supervision** – Schedule more frequent interactions
	• Increase opportunities for peer interaction
	• Clarify **expected behavior** and provide specific **precorrects**
		• Teachers assign cooperative groups (versus students choosing)
		• **Provide the option** to work independently
		• Preview upcoming events and tasks
		• Use a **visual schedule** of class activities
		• **Provide preferential seating** (e.g. separate "office", desk to the side, on the floor, etc.)
		• **Clarify expected behavior** and provide specific **precorrects**
			• Teach **Procedures**
			  • Asking for help
			  • Individualize **procedure** for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers)
			  • Check to see if student has needed materials and if not, provide them before they are needed.
			• Address **Task Difficulty**
			  • Design assignments to meet student instructional/skill level.
			  • Pre-teach content.
			  • Modify amount or type of activity.
			  • Provide extra help/checks for understanding.
			• **Provide Choice**
			  • Provide choices such as what to do first or what tools to use.
			• **Sequence Tasks**
			  • Provide an opportunity to engage in preferred activity first.
			  • **Clarify expected behavior** and provide specific **precorrects**

ttention	Avoid Attention	Avoid Tasks

fic ways to ention: ntiate if y changes conditions or s (large group, group, ndent work, ria, hallway ach lesson er students ate in skill tion	• Teach self-management skills:
	  • Observing & recording own behavior
	  • Goal setting
	  • Evaluating behavior
	  • Strategy instruction
	• Participate in social skill instruction
		• Teach how to ask for a break.
		• Teach how to ask for an alternative activity/ assignment
		• Teach student how to ask for assistance
		• Teach student how to use resources
		• Teach specific academic skills
		  • Sight words
		  • Reading fluency
		  • Comprehension
		  • Math facts
		• Participate in social skill instruction

ickly when t asks for ppropriately nt attention propriate nt to earn y to pick group or class portunity teraction	• Acknowledge student with nonverbal reinforcements:
	  • Thumbs up
	  • Small note
	• Provide opportunity to earn time doing self- selected activity
		• Provide opportunity to earn breaks after specified number of completed tasks
		• Provide opportunity to earn time doing self- selected activity
		• **Reward** student for attempting tasks

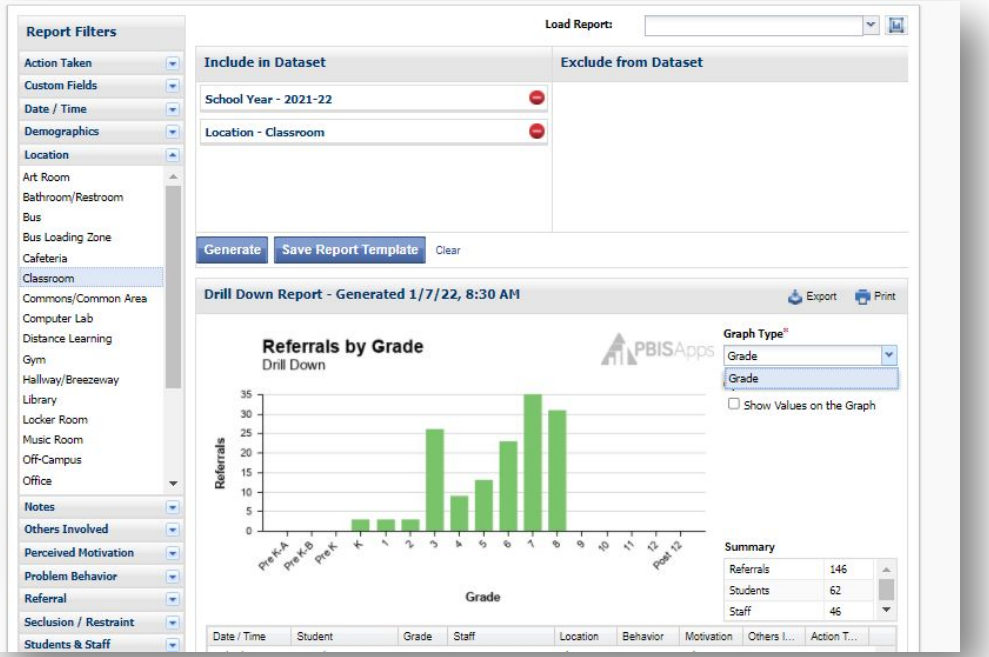
nsistent esponse l interaction n behavior. nal that udent to r return to tivity ore problem ers to blem	• **Provide consistent and calm response** • Teacher gives non-verbal cue to participate • Proximity control	• **Provide consistent and calm response** • Offer brief assistance with task or activity • **Offer alternatives methods or materials** to complete the task • Schedule standard times to complete unfinished work

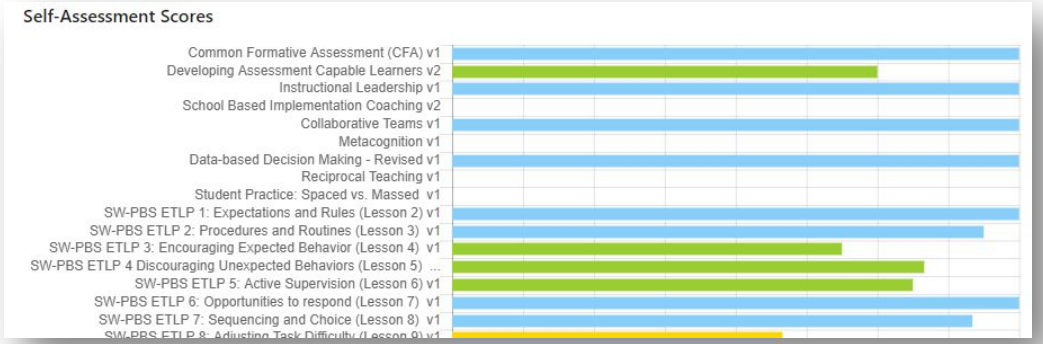
Adapted from Loman, S. & Borgmeier, C. (2010)

Items in bold align to Effective Classroom Practices

See Menu of Function-Based Options for Addressing Minor Inappropriate Behaviors

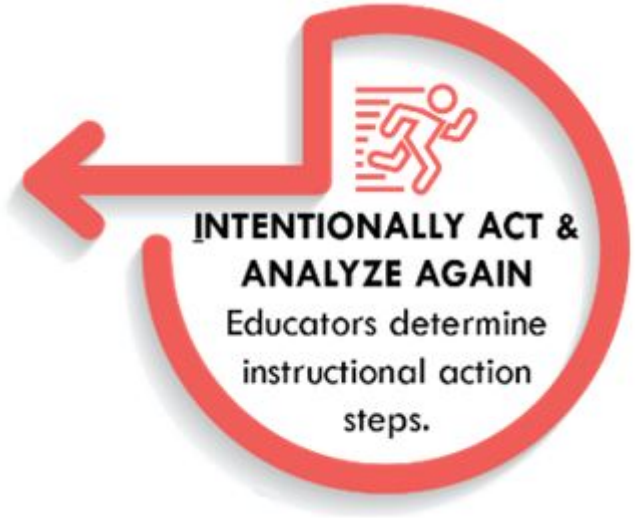
vs.


Report Filters
Action Taken
Custom Fields
Date / Time
Demographics
Location
Art Room
Bathroom/Restroom
Bus
Bus Loading Zone
Cafeteria
Classroom
Commons/Common Area
Computer Lab
Distance Learning
Gym
Hallway/Breezeway
Library
Locker Room
Music Room
Off-Campus
Office
Notes
Others Involved
Perceived Motivation
Problem Behavior
Referral
Seclusion / Restraint
Students & Staff
Load Report:
Include in Dataset
Exclude from Dataset
School Year - 2021-22
Location - Classroom
Generate
Save Report Template
Clear
Drill Down Report - Generated 1/7/22, 8:30 AM
Export
Print
Referrals by Grade
Drill Down
PBISApps
Graph Type*
Grade
Grade
Show Values on the Graph
Referrals
Grade
Summary
Referrals 146
Students 62
Staff 46
Date / Time
Student
Grade
Staff
Location
Behavior
Motivation
Others I...
Action T...


Self-Assessment Scores
Common Formative Assessment (CFA) v1
Developing Assessment Capable Learners v2
Instructional Leadership v1
School Based Implementation Coaching v2
Collaborative Teams v1
Metacognition v1
Data-based Decision Making - Revised v1
Reciprocal Teaching v1
Student Practice: Spaced vs. Massed v1
SW-PBS ETLP 1: Expectations and Rules (Lesson 2) v1
SW-PBS ETLP 2: Procedures and Routines (Lesson 3) v1
SW-PBS ETLP 3: Encouraging Expected Behavior (Lesson 4) v1
SW-PBS ETLP 4 Discouraging Unexpected Behaviors (Lesson 5) ...
SW-PBS ETLP 5: Active Supervision (Lesson 6) v1
SW-PBS ETLP 6: Opportunities to respond (Lesson 7) v1
SW-PBS ETLP 7: Sequencing and Choice (Lesson 8) v1

Intentional Action

What to do in response to behavioral data analysis.



Select Change

- Evidence-based
- Directly addresses root cause
- Contextual fit
- Capacity

Develop Systems

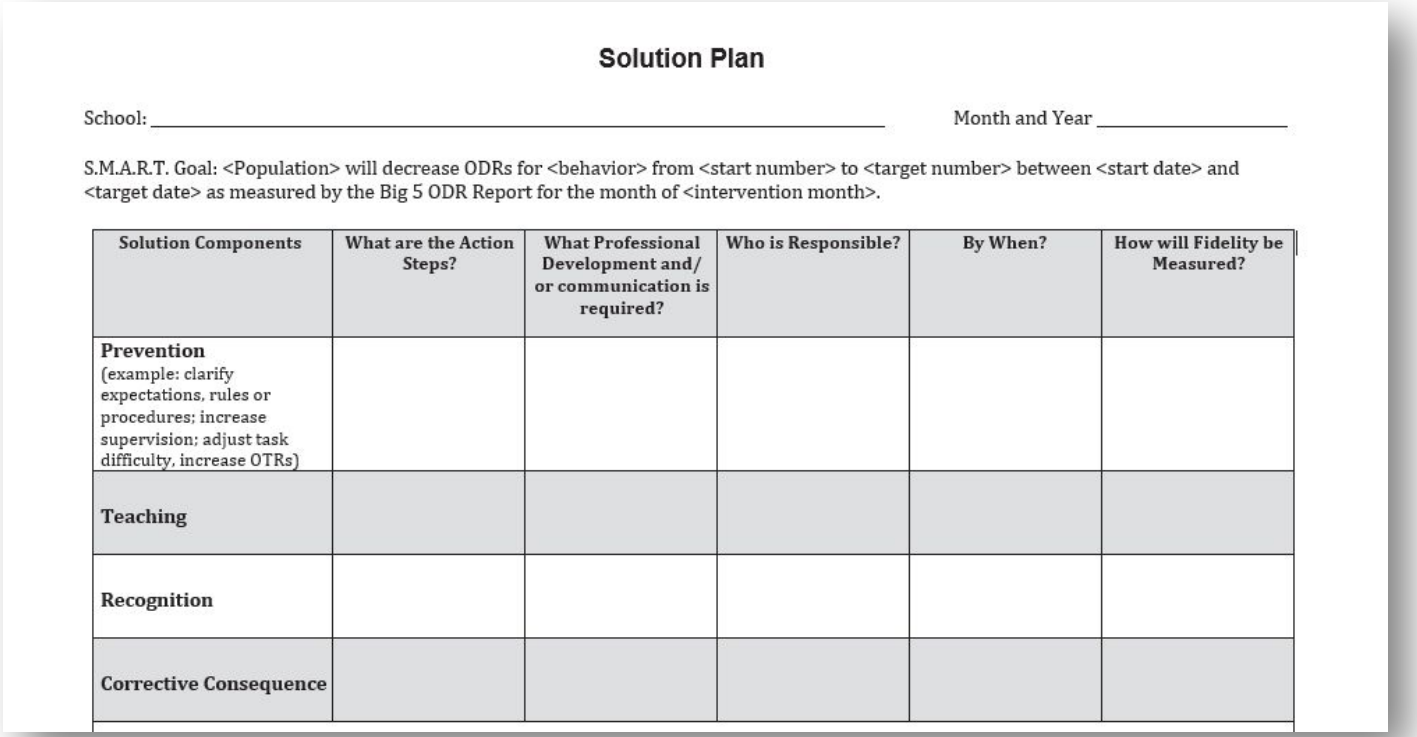
- Communicate
- Train
- Coach
- Reinforce
- Correct
- Resources
- Evaluation

Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion

Planning Tool

- Consider 4 Components to address in your plan of action
  - Prevention
  - Teaching
  - Recognition/Acknowledgement/Reinforcement
  - Corrective Consequences



Solution Plan

School: _____ Month and Year _____

S.M.A.R.T. Goal: <Population> will decrease ODRs for <behavior> from <start number> to <target number> between <start date> and <target date> as measured by the Big 5 ODR Report for the month of <intervention month>.

Solution Components	What are the Action Steps?	What Professional Development and/ or communication is required?	Who is Responsible?	By When?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					

See MO SW-PBS Solution Planning Tool

Integrating Academic and Behavioral Analysis

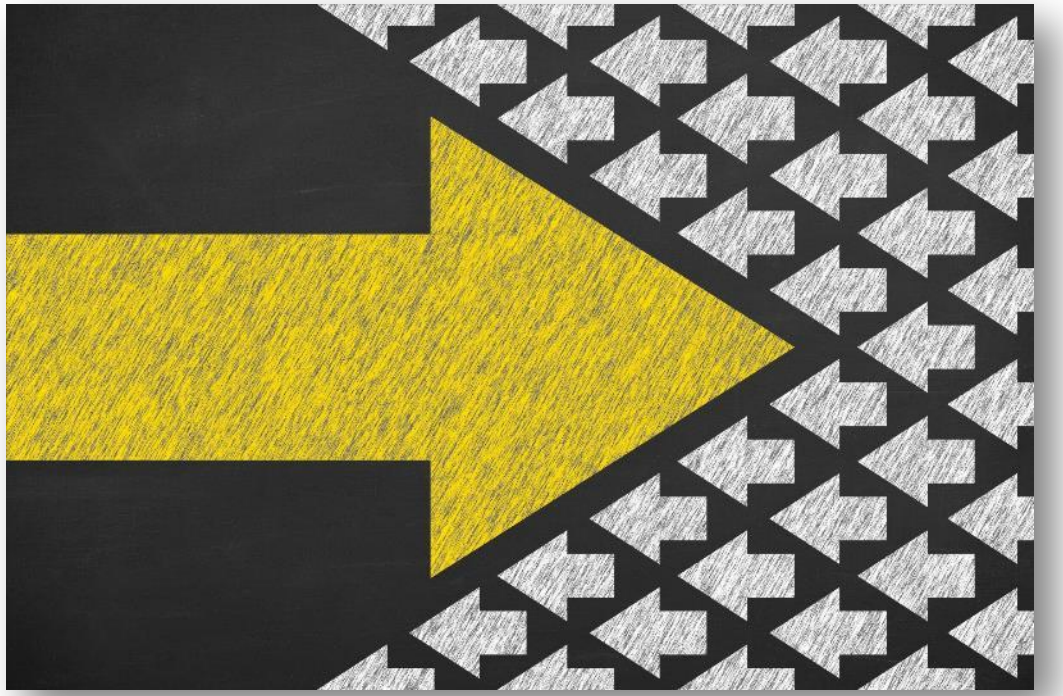
- Follow established processes to analyze data
- Identify patterns between academic and behavioral data
- Are academic demands influencing student behavior?
- Are behavioral problems affecting academic progress?
- Look for ETLPs to intensify Tier 1 Universal support

Making Decisions from Academic and Behavior Data

Pattern	Possible Inference(s) (Function of Behavior)	ETLP(s) for Differentiation
There is no relationship between students engaged in unexpected behaviors and their scores on the academic assessment	• Student behavior is not caused by academic deficiency • Students do not know the expected behavior • Students are not fluent in the expected behavior • Students are seeking adult or peer attention • Students are avoiding adult or peer attention	• Teach Expectations and Rules • Practice Expectations and Rules • Teach Procedures and Routines • Practice Procedures and Routines • Reinforce behavioral expectations • Discourage unexpected behaviors • Increase opportunities to respond • Increase active supervision
Students who engage in unexpected behaviors also score low on the academic assessment. However, there does not appear to be a relationship between the demands of the academic assessment, the demands of the activities when unexpected behaviors occur, or the consequences that follow the unexpected behaviors	• Behavior does not appear to be escape motivated, but may be interfering with learning.	• Address academic knowledge or skill deficits • Reteach and practice behavior expectations • Reteach and practice procedures and routines • Reinforce expected behavior • Discourage unexpected behavior • Increase active supervision
There is a relationship between student scores on the academic assessment and the students who engage in unexpected behaviors; there is a relationship between academic demands of the academic assessment, academic demands of the activity during which unexpected behaviors occur; behaviors result in disruption of instruction and/or removal from instruction.	• Lack of academic skills are resulting in avoidance motivated behaviors	• Task sequencing and choice • Adjust task difficulty (i.e. modality of instruction; modality of expression)
Students who engage in unexpected behavior score high on the academic assessment	• Students who are proficient may need extended learning opportunities	• Provide opportunities to extend learning

See Making Decisions from Academic and Behavioral Data, MO SW-PBS Tier 1 Implementation Guide, p. 282.

Implement Change



Monitor Progress

Questions For Action

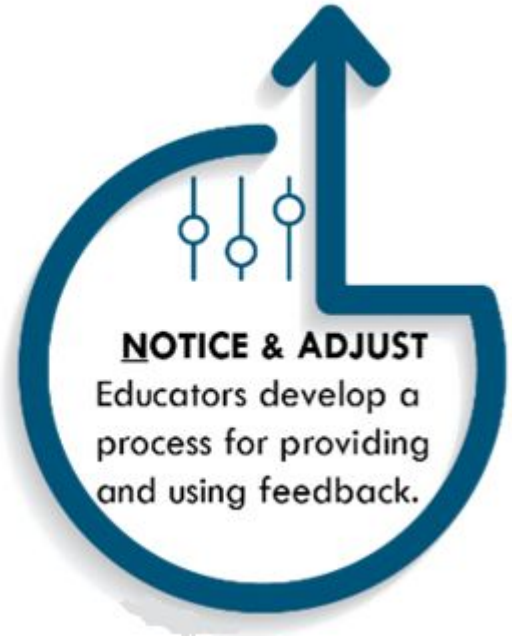
- What is the effect of our response to student problem behavior?
  - Does our response increase the chances that the problem behavior will happen again?
  - Does our response decrease the likelihood of the problem behavior happening again?

Collaborative Ideas for Parallel Implementation

- Review academic data
- Search for patterns of behavior associated with poor achievement
- Search of patterns of behavior associated with exemplary achievement

Notice and Adjust

What to do next



Did we implement our plan?

Yes

Did we find the right root cause?

- Yes
  - Modify plan to better address the cause.
- No
  - Go back to data to determine the root cause.

Did we address the right root cause?

No

Are there obstacles to implementation?

- Yes
  - Address obstacles
- No
  - Implement plan

Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? **Yes**: Modify plan to eliminate the obstacles. **No**: Implement the plan.	Look at data to determine *why* the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation. Return to data to identify a new problem to address.

Leadership and Learning Framework	
Lucky	**Sustaining**
Positive outcomes, low understanding of how they were achieved *Replication of success is unlikely*	Positive outcomes, high understanding of how they were achieved *Replication of success likely*
Losing Ground	**Learning**
Undesired outcomes, low understanding of how they were achieved *Replication of failure likely*	Undesired outcomes, high understanding of how they were achieved *Replication of mistakes unlikely*

Adapted from Reaves (2006)

GATHER
Educators collaborate to decide what data to collect.

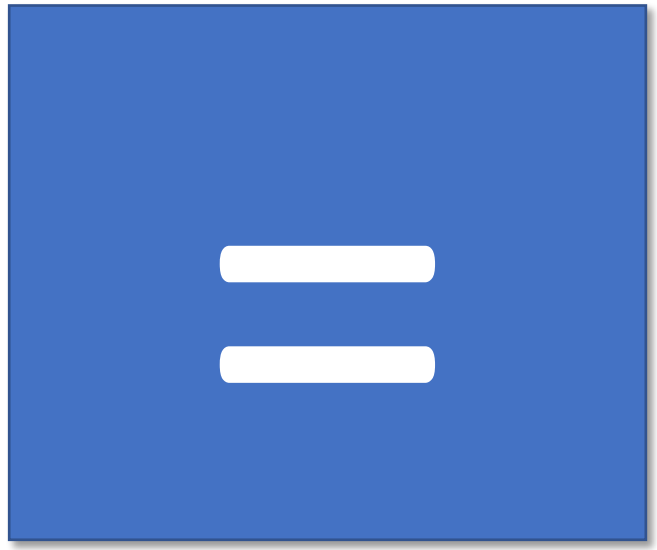
ANALYZE
Educators develop a process for examining and interpreting data.

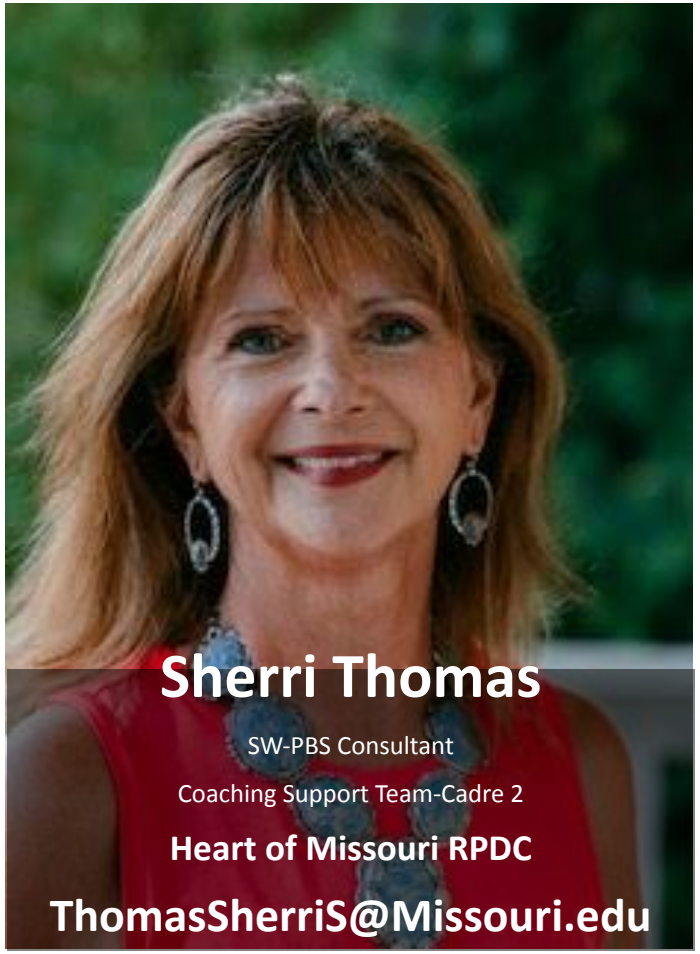
SYSTEMATICALLY REPEAT
Educators repeat the steps with new data to promote meaningful gains in student learning.

NOTICE & ADJUST
Educators develop a process for providing and using feedback.

INTENTIONALLY ACT & ANALYZE AGAIN
Educators determine instructional action steps.

Take Aways





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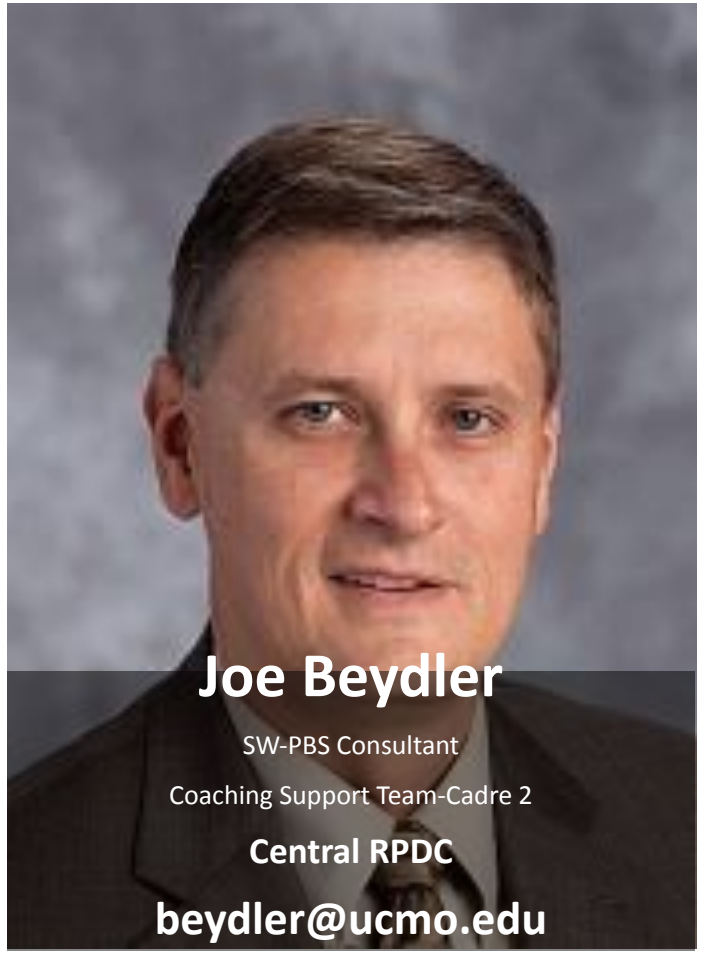

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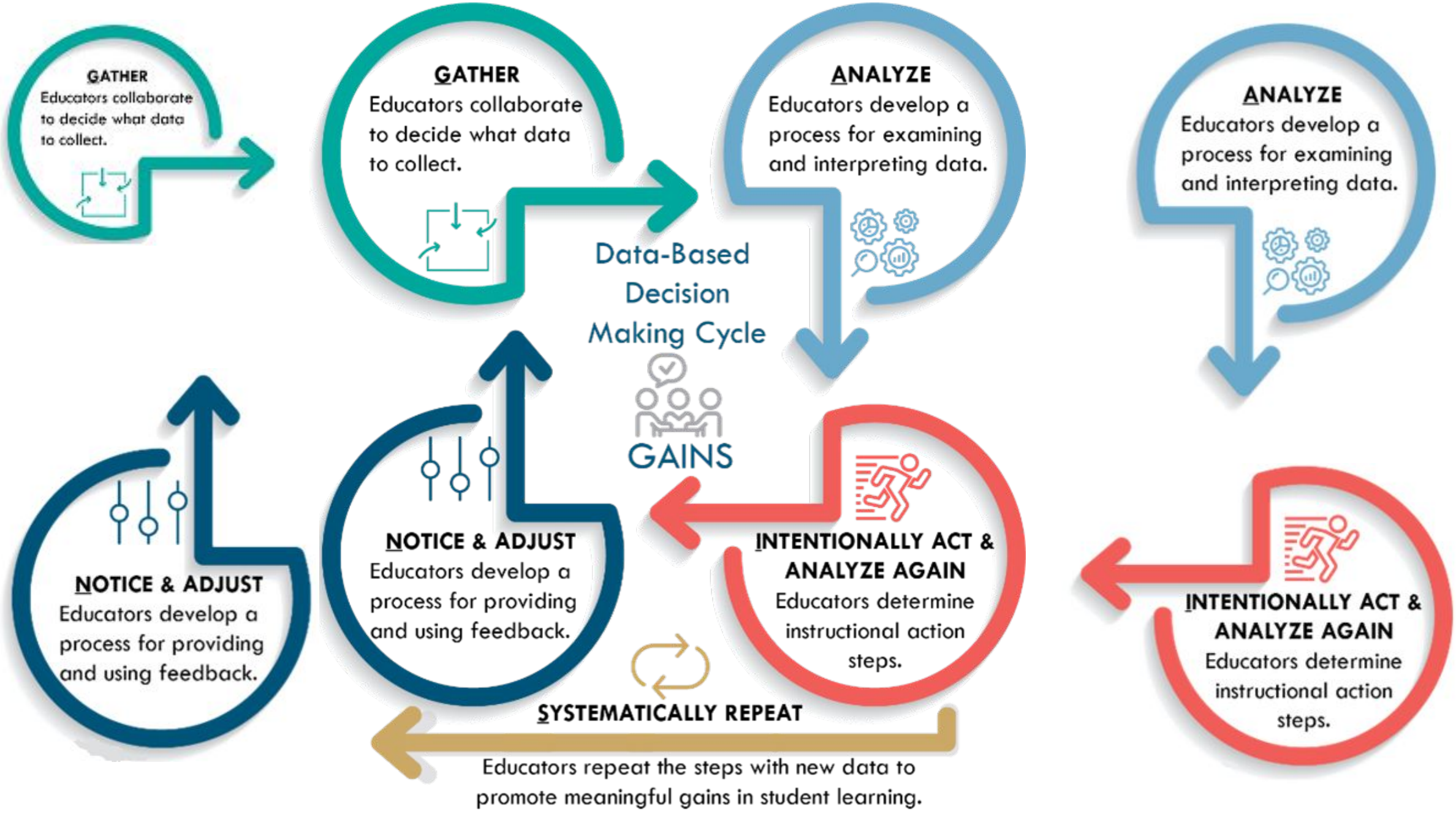
Resources

- **From MoEduSAIL**
  - MoEduSAIL Website
  - Common Formative Assessment Infographic
  - Common Formative Assessment Materials
  - Effective Teaching and Learning Practices on MoEduSAIL
  - DBDM for Behavior Learning Materials

- **From MO SW-PBS**
  - MO SW-PBS Website
  - Effective Teaching and Learning Practices
  - MO SW-PBS Handbook
  - MO SW-PBS Tier 1 Implementation Guide
  - MO SW-PBS Solution Planning Tool
  - MO SW-PBS DBDM/Solution Plan Learning Module
  - Making Decisions from Academic and Behavioral Data


GATHER
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ANALYZE
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ANALYZE
Educators develop a process for examining and interpreting data.
Data-Based Decision Making Cycle
GAINS
NOTICE & ADJUST
Educators develop a process for providing and using feedback.
NOTICE & ADJUST
Educators develop a process for providing and using feedback.
INTENTIONALLY ACT & ANALYZE AGAIN
Educators determine instructional action steps.
INTENTIONALLY ACT & ANALYZE AGAIN
Educators determine instructional action steps.
SYSTEMATICALLY REPEAT
Educators repeat the steps with new data to promote meaningful gains in student learning.

Section Name	# of Slides	Slides	Activity?	Person	Timing Estimate Min:Sec
1. Intro	4	1-4	Intros	Jordan	
2. CFA Background	4	5-8	Where are you?	Sherri	7:00
3. Using Behavior	6	9-14		Jordan	
4. Connecting Logic	6	15-20		Joe	4:00
5. ETLP	7	21-27		Sherri	10:00
6. DBDM	2	28-29	Think, Pair, Share	Joe	+/- 4:00
7. Gather	8	30-37	Turn & Talk	Joe	+/- 8:00
8. Analyze	13	38-50	Gastro vs. Data	Jordan	
9. Intentionally Act	10	51-60		Joe	4:00
10. Notice & Adjust	4	61-64		Jordan	
11. Closing	4	65-68	Take Aways	Sherri	8:00