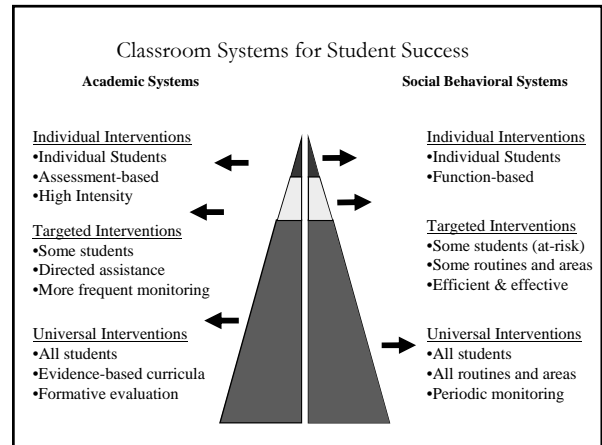
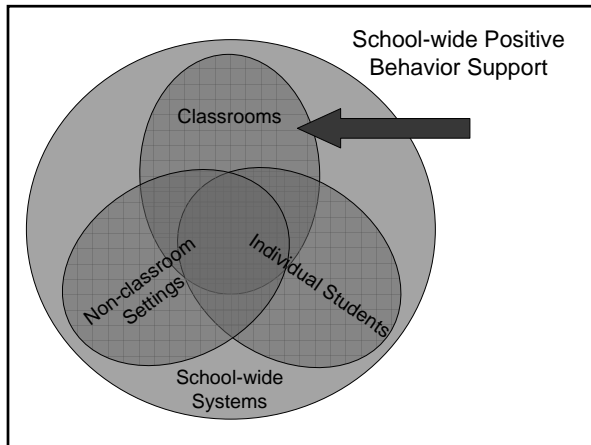


Using PBS to Apply the RtI Logic to Classrooms

Cynthia M. Anderson, Ph.D.
University of Oregon

Overview

- Building comprehensive PBS teams
- Assessing a classroom
- Universal interventions for classrooms
- What is not here
 - Modifying classrooms to enhance effectiveness of universal interventions
 - Targeted interventions in classrooms
 - Tertiary interventions in classrooms



Embed Classrooms Within SWPBS Framework

- School team provides support to teachers
 - Clear delineation of office-managed versus classroom-managed problems
 - Training on effective teaching and behavior support strategies
 - Access to evidence-based strategies
 - Materials for implementing interventions
 - Secondary and tertiary interventions that are (a) evidence based and (b) have contextual fit

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Goal of Classroom Assessment

- School-wide
 - Identify potential targeted interventions
 - Further training needs
- Specific classrooms
 - Determine level of intervention needed
 - Identify features of intervention

Focus on Universal Intervention When.....

- Disruptive behaviors
 - interfere with teaching and learning
 - Occur more than once per hour
- More than 2 students off task simultaneously
- 10% of students don't complete assignments
- Teacher must frequently "remind" students to follow rules

Florida's Positive Behavior Support Project

Rationale for Assessment

- Identify teacher's goals and goals for his or her students
- Identify expectations, rules, and routines
- Design a functional environment
- Identify potential barriers to success
 - Systems needing more support
 - Problem areas to target

Whole Classroom Assessment

- Focus on entire class
 - Environment
 - Instructional behavior
 - Interactions with other adults, with students
 - Students
 - Academic behavior
 - Social behavior

Whole Class Assessment

- Self-Assessments
- Teacher interview
- Student interview

Classroom Student Interview

Student _____ Date _____ Interviewer _____

Section I

Circle the best response. A=Always, S=Sometimes, N=Never.

1. In general, is your work too hard for you?	A	S	N
2. In general, is your work too easy for you?	A	S	N
3. When you ask for help appropriately, do you get it?	A	S	N
4. Do you think work periods for each task are too long?	A	S	N
5. Do you think work periods for each task are too short?	A	S	N
6. When you do seatwork, do you do better with someone?	A	S	N
7. Do you think people notice when you do a good job?	A	S	N
8. Do you think you get what you deserve when you do good work?	A	S	N
9. Do you think you would do better in school if you received more rewards?	A	S	N
10. In general, do you find your classwork interesting?	A	S	N
11. Are there things in the classroom that distract you?	A	S	N
12. Do you understand the directions for assignments?	A	S	N
13. Do you know how the teacher expects you to behave?	A	S	N
14. Do you have opportunities to make choices in school?	A	S	N
15. Does your teacher let you know how you are doing?	A	S	N

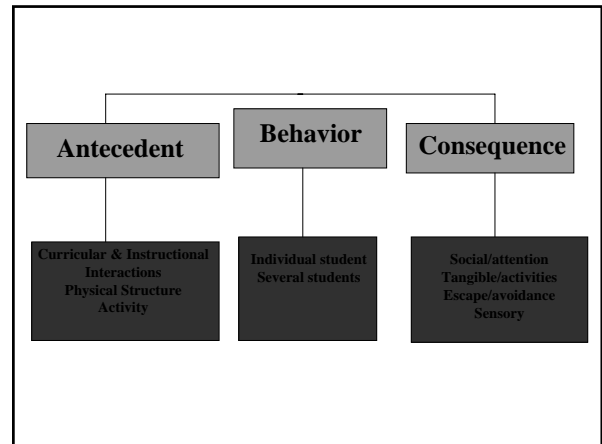
Whole Class Assessment

- Self-Assessments
- Teacher interview
- Student interview
- Direct observation
 - Teacher behavior
 - Student behavior
 - All students or a few specific students
- Characteristics of setting

[Teacher Feedback Assessment](#)

[Classroom Assessment Tool](#)

[Best Practices Checklist](#)



Whole Class Assessment

- Self-Assessments
- Teacher interview
- Direct observation
- Permanent product review
 - Grades (overall, assignments, tests)
 - Work completed
 - Absenteeism/tardiness

Using Data for Decision-Making

- Do the data give good picture of classroom?
- Do you need more information?
- With teacher, identify primary areas of need
- Develop goals

Using Data—What Would You Do?

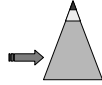
- 13% average daily absentee rate
- More students absent on Mondays
- Tardiness was not a problem
- 98% completed assignments but average performance correct was 77%
- Performance improved when students were randomly placed in groups

Using Data—What Would You Do?

- 21% of class time spent on instruction
- Long periods of “down time”
- Transitions are lengthy
- During 5-min sample, 33% of students were not actively engaged for at least half the time
- Teacher ignores non-engagement, responds to problems by threatening detention
- Approximately 1 student gets ODR/day

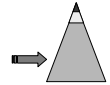
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Universal Supports

- Foundations
 - Expectations and rules
 - Acknowledgement Systems
 - Strategies for responding to problem behavior
- Systems to “tune up”
 - Curriculum
 - Instructional techniques
 - Setting/physical environment



Rationale for Rules in Classrooms

- Provides
 - Structure
 - Consistency
 - Positive climate
- Allow teacher to maintain positive environment & focus on academics
- Legal, ethical, and professional accountability

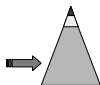


Building Classroom Rules

- Classroom specific
- Consistent with school-wide system

Classroom Rules

- Classroom Rules
 - Linked to school-wide program
 - Positively stated & succinct (3-5)
 - Observable behaviors
 - Posted in public, easily seen place
 - Taught and re-taught frequently
 - Enforced consistently
- Rules for specific areas, activities

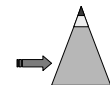


Teaching
Matrix

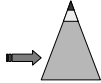
Sample
Rules

Routines

- Student routines are clear and predictable
- Staff routines are consistent
- Rules exist for different routines
 - Linked to classroom rules



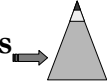
Example: Planning for Transitions



Steps for Effective Transitions

1. Teach transition rules
2. Establish predictable transitions
3. Minimize frequency of transitions

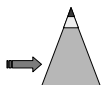
Toolbox for Transitions



1. Pre-correct
2. Build in “extra” acknowledgements
 1. Acknowledge students who transition appropriately
 2. Fun activity as pre-cursor to less preferred activity

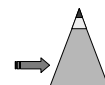
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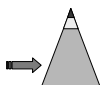


Universal Supports

- Foundations
 - Expectations and rules
 - Acknowledgement Systems
 - Strategies for responding to problem behavior
- Systems to “tune up”
 - Curriculum
 - Instructional techniques
 - Setting/physical environment

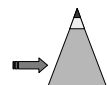


Acknowledgement Systems



- Increase pro-social behavior
- Focus staff and student attention on desired behaviors
- Foster a positive climate
- Increase time spent on academics

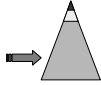
Acknowledgement



Formal versus informal

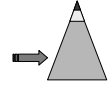
- Formal Acknowledgement
 - Linked to SWPBS
 - Independent system
- Informal Acknowledgement—CRITICAL
 - Frequency
 - Use to “turn situation around”

Acknowledgement Tips



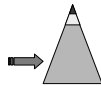
- Simple systems are best
- High frequency in new systems
- Acknowledgement should be contingent on behavior
- Avoid threats and response cost
- Avoid removing opportunity for acknowledgement

Systems



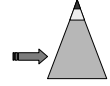
- Class
- Small group
- Individual student

Whole Class Acknowledgement



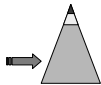
- Class earns acknowledgement as a whole
- Behavior of one student affects entire class

Role of Team



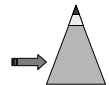
- Instruction in set up of system
- Rationale for whole-class rewards

Acknowledging Small Groups




- The reward is given to all members of a group.
- Individual performance can effect the entire group.

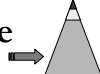
Sample: Classroom Game




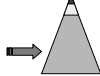
- Pre-planning
 - Specify rules
 - Group versus individual acknowledgement
 - Determine rewards
 - How rewards will be distributed
 - Timing


Sample: Classroom Game 

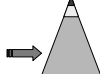
Muggles	Gryffindor	Hufflepuff	Ravenclaw
+	+	+	+
+	+	+	+
+	+	+	+
+	+	+	+
+	+	+	+

- Sample: Classroom Game** 
- Game winners
 - Group game
 - Team member picks from grab bag, throws beanbag at board, etc.
 - Teacher's choice
 - Small prize for all team members
 - SWPBS tickets
 - Tangibles
 - Intangibles




- Role of Team** 
- Provide rationale for group systems
 - Instruct in pre-planning
 - Identifying target behaviors
 - Time frame for earning rewards
 - Types of rewards
 - Etc.

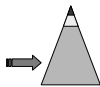
- Individual Student Acknowledgement** 
- Acknowledgement tied to behavior of individual student
 - All students receive same acknowledgements

- Role of Team: Acknowledgement Samples on hand** 
- Provide supply of acknowledgements
 - Generate ideas for tangible and intangible rewards
 - Acknowledge teachers who are running good systems

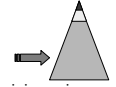
- Example Strategies** 
- Punch-Out Card
 - Good Behavior Lotto
 - Chart Tracking (use points or checks)
 - Positive parent calls with students present
 - Coupons (purchased with established numbers of tokens) for:
 - Extra P.E., music, art, recess, library
 - Earned activity period for a preferred activity
 - Early release pass
 - Free time
 - Free homework pass

Sample Program

- Monthly  Tim earns tokens (Bronco Bucks) throughout the school day from all staff members that he can spend once a month to purchase items at the school store.
- 9-Weeks  For each dollar Tim spends at the store, his name is entered in a drawing for a chance to win a bicycle.
- Random  Occasionally, other incentives such as student dances, jean day, etc. are introduced randomly. Students gain admittance by using “Bronco Bucks”.



- Daily If Tim earns 2 “Bronco Bucks” he can participate in the review game/get a positive note sent home
- Weekly Everyone that received 2 (or other set #) daily rewards during the week receives a preferred activity time at the end of the week
- Monthly If the entire class reaches their goal of earning a specified amount of “Bronco Bucks” by the end of the month, the class gets to watch a movie
- 9-Weeks There is a competition between all of Mr. Smith’s classes. The class earning the highest number of “Bronco Bucks” earns a pizza/ice cream party



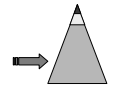
Aligning with SWPBS System

- Using SW acknowledgement tokens
 - All classrooms or none
- If using SW tokens
 - Students can receive rewards in class for earning tokens
 - Continue collecting tokens for use in the school-wide reward system
 - Consider use of supplemental rewards for academic achievement/participation



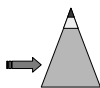
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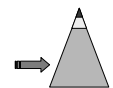
Universal Supports

- Foundations
 - Expectations and rules
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 - Instructional techniques
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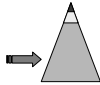
Traditional Strategies Used for Dealing with Problem Behavior

- Time out
- Demerit or fine
- Detention
- Writing assignment
- Deprivation of some reward



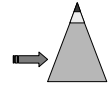
Why Haven't the Traditional Strategies Been Effective?

- Not aligned with:
 - Expectations
 - Clearly defined rules
 - System for teaching expectations and rules
 - System for acknowledging appropriate behaviors



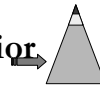
Cautions When Using "Punishment"

- Consequence may not be aligned with function of response
- Student not taught replacement skill/desired behavior
- May embarrass the student—retaliation



Consequences for Misbehavior

- Applied consistently
- Immediate feedback
- Pre-determined plan for major, minor, repeat violations
- Plan consistent with school-wide plan
- Consequence linked to context



Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	???
Turns in a sloppy paper	Teacher refuses the paper	???
Walks in noisily	Teacher ignores behavior	???

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Chews Gum	Teacher sends student to the office	Dispose of gum, writes paper on the issue
Turns in a sloppy paper	Teacher refuses the paper	Redoes the paper
Walks in noisily	Teacher ignores behavior	Walks in again quietly

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Passes paper in incorrectly	Teacher deducts 10 points	???
Arrives late	Teacher sends student to the office	???
Does not bring text book or pencil	Student sits at their desk without a pencil or textbook	???

Reasonable and Logical Strategies

Student Behavior	Illogical Strategies	Logical Strategies
Passes paper in incorrectly	Teacher deducts 10 points	Passes paper in again correctly
Arrives late	Teacher sends student to the office	Misses instruction and has to get help from a peer
Does not bring text book or pencil	Student sits at their desk without a pencil or textbook	Student has to borrow one from the teacher for .50 cents (classroom money)

Strategies: Tips for Teachers

- Avoid stopping lesson to respond to student misbehavior
- Use immediate consequences when feasible



- Pick your battles

Role of Teams: Ensure Teachers Have a Plan

- Distinguish between office managed and classroom managed
- Classroom plans should include opportunities for students to learn and/or practice more acceptable behaviors
- Help ensure consistency in delivery of consequences
- Generate ideas for immediate consequences
- Documentation system for classroom managed problems
- Ideas for notifying parents of problems
- Emphasize prevention

Suggestions for Success

- In-service trainings on responding to problem behavior
 - Consider function
 - Consistency
 - Calm response
 - Plan for teaching rules, expectations, consequences
 - Back-up procedures

Strategies: Tips for Teachers

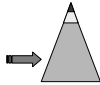
- **Chalkboard**
 - Write name on the board
- **Transparency**
 - Write name on the transparency with overhead projector
- **Ticket**
 - Give student a ticket with their name on it and then rule # that they violated
- **Pattern**
 - Have patterns or cut outs that represent the students on a bulletin board
- **Heart**
 - Have a heart on the bulletin board with each student's name on it, if a student is disruptive, remove their name from the center of the heart

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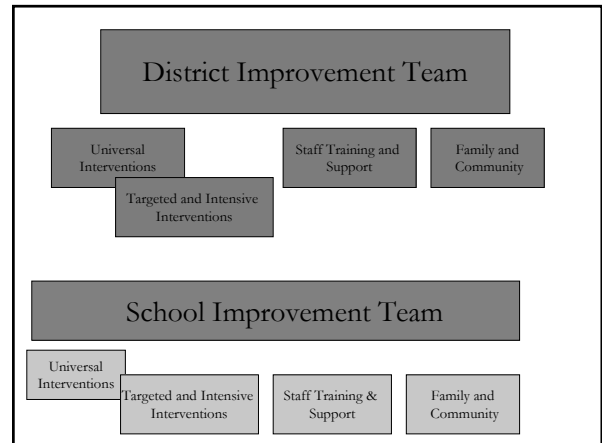


- Curriculum
 - Adapt what is taught
- Instructional
 - Adapt how material is taught
 - Modify how performance is assessed
- Setting
 - Layout of classroom
 - Where, when, with whom activities occur

Supporting All Students

- Embedded team approach
- Structure of teams may differ across schools

Work smarter



Each Team

- Data
 - What data are collected?
 - How are data analyzed?
 - Data-based decision-making
- Systems
 - Three-tiered approach
- Practices
 - What are people doing to sustain what is working?
 - What are people doing to affect change with what is working?

Action Planning

- Action Planning Template

Action Planning

- What to include in a teacher in-service series