Establishing a Tier 2 System of Support
MO SW PBS Session 6
November 17, 2009

Training Norms
Be Respectful
• Be an attentive listener
• Limit side conversations
• Be open to new ideas
• Keep cell phones on silent

Be Responsible
• Be on time
• Bring materials and required paperwork
• Follow through with responsibilities

Be a Problem Solver
• Ask questions and share ideas
• Be positive about the activities and perspectives
• Be proactive

Who’s Here?
• Pair-up with another Tier 2 participant you do not know well.
• Share – 4 or 5 details about yourself with them
• Tell – about your new acquaintance with the group so we all know

Review of Day 5 Objectives
• Review Tier 2 System using IIEI-T2 (Tier 2 Action Plan Checklist)
• Per Day/Per Month & Triangle Generator Tools
• Classroom Practice Mini-Module: OTR

Review of Day 5 Next Steps
• Complete IIEI-Tier 2 with team
• Update Tier 2 action plan with team
• Outline plan for providing PD on classroom practices
• Begin CICO implementation (pilot or full scale)

Discussion Activity
Share Out on Your Progress to Date…
Today’s Objectives

- Student Support Model
- CICO Implementation Inventory
- Small Group Social Skill Interventions (part 1)
- ABC: Identifying Function of Behavior
- Classroom System  
  - Mini-Module: Active Supervision  
  - Classroom Walk Through Observation
- Communication System Planning Tool

Student Support Model

Phases of Implementation

**Phases of Implementation**

1. **Phase 1 = Provide Adequate Instruction**
   - Teach, Practice, Acknowledge, Respond Consistently  
   - School-wide, Non-classroom, Classroom  
   - Initial & Data-based, On-going
   - Goal = Students have time to respond  
     Teachers have time to know students
   - Caveat = Students who can’t wait  
     - Establish Criteria…  
     - Serious/Chronic: Dangerous or violent

2. **Phase 2 = Identification Process**
   - Universal Screening Instrument
   - School-/Classroom-Wide  
     Analysis and/or Full Assessment

3. **Phase 3 = Function-based Intervention**
   - Tier 1 implemented with fidelity?
   - Serous/Chronic; Dangerous or violent
   - Skill Deficit?
   - CICO Implementation Inventory
   - Phase 2 = Identification Process
     - Nonclassroom System
     - Phase 4: If Yes, then Select Intervention  
     - Initial & Data-based, On-going
     - HO: Student Support Model
     - Provide Adequate Instruction

4. **Phase 4: Evaluate Outcomes & Make Decisions**
   - Team based support throughout each phase
   - Evaluate Outcomes & Make Decisions

Student Support Model

- Phase 1 = Provide Adequate Instruction
- Phase 2 = Identification Process
- Phase 3 = Function-based Intervention  
  - Collect Student Information  
  - Select Intervention  
  - Implement Intervention
- Phase 4 = Evaluate Outcomes & Make Decisions

*Team based support throughout each phase
Phase 1 = Provide Adequate Instruction

Effective Classroom Practice:
1. Expectations & Rules
2. Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate
4. Continuum of Strategies to Respond to Inappropriate
5. Active Supervision
6. High Rates of Engagement: OTR
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

Was Tier 1 Implemented with Fidelity?
Did all students receive adequate instruction?

– SET = score (80/80) within past 18 months
– SAS = 80% report systems are in place
– Data indicating 80% or more of students have 0-1 ODR
– Classroom Walkthrough Observation Data

Student Support Model

• Phase 1 = Provide Adequate Instruction
• Phase 2 = Identification Process
• Phase 3 = Function-based Intervention
  • Collect Student Information
  • Select Intervention
  • Implement Intervention
• Phase 4 = Evaluate Outcomes & Make Decisions

*Team based support throughout each phase

Phase 2 = Identification Process

Externalizing Behavior Examples…
• Aggression to others or things
• Hyperactivity
• Non-compliance
• Disruptive
• Arguing
• Defiance
• Stealing
• Not following directions
• Calling out

Internalizing Behavior Examples…
• Exhibits sadness or depression
• Sleeps a lot
• Is teased or bullied by peers
• Does not participate in games
• Very shy or timid
• Acts fearful
• Does not stand up for self
• Self-injury (cutting, head banging)
• Withdrawn

Identifies internalizing & externalizing? Allows for early identification?
Phase 2 = Identification Process

- Data Decision Rules
  - ODR/Classroom Minors
  - Attendance
  - Academic Indicators/Grades

Identifies internalizing & externalizing? Allows for early identification

Student Support Model

- Phase 1 = Provide Adequate Instruction
- Phase 2 = Identification Process
- Phase 3 = Function-based Intervention
  - Collect Student Information
    - Simple FBA
      - Standard Protocol = (FACTS)
      - Team Developed
  - Select Intervention
    - Targeted Environment; Social Skill Group; CICO; Mentoring (adult or peer); Academic Support
  - Implement Intervention
    - Minimum 4 data points collected over 4 weeks (Sprague et al, 2008, p.79)

Phase 3 = Function Based Intervention

- Collect Student Information
  - Simple FBA
    - Standard Protocol = (FACTS)
    - Team Developed
- Select Intervention
  - Targeted Environment; Social Skill Group; CICO; Mentoring (adult or peer); Academic Support
- Implement Intervention
  - Minimum 4 data points collected over 4 weeks (Sprague et al, 2008, p.79)

Phase 4 = Evaluate Outcomes & Make Decisions

Was the IV implemented with integrity?
Does the IV match function of student behavior?

- Use data to determine response to the intervention …
  - Fade or Continue
- If student has 3-4 consecutive data points below the goal line… (Sadler & Sugai, 2009)
  - Modify or Intensify
Tier 2 Action Plan Checklist

1. Tier 2 Team
2. Student Identification Process
3. Function-based Matching Process
4. Intervention Implementation
5. Monitoring Progress, Evaluating Outcomes & Making Decisions
6. Strategies for Communication

Today’s Objectives

• Student Support Model
• CICO Implementation Inventory
• Small Group Social Skill Interventions (part 1)
• ABC: Identifying Function of Behavior
• Classroom System
  – Mini-Module: Active Supervision
  – Classroom Walk Through Observation
• Communication System Planning Tool

Behavior Education Program: Check-in/Check-out Implementation Inventory

<table>
<thead>
<tr>
<th>Feature</th>
<th>Goal</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Progress Report</td>
<td></td>
<td></td>
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<tr>
<td>Reinforcement System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Fading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training</td>
<td></td>
<td></td>
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<tr>
<td>Student &amp; Parent Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Skill Instruction General Case

Definitions & Best Practice

Discussion Activity: Definitions

Get One, Give One
What’s your definition of social skills…?
**Definition - Social Skills**

“Social skills are a set of behaviors that do not necessarily remain constant, but vary with the social context and particular situational demands. These skills are seen as producing positive consequences for the individual, but within the norms of acceptability to others.”

(Dowd and Tierney, 1992, p. 2)

**Definition - Social Skills**

Social skills are specific behaviors a student demonstrates in order to perform appropriately on a given task. Social skills are one facet of social competence.

(Gresham, 1986).

**Definition - Social Competence**

“The ability to interact with others in a given social context in specific ways that are socially acceptable or valued and, at the same time personally beneficial, mutually beneficial or beneficial primarily to others”

(Combs and Slaby, 1977)

**Theoretical Foundations**

**What do we know…?**

Social Skills…
- are learned behaviors.
- comprised of specific verbal and nonverbal behaviors
- include both initiations and responses
- interactive by nature
- highly contextual – depend on environment
- can be an acquisition problem (don’t know) or a performance problem (don’t do)
- deficits and can be identified and treated

(Elliott & Gresham, 2008, p.11)

**What do we know…?**

Social skills can be taught and learned
- District and/or school-wide
- Classwide
- Small group
- Individual

**Why Teach Social Skills?**

Students with well developed social skills tend to
- Pay better attention
- Work more cooperatively with others
- Ask for assistance when needed
- Behave more responsibly and
- Respect other points of view

(Elliott & Gresham, 2008)
Why Teach Social Skills?

- Students with better developed social skills tend to be more successful in classroom environments (Elliott and Gresham, 2008)

- Students who possess higher levels of social skills tend to have higher levels of academic achievement than students who possess lower levels of social skills (Malecki & Elliott, 2002; Wentzel, 1993)

Why Teach Social Skills?

Social skill deficiencies are associated with...

- Verbally and physically aggressive behavior in children
- Delinquency, conduct and mental health disorders
- Chronic loneliness, isolation and despondency in childhood and adolescence and
- May compound / intensify learning problems of students with disabilities (Dowd and Tierney, 1992)

Why Teach Social Skills?

Reasons for social skill deficits

- Lack of knowledge
- Lack of practice
- Lack of cues
- Lack of reinforcement
- Presence of competing problem behaviors

(Elliott and Gresham, 2008)

Social Skill Instruction: Best Practice Considerations

1) Assessment = Which students need social skill instruction & what skills are they missing?
2) Planning = Curriculum & procedures
3) Lesson Development & Teaching = Tell, Show, Practice, Practice, Practice
4) Maintenance & Generalization = Consistent use of skills over time and across a variety of settings

(Sugai & Lewis, 1996)

Discussion Activity

- With a partner think about each of the best practice considerations for social skill instruction:
  - Assessment
  - Planning
  - Lesson Development & Teaching
  - Maintenance & Generalization
- Related to schoolwide social skill instruction tell how your school addressed each consideration.

Small Group Social Skill Intervention

Best Practice Considerations
Goals at Tier 2 =
- Rapid access to continuously available, research based intervention
- Intervention to teach/build pro-social replacement behaviors
- Include maintenance and generalization strategies to promote use
- Attend to possible function of the problem behavior
- Least intrusive but matched to student need; not highly individualized

A common misperception is that small group strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention. It is important to stress that these interventions will require high levels of involvement among ALL staff within the school building.
**Small Group**

**Best Practice Considerations**

2) **Planning**: Procedures

- **Who & how many in the group?**
  - 4-8 (if possible select even number of students)
  - Similarity in age/developmental level
  - Even distribution of boys and girls
  - Balance in severity of issues
- **Who teaches?**
  - Access to 2 adults for each group
  - Clear roles and responsibilities between adults

**Sugden, 1997**

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**Small Group**

**Best Practice Considerations**

3) **Lesson Development & Teaching**

**Training Outline for Each Session (60 min)**

- Review of previous skill (10 min)
  - Discuss homework,
  - Reinforce those who returned homework
  - Reinforce those who met weekly goal
- Teach weekly skill (20 min)
  - Provide rationale,
  - Teach with cue cards,
  - Elicit real life examples,
  - Model,
  - Role play with on-going feedback
  - Additional practice opportunity & homework

*During first meeting of the group, this time will be used to establish group rules and procedures*

**Sugden, 1997**
Small Group
Best Practice Considerations

3) Lesson Development & Teaching
Training Outline for Each Group Session
• Group Debriefing (10 min)
  – Review performance of members,
  – Provide feedback,
  – Prompt peer feedback,
  – Vote on adherence to group rules,
  – Provide reinforcers

Sheridan, 1997

Small Group
Best Practice Considerations

3) Lesson Development & Teaching
Training Outline for Each Group Session
• Socialization time (10 min)
  – Allow students to interact in semi-structured play,
  – Prompt students to use skills learned
  – Provide feedback
  – Prompt peer feedback

Sheridan, 1997

Small Group
Best Practice Considerations

3) Lesson Development & Teaching
Training Outline for Each Group Session
• Establish Goal for the Week (10 min)
  – Set goal for use of new skill,
  – Encourage students to make own goal,
  – Help student decide on goal that is feasible
  – Determine how progress will be documented

Sheridan, 1997

Small Group
Best Practice Considerations

4) Maintenance & Generalization
Strategies To Use During Training
• Use relevant student examples w/in role plays
• Use existing school-wide reinforcers
• Use language of school-wide PBS system
• Pinpoint activities students are likely to engage in
  *Connect Points to Larger School-wide System

Sugai & Lewis, 1996

Small Group
Best Practice Considerations

4) Maintenance & Generalization
Strategies To Use During Training
• Train in the problem setting
• Include peers the at-risk student(s) likely to encounter in the problem setting
• Use a number of trainers or other adults
• Continue training for a sufficient amount of time

Sugai & Lewis, 1996
**Small Group**
**Best Practice Considerations**

4) **Maintenance & Generalization**

**Strategies to Use within the Problem Setting**
- Prompt students to display skill (Pre-Corrects)
- Reinforce displays of skills in generalized settings using language of school-wide PBS system
- Enlist a variety of others (peers & adults) to prompt and reinforce skills in generalized settings
- Group contingencies

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**Discussion Activity: Verbal Fluency**

- Summarize what you know about “best practice” considerations for small group social skill instruction.
  - Partner A: 45 seconds
  - Partner B: 30 seconds*
  - Partner A: 15 seconds*
  - Partner B: 15 seconds*

*=add additional information

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**Social Skill Instruction: Best Practice Considerations**

1) **Assessment**
   - Which students need social skill instruction & what skills are they missing?
2) **Planning**
   - Curriculum & procedures
3) **Lesson Development & Teaching**
   - Tell, Show, Practice, Practice, Practice
4) **Maintenance & Generalization**
   - Consistent use of skills over time & across variety of settings

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**Small Group Social Skill Intervention**

School Implementation Example

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**Social Skills Club**

- Designed to meet the needs of repeat offenders
- Criteria for selection: 8 or more referrals across previous school year

Best Practice Focus = ______

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**Social Skills Club**

- Parent letters to extend “invitation”
  - Voluntary participation
  - Presented as prevention/support
  - Encouraged parent participation

Best Practice Focus = ______
Social Skills Club

- Special Education teacher with fluency in social skills instruction
- Regular class teacher
- Access to technical assistance and resources

Best Practice Focus = ________

Social Skills Club

- Two adults!
- Planned fun
- Club expectations linked to school-wide expectations
- Rules and expectations for group participation and in role play
- Reinforcement system linked to school-wide system

Best Practice Focus = ________

Social Skills Club

- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

Best Practice Focus = ________

Social Skills Club

- Posters of each lesson given to classroom teachers to display in class and use as visual prompt.
- “Club” participants present weekly social skill lesson from club to their class.
- Staff instructed on how to prompt and reinforce

Best Practice Focus = ________

Out to LUNCH!

Time to Network with other School!
Today’s Objectives

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ABC Curriculum

Understanding and Identifying Function of Behavior

ABC Curriculum Modules

• This is the first of a series for understanding student behavior & linking it to intervention
• The content is linked to Tier 2 Team process
• Content can be used by schools for ongoing development & implementation of PBS systems

Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

IT WORKS!

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 serves a purpose

• Behavior is a form of communication. Unfortunately some students learn that Problem Behavior is the best way for them to get their needs met
**Understanding Repeated Misbehavior**

- Recognize that **recurring misbehavior** occurs for a reason, and take this into account when determining how to respond to misbehavior.

- We can understand how to intervene most effectively with a student by identifying the **function** (or purpose) of their behavior.

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**Functions of Behavior**

- Obtain/Get Something
- Escape/Avoid Something
- Social
- Tangible/Activity
- Adult
- Peer

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**ABC’s of Understanding Chronic Behavior Patterns**

- What happens **before** (A or antecedent) the behavior occurs? What is the trigger?
- What is the **behavior** (B)?
- What happens **after** the behavior occurs? What is the **outcome** (C or outcome/consequence)?

\[ A \rightarrow B \rightarrow C \]

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**Summary Statement**

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

- **During** (some routine)
- **When** (some **Antecedent** condition occurs)
- **student will** (engage in a specific **Behavior**)
- **because** (a predictable **Outcome** will occur)
- therefore the function of the behavior is to **access/escape/avoid** (something in the environment)

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**Summary Statement**

- Based on several observations
- Identifies predictable relationships between environmental variables and behavior

- **During** **Science or Social Studies**
- **When** **asked to read out loud in class**
- **student will** **Verbally refuses, disrespects teacher**
- **because** **his teacher calls on someone else**
- therefore the function of the behavior is to **access/escape/avoid** **oral reading**

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**ABC & Learning: An Example**
Learning & A→B→C
What did the student learn?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
| Student is asked to do a math problem in front of the class | Student tries to do the problem at the board, but struggles | Student is asked to do a math problem in front of the class

Student is asked to do a math problem in front of the class by Mr. Brown

Student tries to do the problem at the board, but struggles

Peers laugh at student and one says aloud, “that one is so easy”

Bad Outcome for Student

Jimi has learned that:

When (A) asked to do a difficult math problem on the board in front of his class by his math teacher, if he

(Behavior) tries his best and can’t do the problem

The outcome is: he gets made fun of by his peers, called stupid and laughed at

Negative Outcome (Punisher) = DECREASE of Desired Behavior in that situation in the future

NEXT DAY

Student is asked to do a math problem in front of the class

Student: -Hits peer -Calls teacher name or -Disrupts

Teacher calls on someone else & sends student to office & avoids more embarrassment & failure = AVOID task.

*Function = Problem Behavior helps Student AVOID task.
What is the Pay Off?

• We need to understand behavior from the student perspective…
  - What is the student gaining (or trying to get) from engaging in this behavior
  - What is the most important thing that the student is gaining or avoiding by using this behavior

Behavior is Functional, Not GOOD or BAD

• Functional = it pays off for the student in some way… so they do it again
  - We may see the behavior as being “good” or “bad”, but the student does it because it is effective, it pays off for them

Tracy Video

Found at the following site:
http://web.pdx.edu/~cborgmei/Resources_ABCcurriculum.htm

Practice Activity

TRACY MAKES RUDE COMMENTS TO PEERS WHY WOULD SHE DO THIS?

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer group is ignoring Tracy’s attempts to talk with them, a new girl sits down</td>
<td>“thought cows ate grass”</td>
<td>Peers giggling – girl ignores</td>
</tr>
</tbody>
</table>

Antecedents
New girl at table with peers who were ignoring Tracy

Behavior
“thought cows ate grass”

Consequences
Peers giggling – girl ignores

Summary Statement
WHEN ANTECEDENT, BEHAVIOR BECAUSE CONSEQUENCE

Sample Summary Statement

BRENDA HITS OTHER STUDENTS - WHY WOULD SHE DO THIS?

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan calls Brenda a name</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
</tbody>
</table>

Antecedents
Other students call her names or tease her

Behavior
Brenda punches Susan on the arm

Consequences
Susan stops laughing and walks away

Summary Statement
WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER, BRENDA HITS THEM BECAUSE THEY GO AWAY

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda spells a word incorrectly</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
</tbody>
</table>

Antecedents
When other students call her names or tease her

Behavior
Brenda pulls the child’s hair

Consequences
Brenda is sent to the office

Summary Statement
WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER, BRENDA HITS THEM BECAUSE THEY GO AWAY

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda is playing blocks with Ben</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
</tbody>
</table>

Antecedents
When other students call her names or tease her

Behavior
Brenda hits Ben over the head with another block

Consequences
Ben puts the block down and runs away
*If you look at the ABC’s of a specific Behavior you will better understand the FUNCTION or PAY OFF of that behavior for the student.

Stop and Think:
• What is the child really trying to communicate by his/her behavior?
• What does the child sees as the real consequence/outcome? (gained or avoided what?)
• What can we do to decrease/change the behavior? How can we help?

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Classroom Practice Mini-Module
Active Supervision

Effective Classroom Practices
Classroom:
• Expectations & Rules
• Procedures & Routines
• Continuum of Strategies to Acknowledge Appropriate Behavior
• Continuum of Strategies to Respond to Inappropriate Behavior
• Active Supervision
• Multiple Opportunities to Respond
• Activity Sequence & Offering Choice
• Academic Success & Task Difficulty
Active Supervision

Moving, Scanning & Interacting

Effective Classroom Practice

“The hallmark of a well-managed classroom is one in which students are (a) meeting the teacher’s procedural and behavioral expectations, (b) academically engaged in meaningful learning tasks, and (c) interacting respectfully with one another and with the teacher.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Effective Classroom Practice

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Active Supervision

Comprehensive Classroom Management Plan
- Expected behaviors/routines taught
- Acknowledge appropriate
- Respond to inappropriate
- High rates of engagement (OTR)
- Active Supervision
- Academic Success & Task Difficulty
- Activity Sequence & Offering Choice
What is Active Supervision?

Monitoring procedure that uses 3 components
1. Moving
2. Scanning
3. Interacting Frequently

(DePry & Sugai, 2002)

Why Provide Active Supervision?

- There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior
- Active Supervision...
  - Has a positive impact on student behavior in a variety of settings—including classroom
  - May reduce incidents of minor problem behavior
  - May lead to increases in student engagement

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

How? Active Supervision

Moving Effectively
- Constant
  - Make presence known and obvious
  - Proximity to all students
  - More frequent proximity to noncompliant students
- Randomized
- Targets Problem Areas

How? Active Supervision

Scanning Effectively
- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

How? Active Supervision

Interacting Frequently
- Positive contacts
  - Friendly, helpful, open demeanor
  - Proactive, noncontingent
  - High rate of delivery
- Positive reinforcement
  - Immediate and contingent on behavior
  - Delivered at high rates and consistently

Sprague & Golly, 2005

How? Active Supervision

Interacting Frequently
- Corrective response
  - Nonargumentative, noncritical
  - Specific to behavior
  - Systematic = correct, model, practice, reinforce
- Deliver consequence
  - Neutral, businesslike demeanor
  - Fair, nonarbitrary

Sprague & Golly, 2005
Activity 1
Active Supervision Example
“The teacher Ms. Hailey directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, checking students’ work and making compliments here and there.”

Activity 2:
Interacting Frequently
• Read the student scenarios
• Decide what type of interaction is most appropriate
  1. Positive Contact
  2. Positive Reinforcement
  3. Corrective Response
  4. Deliver consequence
• Use the example SW matrix to identify expectation and rule language
• Record a possible interaction statement

Activity 3:
Active Supervision Practices
• Think about what has been discussed in terms of moving, scanning and interacting.
• Consider and record your current practices during whole group instruction, small group instruction, independent work times and transition times.
• How could the use of movement, scanning and frequent interaction be enhanced in your classroom?

Effective Classroom Practice
“The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

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Classroom Walk-Through Observation

Purposes and Process

Overview Document

Three Primary Purposes:
• Identify 8 Essential Classroom Practices
• Provide set of sequential observation tools
• Provide support to personnel in:
  – Improving awareness of effective practices
  – Build fluency in using practices

Overview Purpose 1:
Identify Effective Classroom Practices *

1. Define rules, align with schoolwide expectations, teach and acknowledge
2. Define, teach and acknowledge routines
3. Establish a continuum of strategies to acknowledge appropriate behavior
4. Establish a continuum of strategies for responding to inappropriate behavior

* Refer to “Key Term Descriptors”

Overview Purpose 1:
Identify Effective Classroom Practices *

5. Active Supervision (move, scan, interact)
6. Multiple Opportunities to Respond
7. Activity Sequence
8. Academic Success / Task Difficulty

* Refer to “Key Term Descriptors”

Instruments Descriptions

• Artifacts / Materials Review (p. 1)
  – Within or outside class sessions

• Walk-Through / Brief Observation (p. 2)
  – 5 minutes or less
  – Provide reflection, guidance and discussion

• Walk-Through / Brief Observation (p. 3)
  – 5 minutes or longer
  – Provide reflection, guidance and discussion

Instruments

• In-depth Observations
  – By Frequency (pp. 4 & 5)
  – By Time (pp. 6 & 7)

• Teacher Self-Assessment Tools (pp. 8, 9 10)
  – Peer mentoring
  – Self reflection

• Key Term Descriptors (pp. 11-13)
  – Align with Classroom 8
  – Reference tool
Activity

Classroom Walk Through Observation

- Read through the materials.
- Discuss materials with a partner.
- Make a list of potential challenges/barriers.
- Be prepared to share thoughts with the large group.

Today’s Objectives

- Student Support Model
- CICO Implementation Inventory
- Small Group Social Skill Interventions (part 1)
- ABC: Identifying Function of Behavior
- Classroom System
  - Mini-Module: Active Supervision
  - Classroom Walk Through Observation
- Communication System Planning Tool

Communication Planning Tool

- Information to be disseminated.
- **What data** do we have to indicate why this information should be shared?
- Who should receive this information?
- How should this information be shared?
- Who will share this information?
- When should this information be shared?
- How will we receive feedback from stakeholders?

Next Steps

- Share CICO Inventory results with team and use in planning
- Continue to collect CICO data (and graph!)
- Share Active Supervision mini-module
- Share information about Classroom Walk Through Observation

Announcements

- Summer Institute: June 7-9 Holiday Inn -Columbia
- TIC – 1/4 -1/23
- Minutes/ODR’s – 1/22
- SET Training: 12/4 – Register by 11/23
- Next Meeting: 1/27 – Register by 1/15
- Informal HS Round Table Discussion - 2/18
- Informal SWPBS Round Table Discussion - 2/24
  And in St. Louis on 4/29
- 7th Internal Conference on Positive Behavior Supports—March 25-27, 2010, St. Louis, MO

References

### References


### References


### Networking Time