

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



Center for PBS  
 College of Education  
 University of Missouri



Missouri Department of  
 Elementary and Secondary Education

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

Who's Here!



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...



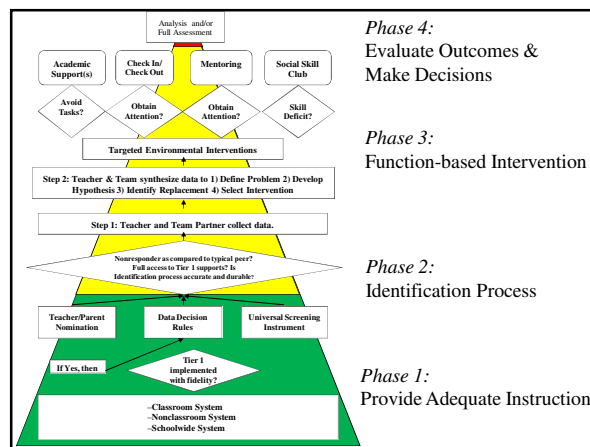
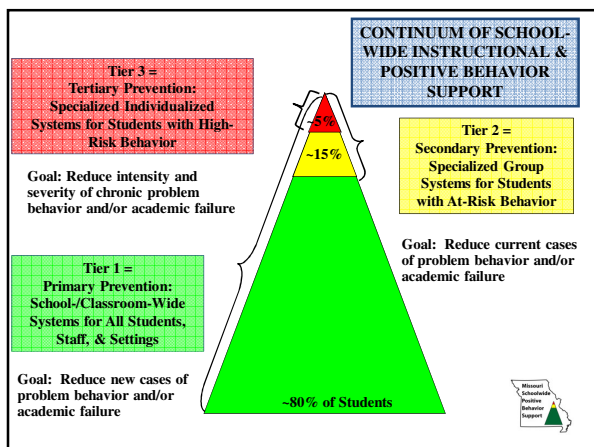
## Today's Objectives

- 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

HO: Student Support Model



## 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

- 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

### 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

### Phase 1 = Provide Adequate Instruction

*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

### Phase 2 = Identification Process

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

### Phase 2 = Identification Process

- Teacher Nomination for Assistance
  - Short/simple
  - Designed for quick response

*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*

### Phase 2 = Identification Process

- Universal Screening Instruments
  - Systematic Screening for Behavior Disorders (K-6)
    - Walker & Severson, 1990
  - Strengths & Difficulties Questionnaire (K-12)
    - Goodman, 2001
  - Behavioral & Emotional Screening System (PreK-12)
    - Kamphaus & Reynolds, 2008

*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
  - Select Intervention
  - Implement Intervention
- Phase 4 = Evaluate Outcomes & Make Decisions

\*Team based support throughout each phase

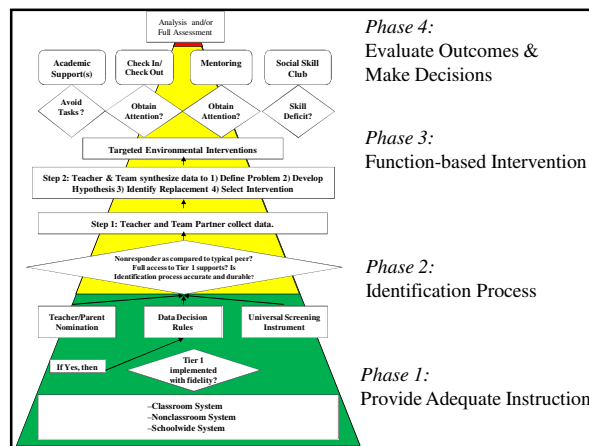
### Phase 3 = Function Based Intervention

- 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

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

Feature	Goal	Yes/No
Program Design		
Daily Progress Report		
Reinforcement System		
Data Management		
Plan for Fading		
Staff Training		
Student & Parent Training		

HO: CICO System Summary

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## 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

**Small Group  
Social Skill Intervention**

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

**Small Group  
Social Skill Intervention**

- 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**

- 1) Assessment =  
*Which students need social skill instruction & what skills are they missing?*
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*Consistent use of skills over time & across variety of settings*

Lewis & Sugai, 1996

**Small Group  
Best Practice Considerations**

**1) Assessment**

- Use of existing data (ODR, minors, review of records)
- Screening instrument results
- Role plays or situation problem solving
- Interviews (parent, teacher, student)
- Rating scales (parent, teacher, student)
- Direct observation


**Small Group  
Best Practice Considerations**

- 1) Assessment =  
*Which students need social skill instruction and what skills are they missing?*
- 2) Planning =  
*Curriculum & procedures*
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*Consistent use of skills over time & across variety of settings*

Sugai & Lewis, 1996

**Small Group  
2) Planning: Curriculum**

	All Settings	Playground	Hallway	Bathroom	Cafeteria	Classroom
Be Safe	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep hands &amp; feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in boundaries</li> <li>• Follow equipment rules</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on right</li> <li>• Walk single file</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up</li> <li>• Wash hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up</li> <li>• Stack trays neatly</li> </ul>	Use materials correctly
Be Respectful	<ul style="list-style-type: none"> <li>• Use polite language</li> </ul>	<ul style="list-style-type: none"> <li>• Line up quickly after bell</li> <li>• Allow others to play</li> </ul>	<ul style="list-style-type: none"> <li>• Walk silently so others can learn</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others' privacy</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Eat only your food</li> <li>• Use manners</li> </ul>	Actively listen
Be A Learner	<ul style="list-style-type: none"> <li>• Follow Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems with words</li> <li>• Participate in new activities</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class quickly</li> <li>• Go only where you need to go</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Leave table only when excused</li> </ul>	Complete assigned tasks Participate in groups





***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
  - Common problems/concerns
  - Balance in severity of issues
- Who teaches?
  - Access to 2 adults for each group
  - Clear roles and responsibilities between adults

Sheridan, 1997

***Small Group***  
**Best Practice Considerations**

**2) Planning: Procedures**

- When & how long meet?
  - At least weekly, 60 minutes
  - may require as many as 10- 20 weeks
- Basic behavior management
  - Attention signal
  - Expectations & routines
  - Incentives (stay within SW system)

(Dowd & Tierney, 1992; Elliott & Gresham, 2008; Sugai & Lewis, 1996)

***Small Group***  
**Best Practice Considerations**

- 1) Assessment =  
*Which students need social skill instruction & what skills are they missing?*
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- 4) Maintenance & Generalization =  
*Consistent use of skills over time & across variety of settings*

Sugai & Lewis, 1996

***Small Group***  
**Best Practice Considerations**

**3) Lesson Development & Teaching**

Training Outline for Each Session (60 min)

- Review of Previous Skill
- Teach Weekly Skill
- Group Debriefing
- Socialization Time
- Establish a Weekly Goal

Sheridan, 1997

***Small Group***  
**Best Practice Considerations**

**3) Lesson Development & Teaching**

Training Outline for Each Group Session

- Review of previous skill (10 min)
  - Discuss homework,
  - Reinforce those who returned homework
  - Reinforce those who met weekly goal

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

Sheridan, 1997

***Small Group***  
**Best Practice Considerations**

**3) Lesson Development & Teaching**

Training Outline for Each Group Session

- 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

Sheridan, 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**

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*

Sugai & Lewis, 1996

***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

Sugai & Lewis, 1996

**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

HO: Small Group Social Skill Intervention -  
Group Session Training Outline

**Small Group Social Skill  
Intervention**

School Implementation Example

HO: Social Skill Instruction Best Practice  
Considerations

**Social Skill Instruction:  
Best Practice Considerations**

- 1) Assessment = *Which students need social skill instruction & what skills are they missing?*
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Lewis & Sugai, 1996

**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 = \_\_\_\_\_

**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

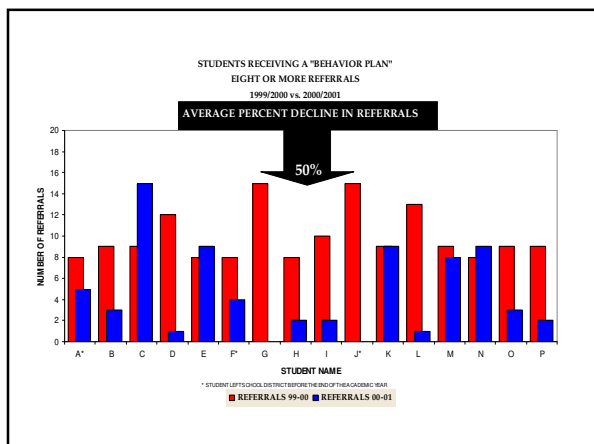
- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

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 = \_\_\_\_\_



Time to Network with other  
School!

### Today's Objectives

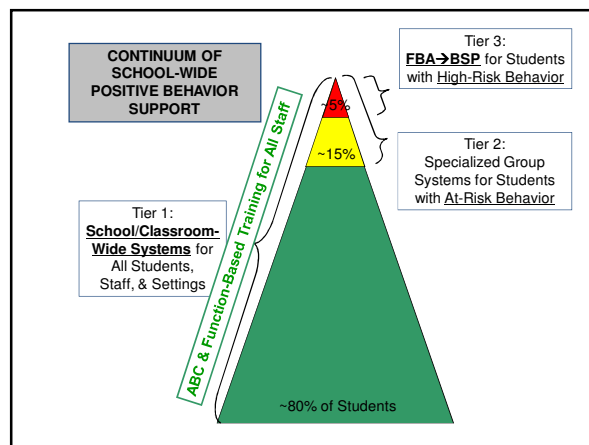
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### ABC Curriculum

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!**

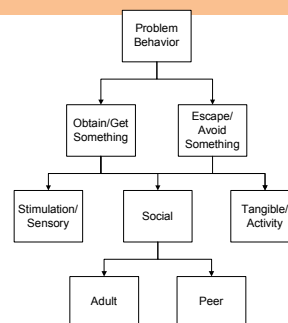
### Understanding Chronic Misbehavior

- 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

### Functions of Behavior



### 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 (C or outCome/ Consequence)

A → B → C



### 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)  
 (choose one)

### 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  
 (choose one)

### ABC & Learning: An Example

**Learning & A → B → C**  
What did the student learn?

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

**Learning & A → B → C**  
What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class	Student tries to do the problem at the board, but struggles	

**Learning & A → B → C**  
What did the student learn?

A	B	C
Student is asked to do a math problem in front of the class by Mr. Brown	<del>Student tries to do the problem at the board, but struggles</del>	Peers laugh at student and one says aloud, "that one is so easy" <b>Bad Outcome for Student</b>

**Student w/ Problem Behavior**

A → B → C

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  
**(B)ehavior**, tries his best and can't do the problem  
**The out(C)ome 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**

**Learning & A → B → C**

A	B	C
Student is asked to do a math problem in front of the class	<del>Student tries to do the problem at the board, but struggles</del>	Peers laugh at student and one says aloud, "that one is so easy" <b>Punishing Consequence</b>
<b>NEXT DAY</b>		
Student is asked to do a math problem in front of the class	<b>Student:</b> -Hits peer -Calls teacher name or -Disrupts	<b>Teacher calls on someone else &amp; sends student to the back of the room</b> <b>TASK &amp; Failure AVOIDED!!!</b>

**Student w/ Problem Behavior**

A → B → C

Jimi has *Learned* through repeated experiences, that  
**when (A)** asked to do math problems at his desk or on the board in front of his class, if he  
**(B)**, calls the teacher names, refuses work or throws his paper on the ground,  
**the out(C)ome** is he is sent to the back of the room and avoids the difficult math problem & embarrassment of failing in front of his peers.  
 \*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](http://web.pdx.edu/~cborgmei/Resources_ABCcurriculum.htm)



### Practice Activity

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

Antecedents	Behavior	Consequences
Peer group is ignoring Tracy's attempts to talk w/ them, a new girl sits down	w/ a mean voice - "Who said you could eat at my table..."	Peer gives negative look, but no response
New girl at table with peers who were ignoring Tracy	"I thought cows ate grass"	Peers giggling - girl ignores

**DEVELOP A SUMMARY STATEMENT FOR TRACY**

WHEN \_\_\_\_\_ ANTECEDENT \_\_\_\_\_,  
BEHAVIOR \_\_\_\_\_ BECAUSE CONSEQUENCE \_\_\_\_\_

Negative look by girl, no response from peers	"hello!", throws bag in girls face	Peers laugh girl calls Tracy 'jackass'
Peers laugh at Tracy's previous comment	Excuse me" throws food at girl	Peers laugh loudly, girl laughs, staff intervenes

### Practice Activity

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

Antecedents	Behavior	Consequences
Peer group is ignoring Tracy's attempts to talk w/ them, a new girl sits down	w/ a mean voice - "Who said you could eat at my table..."	Peer gives negative look, but no response
New girl at table with peers	"I thought cows ate grass"	Peers giggling - girl ignores

Summary Statement

**WHEN SITTING WITH COOL PEERS & 'UNCOOL' PEER ARRIVES  
TRACY MAKES RUDE COMMENTS BECAUSE THE PEERS LAUGH**

peers giggle at previous negative comments to peer	read at the tables	says loudly
Negative look by girl, no response from peers	"hello!", throws bag in girls face	Peers laugh girl calls Tracy 'jackass'
Peers laugh at Tracy's previous comment	Excuse me" throws food at girl	Peers laugh loudly, girl laughs, staff intervenes

### Sample Summary Statement

**BRENDA HITS OTHER STUDENTS - WHY WOULD SHE DO THIS?**

Antecedents	Behavior	Consequences
Susan calls Brenda a	Brenda punches Susan on	Susan stops laughing and

Summary Statement

**WHEN OTHER STUDENTS CALL HER NAMES OR TEASE HER  
BRENDA HURTS THEM BECAUSE THEY GO AWAY**

Brenda spells a word incorrectly during an oral review and the child behind her laughs	Brenda pulls the child's hair	Brenda is sent to the office
Brenda is playing blocks with Ben. Ben takes a block from Brenda	Brenda hits Ben over the head with another block	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:**

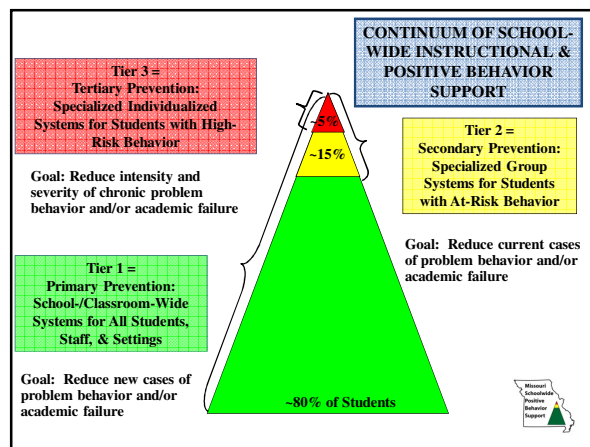
- What is the child really trying to **communicate** by his/her behavior?
- What does the child sees as the real consequence/outcome? (gained or avoided what?)
- What can we do to decrease/change the behavior? How can we help?

**Today's Objectives**

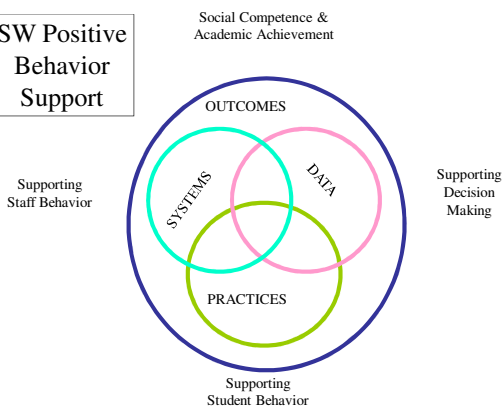
- Student Support Model
- CICO Implementation Inventory
- Small Group Social Skill Interventions (part 1)
- ABC: Identifying Function of Behavior
- **Classroom System**
  - Mini-Module: Active Supervision
  - Classroom Walk Through Observation
- Communication System Planning Tool

**Classroom Practice Mini-Module**

**Active Supervision**

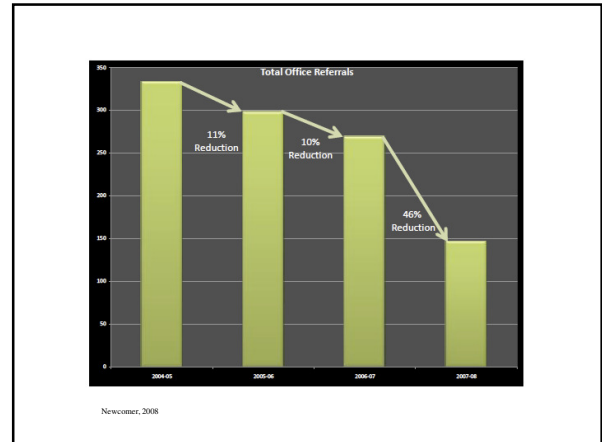
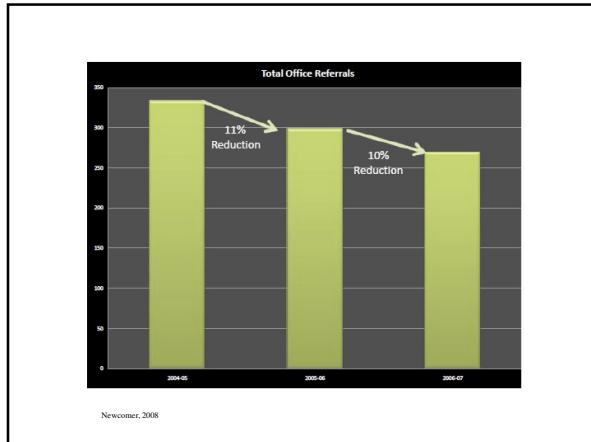


**SW Positive Behavior Support**



**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.”

HO: Components of Active Supervision  
(Colvin, 2009, p.46)

### 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

HO: Active Supervision, Interacting  
Frequently - Student Scenarios

### 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?

HO: Active Supervision Classroom  
Practices

### Effective Classroom Practice

“Managing a classroom is part art and part science, conceptually simple enough to reduce to a handful of critical variables, yet so intricate and complex it is a lifelong learning task. Even the best and most experienced teachers must continually refine their classroom management plans.”

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

### 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)

### Today’s Objectives

- Student Support Model
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- Small Group Social Skill Interventions (part 1)
- ABC: Identifying Function of Behavior
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- Communication System Planning Tool

## Classroom Walk-Through Observation

### Purposes and Process

HO: Classroom Walk Through Overview &  
Instrument

### 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.



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## 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?

HO: Communication System Planning Tool

## 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
- 7<sup>th</sup> Internal Conference on Positive Behavior Supports—  
March 25-27, 2010, St. Louis, MO

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## Networking Time

