Supporting Teachers Use of Classroom Practices

Jennifer Freeman, PhD

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Goal of Teaching

Student Achievement

Good Teaching

Classroom Management

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)

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United States, we have a problem!

- 12% of public school teachers leave within their first 2 years
- 50% leave within the first 5 years

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; DeAngelis, & Presley, 2011; Feng, 2006; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merril, May, 2012; Johnson & Birkeland, 2003; Ingersoll & Smith, 2003; Kaiser & National Center for Educational Statistics, 2011; Kukla-Acevedo, 2009; Lueken, Lyter, Fox, & Changler, 2004; Smith & Ingersoll, 2004; Torres, 2012; Zabel & Zabel, 2002)

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Why do teachers leave?

- Most consistently listed factors:
  - Lack of pedagogical training
  - School environment
  - Poor student behavior and motivation

- Teachers consistently report:
  - Inadequate pre-service training on classroom management and
  - Lack of support and training for handling student behaviors

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Chesley & Jordan, 2012; Feng, 2006; Halford, 1998; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersoll, Merril, May, 2012; Johnson & Birkeland, 2003; Kukla-Acevedo, 2009; Lane, Wehby, & Barton-Arwood, 2005; Luekens, Lyter, Fox, & Changler, 2004; Stough, 2006; Torres, 2012; Zabel & Zabel, 2002)

What about the kids?

- Students benefit when teachers implement evidence-based PCBS practices.[1]
- *Unfortunately*, we're not there yet.
  - Teachers implement PCBS practices at lower rates than desired.[2]
  - *S*tudents with challenging behavior experience even less praise, fewer opportunities to respond, more reprimands, and more negative or coercive interactions.[3]

[1] (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
[2] (Reinke, Herman, & Stormont, 2012; Scott, Alter, & Hirn, 2011)
[3] (e.g., Carr, Taylor & Robinson, 1991; Kauffman & Brigham, 2009; Scott et al., 2011; Sutherland & Oswald, 2005)

We know a bit about what's likely to work:
Evidence-based practices in classroom management

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a continuum of strategies to respond to inappropriate behavior.

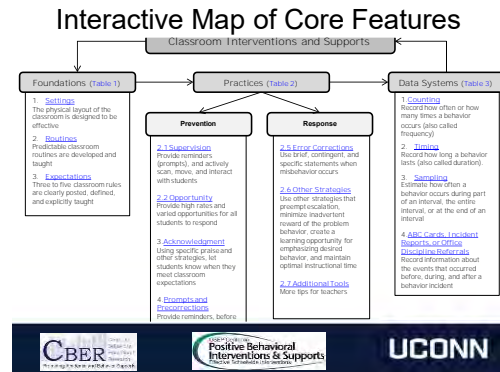(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Slide 1

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

- Brandi Simonsen
- Jennifer Freeman
- Steve Goodman
- Barbara Mitchell
- Jessica Swain-Bradway

- Brigid Flannery
- George Sugai
- Heather George
- Bob Putnam
- Renee Bradley et al. (OSEP)

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Interactive Map of Core Features

Classroom Interventions and Supports

Foundations (Table 1)

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

2. Routines
Predictable classroom routines are developed and taught

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

Practices (Table 2)

Prevention

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

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

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

4 Prompts and Precorrections
Provide reminders, before

Response

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

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

2.7 Additional Tools
More tips for teachers

Data Systems (Table 3)

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

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

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

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

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Self-Assessment

Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

Classroom Interventions and Supports Self-Assessment	Yes	No
1. The classroom is physically designed to meet the needs of all students.		
If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map		
2. Classroom routines are developed, taught, and predictable.		
If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map		
3. Three to five positive classroom expectations are posted, defined, and explicitly taught.		
If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map		
4. Prompts and active supervision practices are used proactively.		
If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map		
5. Opportunities to respond are varied and are provided at high rates.		
If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map		
6. Specific praise and other strategies are used to acknowledge behavior.		
If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map		
7. Reminders are consistently given before a behavior might occur.		
If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map		
8. The responses to misbehaviors in the classroom are appropriate and systematic.		
If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map		
9. Data systems are used to collect information about classroom behavior.		
If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map		
If yes overall, celebrate success! Continually monitor, and make adjustments as needed.		

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Decision Making Chart

Tables with Definitions, Examples, Non-Examples, and Resources

Additional Tools

Scenarios to Illustrate Implementation

The following scenarios highlight how teachers may use these classroom strategies, with the decision making guide to support student behavior in their classrooms. The first scenario is based in an elementary school. The second scenario is based in a high school.

Scenario 1. Mr. **Jorgé's** Third-Grade Classroom

Foundations of Classroom Interventions and Supports

Mr. Jorgé invested time into carefully designing his classroom before any of his 25 third graders arrived in the fall. He carefully planned his routines—from where students would place materials upon entering the room to where they would line up when getting ready to exit—and ensured the physical layout facilitated students engaging in routines. He also defined what it looked like for students to follow the schoolwide expectations (Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a schoolwide matrix, in the context of each of his classroom routines (using an expectations-by-routines matrix). On the first day of school, Mr. Jorgé greeted students at the door, introduced himself, and invited students into their shared learning environment. He spent the better part of the first day explicitly teaching the expectations within his classroom routines and establishing his classroom as a positive learning environment. Throughout the day, he systematically recognized each student who followed the expectations with specific praise (e.g., "**Julie,** remembering to bring your materials was really **responsible. That's** a great way to start the **year!"**). He also wrote and invited students to sign a **"Classroom Constitution"** (also known as a *behavior contract*).

> Mr. **Jorgé's** Classroom Constitution (*with strategies in parentheses*)
>
> Members of our classroom community are respectful, responsible, and safe (*expectations*). Mr. Jorgé will support us by teaching us what this looks like during activities (*explicit instruction*), providing daily reminders (*prompts*), and letting us know how we are doing (*specific feedback*). If we are able to do this most of the time (during 80 percent of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (*group contingency*). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we **aren't** able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so that we can have a better day tomorrow.

Consistent implementation of positive and proactive practices

After the first day, Mr. Jorgé kept up his part of the Classroom Constitution. He greeted students every morning, provided reminders about expected behavior at the beginning of each activity, ensured his lessons were engaging and included multiple opportunities for students to respond and participate, and gave students specific feedback when they were doing well. He also found that most students were consistently demonstrating expected behavior.

But we don't seem to be doing "it"

	Specific Praise	General Praise	OTR	Corrective/ Reprimand
Reinke et al. (2012)[1]	0.13	0.43	1.43	0.67
Scott et al. (2011)[2]	0.06 (overall positive)		0.57	0.07
Hirn & Scott (2014)[3]	0.03 (overall positive)		0.47 Group 0.06 Indiv.	0.08
Pas et al. (2015)[4]	0.12 (approval)		0.93	0.27

[1] Based on observations of **33 elementary teachers** in schools **implementing PBIS with fidelity**
[2] Based on > 1000 observations of **elementary and high school teachers** in schools not identified as implementing PBIS
[3] Based on **827 observations** of **high school teachers**
[4] Based on observations of **1262 high school teachers** prior to PBIS implementation


Why aren't we doing "it"?
What do we know from the empirical literature?

- **Teachers typically receive little pre- or in-service training in classroom management**
  (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)
- **Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective**
  (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Freeman et al., in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)

Strategies Used to Change Teacher Behavior*
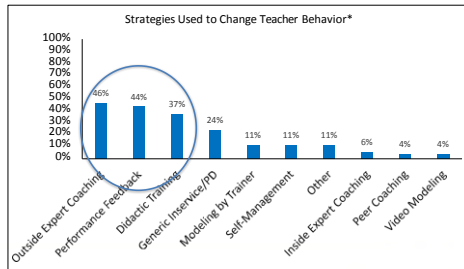
*Categories not mutually exclusive (Freeman, et al., 2016)

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We can do this!

- We need to support teachers implementation of evidence based classroom management practices….. and we can!
  - We know what evidence based classroom management **practices** look like.
  - We have a science to support **implementation**.
  - We have **tools** to describe and illustrate what implementing evidence based classroom management "looks like."

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What *is* implementation?

- **Implementation** is "…specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 5)

- It's what **we** *do.*

- **Implementation outcomes** include "changes in…
  - "…**adult** professional behavior"
  - "…organizational **structures and cultures**…to support the changes in adult professional behavior"
  - "…**relationships** to consumers, stakeholders, …and systems partners" (Fixsen et al., 2005, p. 12)

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Isn't there science to guide implementation?

**Translated into our language** (based on theirs)**…**

- **Begin with an "it"** (evidence-based practice [EBP] or program; aka "source" or "best example")
- **Identify the "who"** (individuals who work to implement with fidelity; aka "purveyors")
- **Identify the "where"** (individuals and organizations that will adopt the EBP; aka "destination")
- **Determine "how": train, prompt, and use data** (performance feedback; aka "feedback mechanism" or information flow)
- **Consider context** (aka "influence")
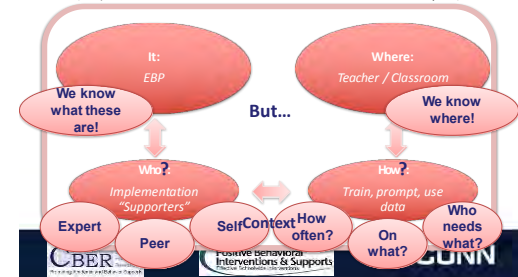
(Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12)

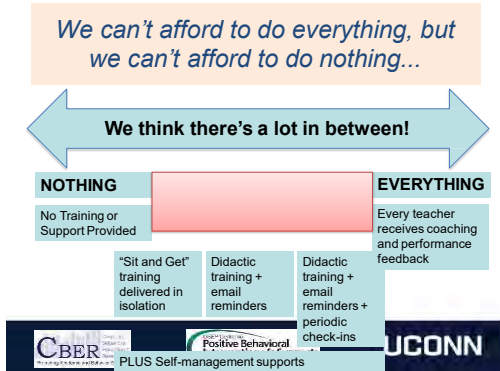---

Isn't there science to guide implementation?

(Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12)

"Old Way" **"New Way"**

It:
EBP

Where:
Teacher / Classroom
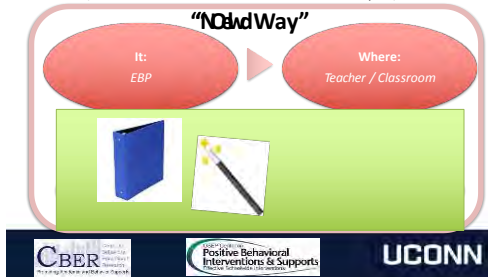
This is one way to start organizing our implementation supports

(Adapted from Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p.12)

It:
EBP

Where:
Teacher / Classroom

We know what these are!

But...

We know where!

Who?
Implementation "Supporters"

How?
Train, prompt, use data

Expert   Peer   Self   Context   How often?   On what?   Who needs what?

Slide 1

We can't afford to do everything, but we can't afford to do nothing...

We think there's a lot in between!

NOTHING				EVERYTHING
No Training or Support Provided	"Sit and Get" training delivered in isolation	Didactic training + email reminders	Didactic training + email reminders + periodic check-ins	Every teacher receives coaching and performance feedback

PLUS Self-management supports

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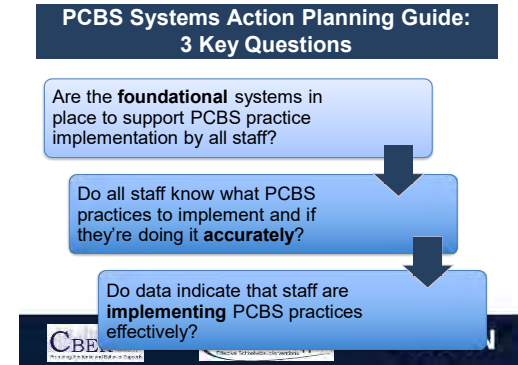
Slide 2

PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

• Jennifer Freeman
• Brandi Simonsen
• Steve Goodman
• Barbara Mitchell
• Heather George

• Jessica Swain-Bradway
• Kathleen Lane
• Jeff Sprague
• Bob Putnam

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Slide 3

PCBS Systems Action Planning Guide: 3 Key Questions

Are the **foundational** systems in place to support PCBS practice implementation by all staff?

Do all staff know what PCBS practices to implement and if they're doing it **accurately**?

Do data indicate that staff are **implementing** PCBS practices effectively?

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PCPS implementation is a clear school and district **priority**

Examples:
• Implementation of PCBS connected to clear need in building
• Implementation of PCBS connected to academic instruction
• PCBS strategies adapted to ensure classroom contextual and cultural fit

Non-Examples:
• Data demonstrating need are not regularly shared
• Academic strategies taught in isolation
• Training on practices not connected to why it is important in the school

School and district **resources** are available to support PCBS implementation

Examples:
• Dedicated time for training
• Dedicated time for coaching functions
• Regular data review
• Celebration or recognition of staff implementation

Non-Examples:
• No dedicated time or resources
• Data not shared or not used in problem solving
• Staff recognition not available or used to celebrate PCBS implementation

School and district teams have considered **alignment and integration** of PCBS with other district priorities and initiatives

Examples:
• District and school administrators have communicated a clear priority for PCBS implementation.

Non-Examples:
• No practices are prioritized for implementation, identified strategies lack evidence of effectiveness, and/or priority practices are not effectively disseminated among all staff.

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Turn and Talk

- Review the critical features of **Foundational Systems** and examples we just discussed.

- Identify questions or areas for clarification.

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PCBS Systems Action Planning Guide: 3 Key Questions

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Clear **expectations** and explicit **training** about practices that should be implemented by all staff.

Examples:
- Prompts and reminders
- Supportive data-based feedback
- Supports may be delivered by
  - Coach/mentor
  - Peer/peer team
  - Self

Non-Examples:
- Data delivered in punitive evaluative fashion
- Feedback delayed or not data-based

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Coaching and/or regularly available **performance feedback** on the use of PCBS practices?

Examples:
- Clearly stated outcomes
- Explicit (model, lead, test) approach
- Job-embedded
  - Linked to school data
  - Delivered in various contexts and connected to practice

Non-Examples:
- PD focuses *only* on theory and assumes educators will discover practices
- Full-day intensive training with no follow-up
- Short trainings not connected to larger need, structure, etc.

See Systems Brief

Internal or external coach or mentor	School or district behavior coach sends regular reminders to staff of the critical features of PCBS strategies, conducts walk through observations of educators, and provides specific and supportive feedback. Mentors assigned to support educators provide reminders of the critical features of PCBS strategies, collect data on the use of each skill, and provide supportive data-based feedback.	Mentoring or coaching conversations are not focused on specific PCBS strategies or guided by data. Data are not kept confidential but are shared with peers or administrators or used for evaluative purposes.
Peer	Professional Learning Communities established within grade level or department teams focus on strategies targeted for improvement; team members review critical features of targeted practice and provides feedback and implementation support to each other. Pairs of educators work together reminding one another of the critical features of each skill, provide practice opportunities, and observational feedback. Educators commit to being a dedicated coach for at least one strategy and a dedicated learner of a new strategy.	Lack of structure for meetings (e.g., not using data to select targeted skills or guide conversations); lack of trust among members; focus becomes student-specific rather than educator skills focused.
Self	Educators are provided with explicit instruction in one or more specific classroom management strategies.	Asking educators to self-manage without clearly understanding the targeted strategy or data collection

Turn and Talk

- Review the critical features of **Effective PD** and examples we just discussed.

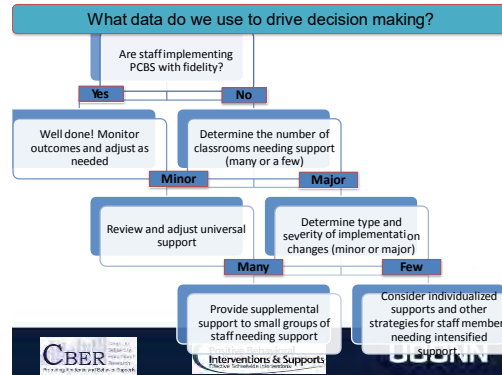- Identify questions or areas for clarification.

Slide 1

PCBS Systems Action Planning Guide: 3 Key Questions

Are the **foundational** systems in place to support PCBS practice implementation by all staff?

Do all staff know what PCBS practices to implement and if they're doing it **accurately**?

Do data indicate that staff are **implementing** PCBS practices effectively?

Slide 2

What data do we use to drive decision making?

Are staff implementing PCBS with fidelity?

- **Yes** → Well done! Monitor outcomes and adjust as needed
- **No** → Determine the number of classrooms needing support (many or a few)
  - **Minor** → Review and adjust universal support
  - **Major** → Determine type and severity of implementation changes (minor or major)
    - **Many** → Provide supplemental support to small groups of staff needing support
    - **Few** → Consider individualized supports and other strategies for staff members needing intensified support

Slide 3

See Systems Brief

TABLE 3.
TOOLS FOR DATA COLLECTION

Data Collection Strategy *What key strategies can I use to collect data on teacher PCBS implementation?*	Conditions and Examples *Under what conditions will this strategy be appropriate?*	Non Examples of Use *Under what conditions will this strategy be inappropriate?*	Tools and Resources for Data Collection Method *What are some sample tools?*
Self-Assessment Checklists	• Staff have received training on and can identify examples of each measured skill.	• Staff are unable to recognize or describe PCBS practices. • Staff have not been trained in use of the checklist.	• Classroom management self-assessment • MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices (2016)
Observer Checklists	• Prepare staff for visit; ensure opportunities for shared reflection and problem solving.	• Observations are used for evaluation purposes or data is not shared back with staff.	• MO SW-PBS Administrative Assessment of Effective Classroom Practices • Wisconsin Walk through tools
Tools for Measuring Discrete Skills or Strategies	• Staff have received training on and can identify examples of each measured skill. • Staff have set specific goals for improvement of targeted skills.	• Data needed for decision making requires information on more than one or two discrete skills.	• Self-management training scripts and tools • Data-collection applications ○ SCOA

Turn and Talk

- Review the critical features of **Data-based Decision Making** and examples we just discussed.

- Identify questions or areas for clarification.

Multi-tiered Framework of Professional Development Support
(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

See Systems Brief

Multi-tiered Framework of Professional Development Support
(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

EXAMPLES

Progress Monitoring
Walk-through, Student Data Review, Teacher Collected Data

Universal Screening
Walk-through & Student Data Review

Tier 3
Intensive PD: Data-driven Consultation

Tier 2
Targeted PD: Self-Management with Peer or Coaching Supports

Tier 1
Universal PD: Training & Self-Management

Self-management may be ONE way to approach this!

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Self Management: A promising component of effective and efficient PD support

- **Self-management:** Individuals manage their own behavior in the same manner as they manage anyone else's—"through the manipulation of variables of which behavior is a function" (Skiner, 1953, p. 228).
  - Self-manipulation of antecedents
  - Engaging in other (self-management) behaviors to affect probability of target behaviors
  - Self-monitoring and self-evaluation
  - Self-manipulation of consequences (e.g., self-reinforcement)

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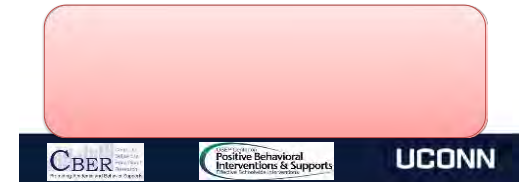
What does our initial research on self-management indicate?

- Across four studies, we've found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects.

  (Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation)

  See classroom tab of nepbis.org for copies of the training scripts, email prompts, and spreadsheets we've developed for tracking
  - praise,
  - prompts, and
  - opportunities to respond.

We've now tested the targeted-PD approach with:

- **…more teachers: 16 Teachers** across two schools
- **…more skills:**
  - specific praise,
  - prompts for social behavior, and
  - academic opportunities to respond (OTRs)
- …**a group experimental design**: counter-balanced **interrupted time series** design
  - **Randomly assigned** to one of two cohorts
  - Collected **data** before and after each skill-focused training
- …and we've now replicated again with **natural implementers**

Implementing Targeted Professional Development (PD)

- Targeted PD may work as **tier 1 or 2** PD support for teachers.

- May be facilitated by a **school-based behavior coach**, instructional coach, or other school leader with behavioral expertise.

Targeted PD Includes

- Brief **didactic training** (1:1 or group setting)
    - Definition of skill
    - Rational for using the skill
    - Examples/non-examples of the skill
    - Activity to apply the skill in the natural context
    - Definition of and instruction in self-management
- Teacher/staff **self-management**:
    – Daily **self-monitoring** during brief (15 min) sample of instruction
    – Daily **self-evaluation** (entering data, determining if goal was met)
    – **Self-reinforcement** (celebrating on days when goal is met)
- Weekly **email reminders** re: skill use and self-management strategies (by behavior coach)
- Periodic (e.g., bi-weekly) **"fidelity monitoring"** of skill use and self-management (by behavior coach)

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Example Presentation: Specific Praise

- Definition
- Rationale
- Examples
- Critical features

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Definitions
What is specific and contingent praise?

- "*Specific, contingent praise* is a **positive statement**, typically provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well."

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

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Rationale (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
Why provide contingent praise?
- Delivering **contingent praise** for
  - academic behavior increased participants'
    - (a) correct responses (Sutherland & Wehby, 2001),
    - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
    - (c) language and math performance on class work (Roca & Gross, 1996), and
    - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
  - appropriate social behavior increased participants'
    - (a) on-task behavior (Ferguson, & Houghton, 1992),
    - (b) student attention (Broden, Bruce, Mitchell, Carter, & Hall, 1970),
    - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
    - (d) positive self-referent statements (Phillips, 1984), and
    - (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).

Rationale
Why provide specific praise?

- Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).

- Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.

Bottom line, research indicates is a good idea!

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

Examples & Non-examples
Is this specific praise?

Quick activity to check our understanding of specific praise.

If the scenario on the ppt is an example of specific praise, give us a "thumbs up."

If the scenario is NOT an example of specific praise, give us a "thumbs down."

Examples & Non-examples
Is this specific praise?

During educator-directed instruction, a student raises her hand. The educator says, **"Thank you for raising your hand."**

*It's a **positive verbal statement** that occurs **immediately after** and **specifically names** the expected behavior.*

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Examples & Non-examples
Is this specific praise?

During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, **"Gee, thanks for listening."**

Why?

This is sarcasm, not specific praise.

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Examples & Non-examples
Is this specific praise?

A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, **"Thank you for coming in the room quietly."**

*It's a **positive verbal statement** that occurs **immediately after** and **specifically names** the expected behavior.*

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Examples & Non-examples
Is this specific praise?

During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word "though," and says, **"What sound?"**

Why?

This is an opportunity to respond.

Critical Features
So, what is specific praise?

- *Verbal statement* (i.e., not look or gesture)
- Deliver *immediately after* the behavior
- Specifically *state the desired behavior* demonstrated

Activity: Specific Praise
How will you use specific praise in your classroom?

In your handout, write three (or more) specific praise statements that you will use during educator-directed instruction to recognize appropriate social behavior.

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Developing Self-Management

How will you increase the likelihood that you will deliver specific praise for appropriate social behavior?

- Definition of self-management
- Description of self-management for this skill
- Review/discussion of materials needed to implement
- Practice using strategies

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Definitions

What is self-management?

- According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the manipulation of variables of which behavior is a function" (p. 228).
- Self-management is engaging in one response (the self-management behavior) that affects the probability of a subsequent behavior (the target or desired behavior).
- For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).

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Develop Self-management Plan

Estimate Your Current Praise Rate:	___ specific praise statements per minute
Initial Praise Rate Goal:	___ specific praise statements per minute
Plan for Increasing Praise:	(a)
Identify how you will (a) prompt/remind yourself to use praise, (b) use other strategies (e.g., script praise statements into your lesson) to increase praise, and (c) prompt/remind yourself to self-monitor.	(b)
	(c)
Self-delivered Reinforcement:	
Identify the reinforcer you will deliver daily when you meet your goal.	
Procedure for Self-delivered Reinforcement	(a)
Identify when you will (a) enter your praise data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).	(b)
	(c)
Procedure for Email Coaching	
Identify when you will check email to receive additional prompts and submit your data each week.	

See example for specific praise at nepbis.org

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Use Self-management

- Self-monitor
- Use spreadsheet to enter data and self-evaluate

- Self-reinforce
- See examples on "classrooms" tab at nepbis.org.

Weekly Email Reminders

- Brief email reminders about praise and skill use.
- For example:

  Remember, specific praise is contingent (delivered immediately after the behavior), specific (names the desired behavior exhibited), and positive.
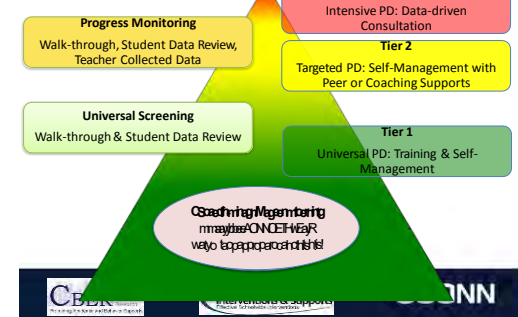
  'Nice hand raise' and 'Thank you for actively listening' are examples of brief specific praise statements.

  Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!

Multi-tiered Framework of Professional Development Support
(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

EXAMPLES

Progress Monitoring
Walk-through, Student Data Review, Teacher Collected Data

Universal Screening
Walk-through & Student Data Review

Tier 3
Intensive PD: Data-driven Consultation

Tier 2
Targeted PD: Self-Management with Peer or Coaching Supports

Tier 1
Universal PD: Training & Self-Management

What about other approaches?

- Consultation approaches may provide intensive supports for new or in-service teachers.
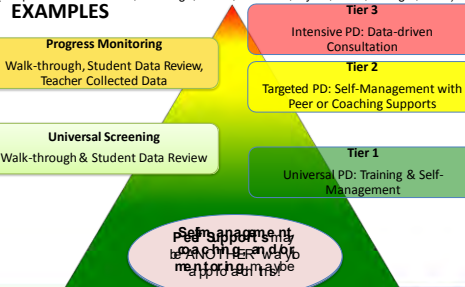 (Briere, Simonsen, Myers, & Sugai, 2015; MacSuga & Simonsen, 2011)

Another Research Example…

Don Briere explored the effects of within-school consultation (self-monitoring + structured weekly meetings) on the specific praise rates of 3 new (induction) elementary school teachers

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Questions and Discussion

Thank you!

Jennifer.freeman@uconn.edu

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