

## Consulting in the Classroom: Helping Teachers Implement Classwide-PBS Practices

Jennifer L. Jeffrey, Amanda Lannie & Barry McCurdy  
Devereux Center for Effective Schools  
Catherine Kunsch  
Lehigh University

NASP 2010

[www.centerforeffectiveschools.org](http://www.centerforeffectiveschools.org)

Effective teachers MANAGE their classrooms

Ineffective teachers DISCIPLINE their classrooms

*The First Days of School*  
(Wong & Wong, 2004)

## Relative Influences on Learning

1. Classroom management
2. Metacognitive processes
3. Cognitive processes
4. Home environment/parental support
5. Student/teacher social interactions
6. Social/behavioral attributes
7. Motivational affective attributes
8. Peer group
9. Quantity of instruction
10. School culture
11. Classroom climate
12. Classroom instruction
13. Curriculum design
14. Academic interactions
15. Classroom assessment
16. Community influences
17. Psychomotor skills
18. Teacher/administrator decision-making
19. Curriculum and instruction
20. Parental involvement policy
21. Classroom implementation/support
22. Student demographics
23. Out-of-class time
24. Program demographics
25. School demographics
26. State-level policies
27. School policies
28. District demographics

Wang, Haertel, & Walberg (1993/94)

## Disruptive Classrooms

*What is the impact of poorly managed classrooms on children at-risk for aggressive behavior?*

- Places children at great risk of later conduct disorder and related academic problems
- Children have higher risk of being "severely" aggressive in middle school
- Boys from poverty families may be particularly vulnerable

Kellam et al. (1994)

## Classroom Management & Student Behavior

- Sixth grade students in 1st grade classrooms of trained teachers
  - Less likely to have CD
  - Fewer suspensions
  - Less likely to need MH services

Ialongo et al. (2001)

## Key to Effective Management

- Sutherland & Wehby, 2001
- Sutherland, Wehby, & Copeland, 2000
- Cantrell, Stenner, & Katzenmoyer, 1977
- White, 1975
- Madsen, Becker, & Thomas, 1968

## School-wide Positive Behavior Support

Two randomized controlled trials:

- Horner et al., in press
  - Lower levels of office discipline referrals
  - Improved perception of safety within the school
  - Increased proportion of 3<sup>rd</sup> graders meeting state reading standards
- Bradshaw et al., 2008
  - Reduced office discipline referrals and suspensions
  - Increase in staff perception of organizational health

## SW-PBS Logic

*Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable*

Positive Behavioral Interventions & Supports

Zins & Ponti (1990)

## Empirically-Supported Practices

- Structure
  - Amt. of teacher-directed activity
- Physical arrangement
  - Minimize distraction, crowding
- Expectations
  - Post, teach, review, feedback
- Active supervision
- Opportunities to respond
- Response cards
- Direct Instruction
- Computer-assisted instruction
- Classwide peer tutoring
- Guided notes
- Specific/ contingent praise
- Classwide group contingencies
- Behavioral contracting
- Token economies
- Error corrections
- Performance feedback
- Differential reinforcement
- Planned ignoring + contingent praise
- Response cost
- Time out (from reinforcement)

Simonsen et al. (2008)

“Staff training is frequently necessary for assisting human services personnel in performing their work duties, but rarely sufficient in this regard”

Reid & Parsons, 2000

## Organizational Behavior Management

- Specialty area within applied behavior analysis
- Evolved over past 40 years
- Includes:
  - Training
  - Performance management
  - Systems analysis
- Focus on problems in the organization

## OBM Research & Application

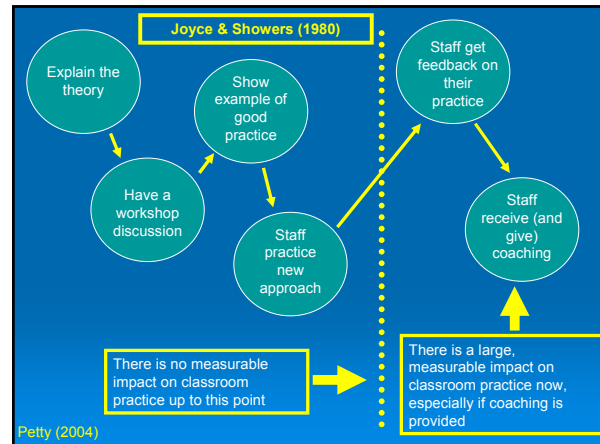
### **Human Service Settings**

- Residential and hospital settings
  - Staff training
    - Residential direct care staff
    - Application of behavioral procedures
      - Reinforcing, prompting, shaping, extinction
  - Staff management
- Education settings

## Staff Training Research

### ➤ Multifaceted Approach to Training

- Verbal instruction
  - Staff trainer
  - Computer-based instruction
  - Video
- Written instruction
  - Books, self-instruction manuals
- Performance modeling
- Performance practice
- Performance feedback



## OBM Applications to Education

- DiGennaro, Martens, & McIntyre (2005)
- Mortenson & Witt (1998)
- Mesa & Lewis-Palmer (2005)
- Sutherland, Wehby, & Copeland (2000)
- Noell, Witt, LaFleur, Mortenson, Rainer, & Levelle (2000)
- Sawka, McCurdy, & Mannella (2002)

## Identifying a Classroom & Teacher

### How do we find a classroom & teacher?

- What data is available?
  - Office referrals
  - Referrals to instructional support team
  - Other data?
- Have any teachers asked for help?
  - Current consultation cases

## Classroom Assessment Tools & Procedures

### *Problem Identification/Certification*

## Teacher Interview

- Start with a teacher interview
  - Use your consultation skills
    - Establish rapport
    - Collaborative relationship with teacher
  - Similar to a Problem Identification Interview
  - What are their strengths and needs?
  - What are their areas of greatest concern?
  - Consider sharing data
    - ODRs, other referrals

## Classroom Observations

- Brief (15 – 20 minutes)
  - May want to do multiple observations
- Objective measure
  - Focus on observable, clearly defined behaviors
- Includes an assessment of critical classroom management skills

## Critical Classroom Management Skills

- Behavior Management
  - Rules
  - Praise
  - On task behavior
  - Schedules
  - Transitions
- Instructional Management
  - Physical arrangement of room
  - Opportunities to respond
  - Correct academic responding

## Choose an Observation Tool

- Can create your own observation tool
  - Be sure it includes critical classroom management skills
- Can choose other available observation tools
- Consider having the teacher complete a self-assessment

## Classroom Observation Tools

- Classroom Check-Up (Reinke, W., Lewis-Palmer, T., & Merrell, K. )
  - Consultation model
    - Assessment, feedback, intervention, teacher self-monitors
- Classroom Checklist and Environmental Inventory (Lewis)
- Classroom Management: Self-Assessment – Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai
  - Teacher self-assessment
- Classroom Evaluation Tool (Devereux Center for Effective Schools)
- Classroom Management Checklist (Kincaid)

Classroom Checklist  
Version 2.0  
Page 1

Checkpoints *	Yes	No	
6. Students know classroom expectations. <i>(see student expectation checklist - 2 of 3 students must know all expectations)</i>			
7. Students understand motivation system. <i>(see brief self-assessment - 2 of 3 students must rate each point)</i>			
<b>Total</b>			
<b>Percentage of Steps Completed</b>			<b>%</b>

**Classroom Ecology**

1. Praise ratio of 4:1 for student and 10-minute observation. <i>(see praise assessment/teacher self-assessment tool and 4-praise observations to math working together)</i>			
2. At least 70% of teacher to student contacts occur while student is on-task. <i>(see the praise assessment tool)</i>			
3. Teacher maintains on-task engagement for 80% of the time. <i>(see point-of-engagement tool under student behavior assessment)</i>			
4. Teacher conducts differentiated instruction between subjects. <i>(see transition assessment tool - at least 1 transition included all steps)</i>			
5. Schedule of daily activities is defined and posted.			
6. Schedule is followed (current activity is consistent with schedule).			
<b>Total</b>			
<b>Percentage of Steps Completed</b>			<b>%</b>

Classroom Checklist  
Version 2.0  
Page 2

Checkpoints *	Yes	No	
<b>Instructional Management</b>			
1. Number of opportunities to respond per minute. <i>(see Checklist to Respond/Ask the Instructional Tool)</i>			
2. Correct academic responses per minute. <i>(see Correct Academic Responses/Ask the Instructional Tool)</i>			
3. Percent of correct academic responses. <i>(see the Instructional Tool)</i>			

© Copyright 2006, Devereux Center for Effective Schools. May be copied or reproduced for personal use.

Created by EdVantage Schools  
Version 1.1  
Page 2

Classroom Behavior Assessment  
Classroom for 10 minutes. Time start: / Time stop: Activity: / (SW) LOR  
Observe and / teacher's marking all time or some students. Do not record classroom / behavior/working on assignment

Behavior Specific / Non-Specific

Praise		
Correction / Negative		
Neutral		

Attention Given to:

Student: On-Task	Student: Off-Task

Parent On-Task Contacts / Number Behavior Contacts / Primes Ratio

Parent Engaged Time

© Copyright 2006, Devereux Center for Effective Schools. May be copied or reproduced for personal use.

## Summarize the Data

- Perform necessary calculations
  - Praise ratios, OTR, CAR
- Summarize your observations by area of classroom management
  - What are the strengths?
  - What are the areas of need?
- Compare the data to the interview and self-assessment
  - Are the needs the same or different?
  - Any surprises?

## Praise

- Behavior specific
  - "Jane, great job following directions."
- Non-specific
  - "Excellent"
- Goal is a ratio of 4 praise statements for every reprimand/correction (4:1)
- Can be measured through direct observation
  - Frequency count of praise statements and corrections. Divide praise statements by the number of corrections to calculate the ratio.

## Instructional Management

- Opportunities to respond (OTR) - An instructional question, statement, or gesture made by the teacher that seeks an oral response.
  - Ex: "What is 3 x 5?"
  - Directly observe. Tally OTRs and calculate OTR/minute
- Correct academic responses (CAR) - When a student (or group of students) responds correctly after an OTR
  - After each OTR, record whether a correct or incorrect response occurs
  - Directly observe. Tally CARs and calculate CAR/minute
  - Calculate % of CARs (CARs/OTR)

## Activity

Problem Identification/Certification

## Identifying Intervention Strategies

Exploring Solutions



## Link Assessment with Intervention

- Assessment data guides the conversation
- Select a starting point
- Provide options
  - What does teacher want to work on first?
- Develop an action plan
  - Target skills
  - Timeline
  - Outcomes

## Praise

- Strengthen behavior you want to see
- Build self-esteem
- Promote relationship between adult & student
  
- Southerland and colleagues have found that increases in behavior specific praise correlate with an increase in on-task behavior

## Strategies to Increase Praise

- Brief training
  - Name, behavior, praise statement
  - Authentic & varied
  - Contingent upon desired behaviors
- Post a prompt 
  - 4:1
- Set a goal 
  - Rubber bands on wrist
  - Pennies or paperclips in pocket

## Transitions

- Classrooms spend about 5-10 minutes changing from one activity or place to another
- Average transition time = 8 minutes
- Transitions per day = 10
- Amount of day devoted to transition = 20%

***Transition time = 1 full day each week***

## Conducting a Transition

- Give 5-minute warning activity about to end
- Give 1-minute warning activity about to end
- Move to “transition area” and request attention
- Wait for compliance, praise compliance Identify new task, activity, location (“directions”)
- Review transition rules
- Conduct the transition (transition rules in effect!)
- Provide feedback during and after transition
- Review new rules in effect

## Strategies to Improve Transitions

- Brief training on transition steps
- Model for teacher
- Be there to support initial implementation
- Start with one specific transition and build out
- Monitor time
- “Refrigerator note” or checklist for teacher

Transitions 	
1.	5-Minute Warning Activity About to End
2.	1-Minute Warning Activity About to End
3.	Move to Transition Area
4.	Request Attention
5.	Wait for Compliance, Praise Compliance
6.	Identify New Task, Activity, Location
7.	Transition Rules Reviewed
8.	Transition is Conducted
9.	Feedback Given During Transition
10.	Feedback Given After Transition
11.	New Rules in Effect are Reviewed

## Opportunities to Respond

- Increase instructional time
- Improve mastery of skills
- Increase academic engaged time
- Decrease off-task behaviors
- CEC Guidelines
  - New Material – 4 to 6 responses per minute with 80% accuracy
  - Independent practice – 8 to 12 responses per minute with 90% accuracy

Carnine, 1976; CEC, 1987; Skinner & Shapiro, 1989; Southerland, Alder & Gunter, 2003

## Increasing Opportunities to Respond

- Direct instruction curriculum
- Drill & practice activities
  - State capitals, math facts, periodic table
- Choral responding
  - Cue response
- Response cards
  - Preprinted
  - White boards

## Group Contingencies

A planned intervention where the consequence for group members depends on the behavior of other group members.

- Axelrod

## Group Contingency Good Behavior Game

(Barrish, Saunders & Wolf, 1969)

- Select a time to play the game
  - 20 minutes, specific period
- Identify the behaviors
  - Few and simple
- Identify rewards and reward schedule
- Introduce the game
  - Divide class into teams
  - Teach expectations
- Play game
  - Continue with typical instruction
  - Mark points for behaviors
  - Reward winning teams

Helpful Resource  
[www.interventioncentral.org](http://www.interventioncentral.org)  
Helpful Tips:  
✓ Manualize the process  
✓ Provide a checklist/self-check  
✓ Realistic and doable rewards

## Activity

Exploring Solutions

## Monitoring Implementation and Impact on Student Outcomes

*Evaluating Solutions*

## Monitoring Implementation

### *Subjective evaluation*

- Classroom Checklist and Environmental Inventory (Lewis)
- Classroom Management: Self-Assessment (Simonsen, Fairbanks, Briesch, & Sugai)
- Classroom Management Checklist (Kincaid)

Available on [www.pbis.org](http://www.pbis.org)

## Monitoring Implementation

### *Objective evaluation*

- Direct observation
  - Observable, clearly defined behavior
  - Identified as an area of concern through consultation with the teacher

## Monitoring Implementation

### *Objective evaluation*

- Direct observation with structured performance feedback
  - Verbal performance feedback (Coddling, Livanis, Pace, & Vaca, 2008)
  - Visual performance feedback (Reinke, Lewis-Palmer, Martin, 2007; Reinke, Lewis-Palmer, & Merrell, 2008)
  - Written performance feedback with goal setting (Martens, Hirallal, & Bradley, 1997)
  - Verbal and written performance feedback - Classroom Evaluation Tool (Devereux Center for Effective Schools)

## Monitoring Implementation

### *Objective evaluation*

- Permanent product
  - Completed point cards
  - Posted rules and schedule
- Student report
  - Classroom rules and expectations
  - Reward system
  - Classroom routines and transitions
- Classroom Check-Up (Reinke, Lewis-Palmer, & Merrell, 2008)

## Monitoring Impact on Student Outcomes

- Permanent products
  - Number of behavioral incidents
  - Work completion
  - Academic benchmarks and other indicators
- Direct observation
  - On-task/off-task
  - Disruptive behavior
  - OTR, correct academic responding

## Activity

Evaluating Solutions



## Samples From the Field

Special Education  
General Education

## “All About Choices” Observation Tool

### Participants & Setting

- Large suburban district
- 11% special education
- 6<sup>th</sup> highest on statewide assessment
- 9 teachers of ES
  - 4 Elementary
  - 5 Middle school
- Elementary
  - 6 - 8 students
  - Self-contained
- Middle school
  - 7 - 12 students
  - Resource room
  - 1 to 3 classes per day

### Procedures

- Tool developed based on needs assessment
- Essential classroom management procedures identified
- Procedures trained to staff
- Monitoring and performance feedback

### Performance Feedback Procedure

- Observations conducted three times
  - January, May & October
- Written feedback
- Option for detailed verbal feedback

### Inter-Observer Reliability 76.6% (range = 65-88%)

- | <u>83% or greater</u>          | <u>Below 75%</u>             |
|--------------------------------|------------------------------|
| ➤ Materials                    | ➤ Teaching expectations      |
| ➤ Classroom ecology            | ➤ Non-specific praise        |
| ➤ Behavior specific praise     | ➤ Non-specific correction    |
| ➤ Behavior specific correction | ➤ Opportunities to respond   |
| ➤ Using attention              | ➤ Correct academic responses |
| ➤ Transitions                  |                              |
| ➤ Student interviews           |                              |

## Outcome of Repeated Measures

	1 <sup>st</sup> Obs	2 <sup>nd</sup> Obs	3 <sup>rd</sup> Obs
<b>Elementary*</b>	67.5	74	82.2
<b>Middle*</b>	51	69	69
<b>Student TOT**</b>	73.8	86.3	85.7

\*Percent of Total Steps Completed

\*\*Percent of Intervals with On-Task Behavior

## Classroom Evaluation Tool

### Purpose of the Current Study

- Do scores on the Classroom Evaluation Tool (CET) correlate with student behavior?
- First step in establishing the applicability of the CET for use in general education classrooms

### Hypotheses

- The CET will have a strong, positive correlation with student on-task behavior
- The CET will have a strong, negative correlation with student off-task behavior

### Participants & Setting

- District approval and consent
- Students and teachers from 3 local, urban elementary schools
  - General education classrooms (n=19)
    - Grades:
      - Kindergarten = 1
      - 1<sup>st</sup> Grade = 6
      - 2<sup>nd</sup> Grade = 5
      - 3<sup>rd</sup> Grade = 3
      - 4<sup>th</sup> Grade = 2
      - 5<sup>th</sup> Grade = 2

### Variables & Measures

- Independent Variables
  - Classroom management skills
    - Measured by the CET
- Dependent Variables
  - Student on-task behavior
    - Active and passive on-task behavior
    - Measured by the Behavioral Observation of Students in Schools (BOSS)
    - Momentary time sampling
  - Student off-task behavior
    - Measured by the BOSS
    - Partial interval recording

## CET

- Teaching Expectations
  - Classroom rules
- Classroom Ecology
  - Praise, transitions, schedule
- Classroom arrangement
  - Arrangement of desks
- Instructional Management
  - Opportunities to respond, Correct academic responding

## Research Design & Analyses

- Correlational design
- Regression analyses
  - How well does the CET predict student behavior as measured by on-task and off-task behavior?
- Pearson product moment correlation coefficient
  - Total score on the CET with on-task and off-task behavior

## Results

- Correlations

	All Steps Completed	OTR	CARs
Active On-Task Behavior	.353 (p = .139)	.211 (p = .401)	.220 (p = .380)
Passive On-Task Behavior	-.116 (p = .636)	.116 (p = .645)	.072 (p = .778)
On-Task Behavior	.102 (p = .678)	.300 (p = .226)	.249 (p = .320)
Off-Task Behavior	-.216 (p = .374)	-.487 (p = .040)	-.155 (p = .539)

## Summary

- School psychologists can play a critical role in
  - improving classroom environments
  - Improving teacher skills
- Impact more students with indirect service delivery
- Apply problem solving process
- Provide support and performance feedback

## Questions