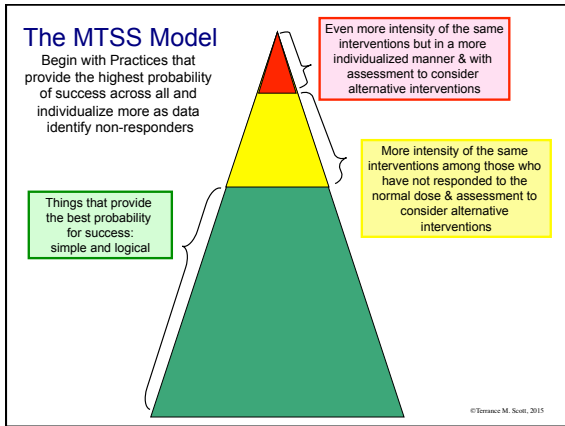



Managing Student Success: A Logic for Effective Instruction of both Academics and Behavior




A Basic Logic

The Teacher's Responsibility



David Berliner (1990) suggests that the relationship between engaged time and student achievement *"has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics."* (p. 3)

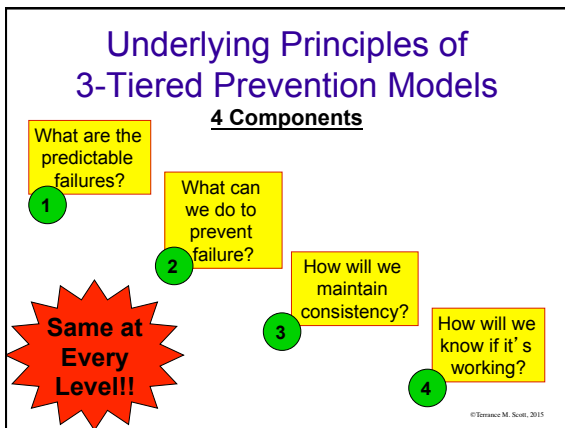
– Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions.* New York and London: Teachers College Press; Teachers College, Columbia University



Robert Pianta describes why teachers must create engagement: *"The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship"* (p 73).

– Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships.* New York, NY: Routledge.

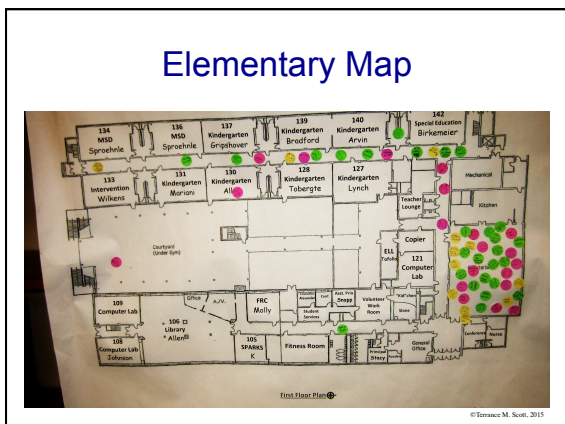
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What are the predictable failures?

1

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Predictable Problems Summary

Lunchroom			
When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Tumble to lunch rush -Inconsistent lunchroom aid tolerance -All are punished for the actions of few

Hallways and Walkways			
When	Who	What	Why
Transitions – homeroom to portables	All	Run, trip, hit, wandering, slow, safety issue, don't know which kids should be there	Insufficient supervision, no uniform routine

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What can we do to prevent failure?

2

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Brainstorm Prevention

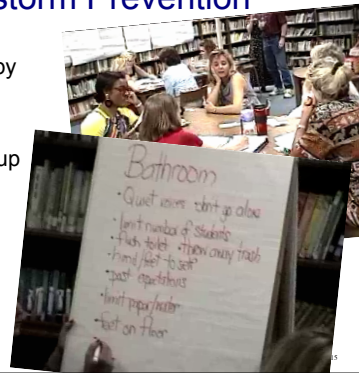
Brainstorm ideas by location

Move from small group to large group brainstorming

Record ideas

Vote to gain 80% consensus among faculty/staff

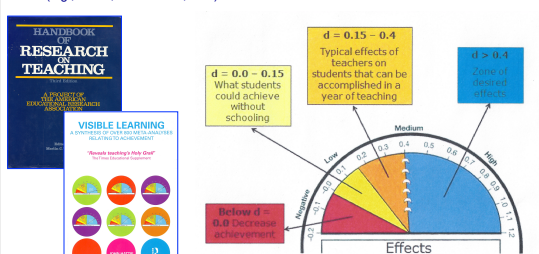
Put it in writing



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What Works?

- Effective Classrooms Literature from 1970s (e.g., Brophy, Good, Rosenshine, Berliner, et al)
- Meta-Analyses from past 15 years (e.g., Hattie, Gottfredson, et al)



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Prevention Strategies

Rules – What do we want the students to do?

- What is the behavior?
- When, where, and why to use it?

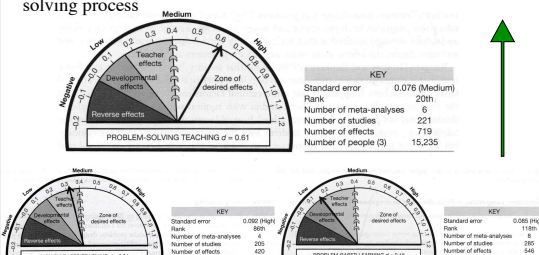
Routines and Arrangements – What will we do?

- Teach, encourage, remind, acknowledge
- Avoid problem contexts, times, groupings, etc.
- Consistent procedures and prompts
- Engage students
- Arrange environment for active supervision of all areas
- Consistent consequences

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Effect Size Inquiry vs. Problem-Solving


Instruction wherein the students solve without teacher instruction to lead do not have effects as strong as teacher instruction of problem solving process



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Be Physically and Verbally Explicit




- Tell the student exactly what the rule is
- Show them while talking about it
- Engage students
- Ask questions



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Anchored Instruction

Reading	Math	Behavior
		
ph makes the "F" sound	+2 or 2+ means count 2 more	Respect others means . . .
Phillips Phone Physical phony	2 + 2 17 + 2 2 + 1,000,001 49 + 2	Hallway ? Cafeteria? Restroom Classroom?

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Teaching Rules

Keys to Teachable Rules

- Anchor all rules to 3-5 big ideas – School-Wide
- All rules are taught as examples of the big ideas
- Organize by location
 - Try for max 5 rules per location
- Teach to students directly and explicitly
- Revisit instruction throughout the year – acknowledge compliance

EXAMPLE




Respect Yourself
-in the classroom (do your best)
-on the playground (follow safety rules)

Respect Others
-in the classroom (raise hand to speak)
-in the stairway (single file line)

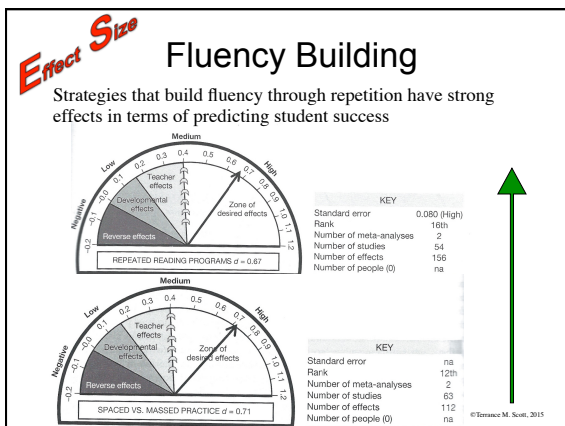
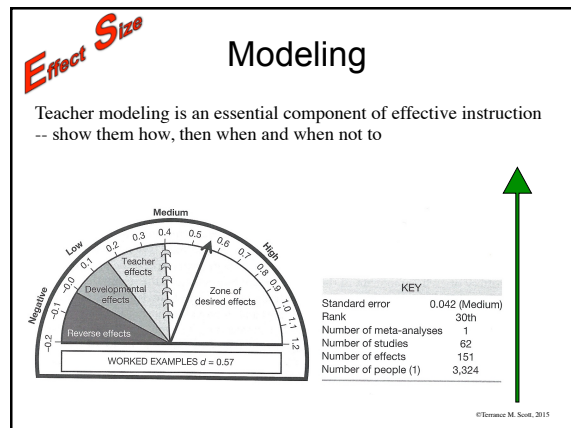
Respect Property
-in the classroom (ask before borrowing)
-in the lunchroom (pick up your mess)

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Chesterbrook Three R's

	Readiness	Respect	Responsibility
 Hallways	<ul style="list-style-type: none"> Stand properly in line Have materials 	<ul style="list-style-type: none"> Quiet voices Quiet bodies Show courteous behavior to others 	<ul style="list-style-type: none"> Walk directly to your destination Be aware of your surroundings Maintain personal space
 Cafeteria	<ul style="list-style-type: none"> Bring lunch or money Use bathroom and wash hands before 	<ul style="list-style-type: none"> Inside voices Practice good manners Follow cafeteria rules 	<ul style="list-style-type: none"> Raise hand for help Maintain personal space Clean your space
 Playground	<ul style="list-style-type: none"> Have a plan Bring your materials Listen for your teacher 	<ul style="list-style-type: none"> Follow playground rules Include others and share equipment 	<ul style="list-style-type: none"> Bring in everything you take out Use problem solving strategies


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Engagement


Teachers create engagement through teaching

- Opportunities to Respond**
 - Group (choral) or individual responses
 - Closed or open ended questions
 - Raise hand to indicate agreement
 - Create and share
 - Demonstrate
- Active Attention Recruitment**
 - Connect to student lives
 - Personal interest
 - Genuine interest and encouragement




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Engagement



22 Elementary Schools
All Rural
All Title One Eligible

11 Highest State Achievement **11 Lowest State Achievement**



	τ_{00} Between-school variance	σ^2 Within-school variance	$\tau_{00}/(\tau_{00}+\sigma^2)$ ICC	Reliability estimate
Group OTR	0.033***	0.603	0.051	.557
Individual OTR	0.001	0.134	0.009	.182
Positive feedback	0.000	0.028	0.008	.16
Negative feedback	0.000**	0.004	0.033	.443

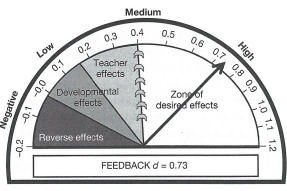
Note: ICC = Intraclass Correlation Coefficient.
* $p < .05$. ** $p < .01$. *** $p < .001$.

- Group OTR predictive of academic achievement
- Negative Feedback predictive of school suspension
- Differences across schools are at the teacher level (Hirn, Hollo, & Scott, in review)

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Feedback

Simple feedback on performance – formative and summative – is one of the most effective components of instruction




	KEY
Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

FEEDBACK $d = 0.73$

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Acknowledge Success


- Level 1: Verbal Praise
 - Age appropriate
 - “thanks” “I appreciate” “I’m impressed” etc.
 - Delivered with specificity “you did XX correctly”
 - Mix up use of superlatives
 - Exactly, super, awesome, perfect, thank you, etc



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Acknowledge Errors with Correction

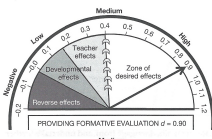
1. Feedback that behavior is inappropriate
 - “is that the right way?”
 - “is there a better way?”
 - “are you being respectful – why not?”
2. Re-teach appropriate behavior
 - “what is a better way?”
 - “what would it look like if it was done better?”
 - “what is a more respectful behavior?”
3. Facilitate success with positive feedback
 - “Show me that --- thanks – remember to do that.”



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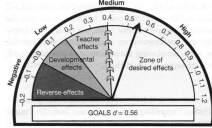
Assessment and Goal Setting

Frequent formative assessment based on instruction (CBA) with attention to student goal-setting has strong effects



	KEY
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	7,935

PROVIDING FORMATIVE EVALUATION $d = 0.90$



	KEY
Standard error	0.057 (Medium)
Rank	34th
Number of meta-analyses	11
Number of studies	604
Number of effects	820
Number of people (7)	41,542

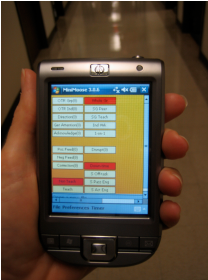
GOALS $d = 0.56$

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To What Degree do Teachers Use High Probability Strategies?

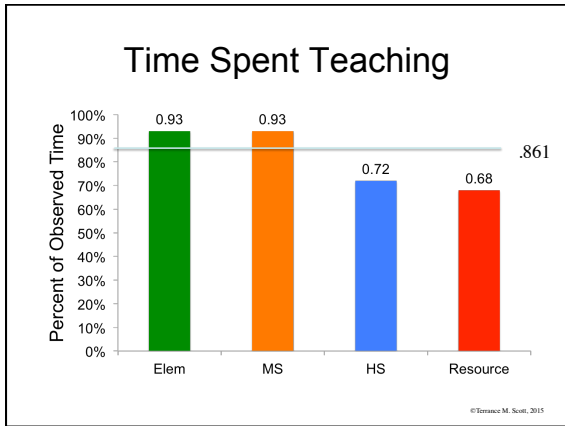
Classroom Observations Study

- Observe how teachers and students interact during typical classroom instructional periods
- 15 minute observations of individual student in context of classroom
- Duration and frequency measures
- Look at descriptive stats, correlations, conditional probabilities, and higher level analyses



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Recommended Practice: OTR

- CEC (1987)
 - Acquisition 4-6 per min @ 80%
 - Drill 8-12 per min @ 90%
- See positive effects on student engagement at 3 per minute
- If student responds (Haydon, Mancil, & Van Loan, 2009; Partin, Robertson, Maggin, Oliver & Wehby, 2010; Sutherland, Alder & Gunter, 2003)

ACADEMY

For Effective Instruction:
Working With
Mildly Handicapped Students

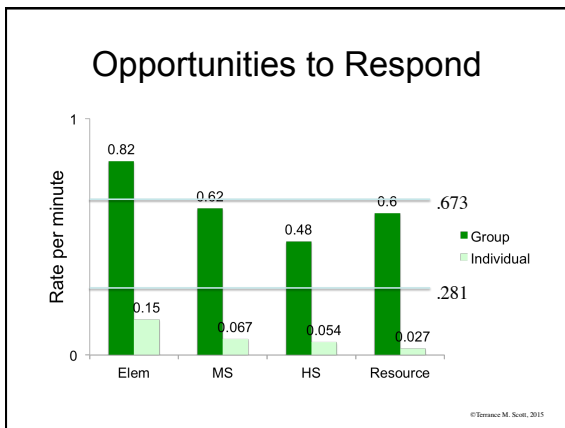
Design and-Delivery
of Academic Lessons

General guidelines for determining whether a sufficient number of responses have been elicited:

- initial or new learning:	4 - 6 responses in a minute with 80% accuracy
- drill:	8 - 12 responses in a minute with 90% accuracy

- distribution should be equal across students.

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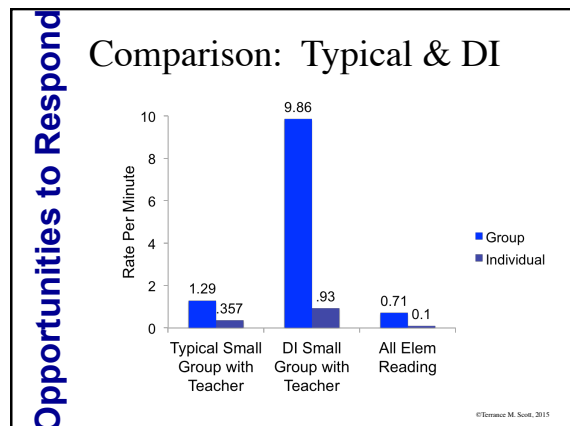
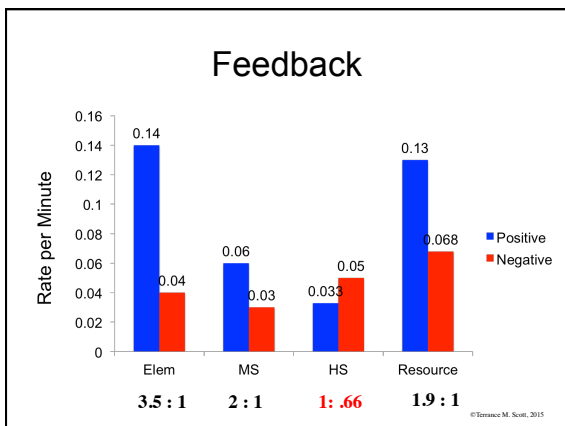


Recommended Practice: Feedback

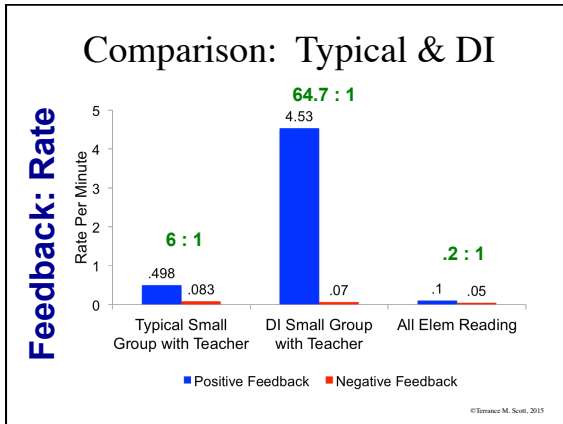
- The field at large recommends somewhere between 3 and 6 positive to every 1 negative (Gable, Hester, Rock, & Hughes, 2009; Kerr & Nelson, 2006; Nafpaktitis, Mayer, & Butterworth, 1985; Scott, Anderson, & Alter, 2011; Stichter et al., 2009; Walker, Ramsey, & Gresham, 2004)
- Mental health (Fredrickson & Losada, 2005)
 - o 2.5 : 1 predicts normal functioning
 - o 4.3 : 1 predicts optimal functioning
 - o Tipping point seems to be 2.9 : 1
- Marriage (Gottman, 1994)
 - o Flourishing marriage 4.7:1 actions; 5.1:1 speech
 - o Poor marriage .7:1 actions; .9:1 speech

4:1 ?

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How will we maintain consistency?

3

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- ### Establish and Maintain Team
- A team exists to improve behavior support systems.
 - The team is representative and includes an administrator
 - The team has a scheduled meeting time
 - Every other week? Monthly?
 - The team has efficient internal process
 - Agenda
 - Minutes
 - Team has culture of care
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- ### PBIS Involvement
- Remember:
- PBIS involves all of us
 - we decide what our focus will be
 - we decide how we will monitor
 - we decide what our goals are
 - we decide what we'll do to get there
 - we evaluate our progress
 - we decide whether to keep going or change
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- ### Obtain 80% Staff Consensus
- A "YES" vote means that I agree to:
- ✓ Provide input in determining what our school's problems are and what our goals should be
 - ✓ Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
 - ✓ Follow through with all school-wide decisions, regardless of my feelings for any particular decision
 - ✓ Commit to positive behavior support systems for a full year - allowing performance toward our goal to determine future plans
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How will we know if it's working?

4

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Effective Monitoring

Big Idea: We need data to know if implementation of our plans is worth continuing

- **We must agree as to the important behaviors**
 - Agree on definitions of behavior and other variables
- **It has to be simple enough to not burden us**
 - Can typically take no more than 1% of daily staff time
- **It has to be useful and reported**
 - must be made public and decisions shared with all stakeholders

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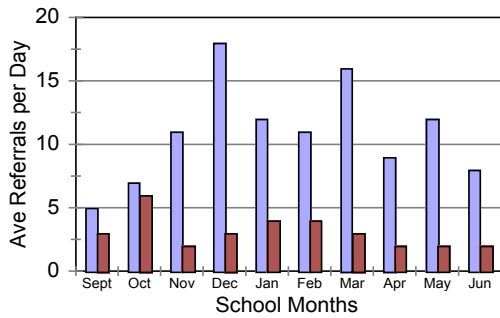
Portable Referral Form



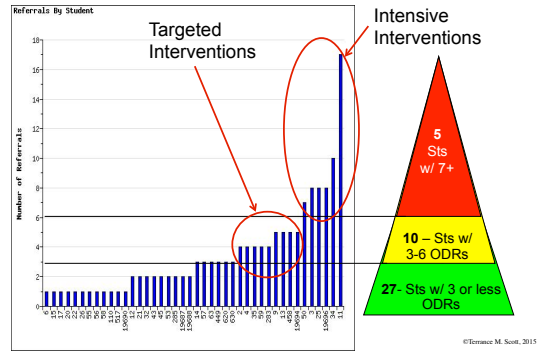
<p style="text-align: center;">Classroom Report Office Referral</p> <p style="text-align: center;">Woodtown Elementary School Report/Referral Form</p> <p>Time _____ Date _____ Grade _____</p> <p>Student(s) Involved _____</p> <p>Reporting Staff Person _____</p> <p>Incident</p> <p> <input type="checkbox"/> homework (repeatedly) <input type="checkbox"/> offensive language/posture <input type="checkbox"/> tardy <input type="checkbox"/> intimidation <input type="checkbox"/> defiance <input type="checkbox"/> physical aggression/fighting <input type="checkbox"/> disruptive behavior <input type="checkbox"/> insubordination <input type="checkbox"/> other _____ <input type="checkbox"/> property damage </p> <p>Location</p> <p> <input type="checkbox"/> hallway <input type="checkbox"/> outside dismissal/arrival <input type="checkbox"/> playground <input type="checkbox"/> restroom (caf., add., 6th, 2nd) <input type="checkbox"/> room # _____ <input type="checkbox"/> cafeteria </p>	<p>Teacher Response</p> <p> <input type="checkbox"/> redirection <input type="checkbox"/> loss of privilege <input type="checkbox"/> physical proximity <input type="checkbox"/> parent contact <input type="checkbox"/> warning <input type="checkbox"/> date <input type="checkbox"/> time-out in class <input type="checkbox"/> buddy room <input type="checkbox"/> detention <input type="checkbox"/> parent conference <input type="checkbox"/> community service <input type="checkbox"/> date <input type="checkbox"/> private conference </p> <p>Administrative Response</p> <p> <input type="checkbox"/> private conference <input type="checkbox"/> alternative placement <input type="checkbox"/> time-out <input type="checkbox"/> detention <input type="checkbox"/> loss of privilege <input type="checkbox"/> parent conference <input type="checkbox"/> suspension <input type="checkbox"/> community service </p> <p>Comments</p> <p>_____</p> <p>Administrative Signature _____</p>
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Office Referrals per Day per Month Last Year and This Year



Do We have plans for Students



Big Ideas

- Student behavior won't change until adult behavior changes -- **Adults Matter!**
- ALL behavior change is an instructional process -- **Instruction Matters!**
- It's all about probability – what's the simplest way to make a difference in the success:failure ratio of a student?
-- **Practices Matter!**

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The University of Louisville

Doctoral Program In Behavior Disorders

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