Taking Professional Development to the Teachers: Providing Help for At-Risk Students

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Purpose

The purpose of this presentation is to discuss the following:

(a) The collaborative partnership between Brigham Young University (BYU) and the Nebo School District (NSD)

(b) The professional development program’s foundation on the principles of positive behavior support (PBS)

(c) The professional development implementation procedures
BYU Public School Partnership

Five school districts

- Jordan, Alpine, Provo, Nebo & Wasatch
- One-third of the students in the state of Utah

BYU

- University Vice-President
- McKay School of Education
- Various departments from colleges on campus
Our priority…

To collaboratively create positive school environments that nurture the social, emotional and academic well-being of all students through the use of Positive Behavior Support (PBS) practices.
Collaboration

Nebo School District

Elementary

1 model site
9 other schools

Secondary

1 middle school
1 junior high
“If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.”

(Young, Marchant, & Wilder, 2003)
Positive Behavior Supports

The *Peaceable Schools Partnership* focuses on facilitating a positive social culture in the schools through prevention/intervention efforts that include teaching, modeling and reinforcing appropriate behavior.
Model

School-Wide Systems Approach

Individual

Classroom

Non-Classroom

- Identified Children
  - Individual (Tertiary)
    - 3%-5%

- At-risk Children
  - Individual (Secondary)
    - 7%-10%

- All Children
  - Classroom/Non-Classroom
    - (Primary)
      - 85%-90%
Framework For Sustainability

Acceptability, Feasibility & Effectiveness → Sustainability
Peaceable schools is as much about a process as it is about a program.
Goal:

To help educators accomplish the collective goals of their school rather than having individuals pursue their personal interests and agendas.

-DuFour, Eaker, DuFour (2005)
Why Professional Development?

Like practitioners in other professional fields, educators must keep abreast of...emerging knowledge and must be prepared to use it to continually refine their conceptual and craft skills.

(Guskey, 2000)
Why Professional Development?

Training in effective and efficient practices is a key feature of school-wide positive behavior support.

(Sugai & Horner, 2001)
Why Professional Development?

Proactive, school-wide behavior support for all students has been touted as the single most efficient strategy for improving the behavioral culture within the school.

(Horner et al., 2004)
1. New schools initial orientation and Development
2. New schools staff training
3. Ongoing schools - individual to meet needs
4. Ongoing schools - new/transfer teachers
5. Secondary and tertiary level schools
New Schools Initial Orientation & Development

Initial Meetings

1. Commitment from school
2. Steering committee identified - parents and school staff
3. Readings & video
4. Discussion of needs and goals
Initial Meetings (continued)

5. Framework - essential components

6. Transform goals into action plans/prioritize

7. Continue to evaluate & modify the Peaceable Schools model
New Schools Staff Training
Challenges

• Feasibility
  – Who?
  – How?
  – When?
Challenges

• Acceptability
  – When?
  – “One more thing”
Challenges

• Acceptability
  – Accountability
  – Incentives
Incentives

• Continuing education credit

• Re-licensure points

• Reward/school
Incentives

New tools in toolbox
Model

• Who? Train the trainer
Train the trainer

Foundational Principles

• Teach
• Model
• Practice
• Evaluate
Model

• How? Our materials
**The Relationship Bank**

It may be helpful to think of a relationship as a bank account. Every time you interact with another person, you have the opportunity to deposit money into your account by behaving in a way that shows trust and respect.

Likewise, if you do or say things that are painful for the other person, you withdraw funds from your account. It takes time and effort to build up a healthy account balance. It takes restraint to avoid overdrafts.

**Activity**

List below some of the things that you might do for a student, which you think could be considered “deposits” in the relationship bank, and those things you might do which you would consider to be “withdrawals.”

<table>
<thead>
<tr>
<th>Deposits</th>
<th>Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Disagreements and problems are inevitable in personal relationships, but if you take advantage of all opportunities to make deposits, large and small, your account can stay “in the black” even when you have serious conflicts. Interestingly enough, you can choose to make deposits even if the other person is choosing to withdraw funds. In other words, you can contribute to the relationship whether or not the other person is behaving appropriately. You do not have to respond to destructive behavior with more negative, destructive behavior. Of course, in the long run no one person cannot make a relationship.

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**Corrective Teaching**

**PURPOSE:**

1. Teach crucial skills while maintaining quality of relationships
2. Increase generalization across settings and over time
3. Tailor instruction to individual needs

**WHEN TO USE:**

1. Following Direct Teaching
2. Immediately, as soon as a teaching opportunity is recognized
3. When skills are acquired, but critical elements are missing or incomplete

1. Make a positive/empathetic statement.
2. Describe the incorrect behavior.
3. Ask the student to describe the correct behavior.
Model

• How? Our materials
“Why do you not use the garden?” the king asked them. “It is not fit, sire,” Replied a woman. “But it could be,” Replied the king. And he went to the garden and began to pull the weeds. When the villagers saw what he was doing, they too began to pull up weeds.
Soon they had uncovered a large, marble statue of an angel, its wings spread, its face looked toward heaven. The people stared at the statue in silent awe.

“You have seen what might be. Now make it so.”
Model

• When? Autonomy for scheduling

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
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<tr>
<td>10 min.</td>
<td>Test 1</td>
<td></td>
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<tr>
<td>20 min.</td>
<td>Overview syllabus, continuing ed</td>
<td>Read Training Manual - pgs. 1-10</td>
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<tr>
<td>30 min.</td>
<td>credit, course registration cards, research consent forms</td>
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<tr>
<td><strong>Session 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td>Direct Teaching Sequence (DTS)</td>
<td></td>
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<tr>
<td>10 min.</td>
<td>Practice Direct Teaching Sequence</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>Review &amp; Test 2</td>
<td></td>
</tr>
<tr>
<td>40 min.</td>
<td>Fill out script on page 10 in Training Manual; Practice teaching your class a social skill using the DTS.</td>
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<tr>
<td><strong>Session 3</strong></td>
<td></td>
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<tr>
<td>10-15 min.</td>
<td>Pass-off DTS</td>
<td></td>
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<tr>
<td>15 min.</td>
<td>Corrective Teaching</td>
<td></td>
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<tr>
<td>10 min.</td>
<td>Practice Corrective Teaching</td>
<td></td>
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<tr>
<td>30-40 min.</td>
<td>Practice corrective teaching in your classroom and use the self-evaluation sheet to assess how you did.</td>
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Evaluation

Achievement Tests

Skill Mastery Pass-offs
Preliminary Results

• Social Validity

![Bar chart showing support materials were useful for Trainers.](chart.png)
Social Validity

The incentive were rewarding

- Trainers

- Administrators

The incentives were valued
Social Validity

Implementation should include support

Trainers

Administrators
Test Results from One School
What Next?

- Evaluate and modify current model
- Ongoing Professional Development
  - Ongoing schools - individual to meet needs
  - Ongoing schools - new/transfer teachers
  - Secondary and tertiary level schools
What Next?

- Training Paraeducators
- Implement in remaining schools
“Walk the peaceable walk”

Peaceable Schools
A BYU-Public School Partnership Project