Does What You Do Matter?
Using Evidence-Based Practice to Ensure Student Success

K. Richard Young
Lynnette Christensen
Brigham Young University

Geovanni Guzman
Provo City School District

2011 Ohio CCBD Summer Behavior Institute
The Big Picture

We envision schools that foster nobility of youth by enlightening the mind and inspiring the heart through nurturing the development of:

- academic competence
- social, emotional, and behavioral skills
- meaningful relationships
Advanced Organizer

- Impact of Evidence-Based Practices
- Self-Assessment Survey
- Key Evidence-Based Practices with Results
- Personal and School Professional Development
Putting the Pieces Together

Elements of Effective Instruction

SEL

Self-Management

PBS

Professional Development

PLC

Data
Professional Learning Community

A collaborative team, usually grade level or content area, that meets weekly to discuss and make decisions based on data about academic and social/behavioral instruction, assessment, intervention, and enrichment activities.
How well do you know and understand Professional Learning Communities?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don’t Know</td>
<td>Know Little</td>
<td>Know Some</td>
<td>Know Fairly Well</td>
<td>Know Well</td>
</tr>
</tbody>
</table>

How well do you put Professional Learning Communities into practice?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Most of the Time</td>
<td>Always</td>
</tr>
</tbody>
</table>
Data-Based Decision Making

Using information to monitor progress and make systematic decisions about instruction and behavioral interventions.
How well do you know and understand Data-Based Decision Making?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don’t Know</td>
<td>Know Little</td>
<td>Know Some</td>
<td>Know Fairly Well</td>
<td>Know Well</td>
</tr>
</tbody>
</table>

How well do you put Data-Based Decision Making into practice?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Most of the Time</td>
<td>Always</td>
</tr>
</tbody>
</table>
Elements of Effective Instruction

Four research proven methods that produce positive student outcomes.

1. Positive Relationships
2. Clear Expectations
3. Academic and Social/Behavioral Skill Building
   a. Teaching for the Acquisition of a New Concept
   b. Sufficient Opportunities to Respond
   c. Mastery and Proficiency
4. Recognition and Rewards
How well do you know and understand the Elements of Effective Instruction?

<table>
<thead>
<tr>
<th></th>
<th>Don’t Know</th>
<th>Little Know</th>
<th>Some Know</th>
<th>Fairly Well Know</th>
<th>Well Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How well do you put the Elements of Effective Instruction into practice?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Behavior Support (PBS)

A multi-tiered framework of positive behavioral strategies designed to produce two important outcomes for all students:

1. Social/behavioral competency
2. Prevention of problem behavior
How well do you know and understand Positive Behavior Support?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Don’t Know</td>
<td>Know</td>
<td>Little</td>
<td>Some</td>
<td>Fairly Well</td>
</tr>
<tr>
<td>2</td>
<td>Know</td>
<td>Little</td>
<td>Some</td>
<td>Fairly Well</td>
<td>Well</td>
</tr>
</tbody>
</table>

How well do you put Positive Behavior Support into practice?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Most of the Time</td>
<td>Always</td>
</tr>
<tr>
<td>2</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Most of the Time</td>
<td>Always</td>
<td></td>
</tr>
</tbody>
</table>
Social Emotional Learning (SEL)

Acquisition of the skills to identify and manage emotions, recognize the emotions of others, show concern for others, effectively problem solve, build positive relationships and handle challenging situations effectively.
How well do you know and understand Social Emotional Learning?

<table>
<thead>
<tr>
<th></th>
<th>Don’t Know</th>
<th>Know Little</th>
<th>Know Some</th>
<th>Know Fairly Well</th>
<th>Know Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How well do you put the Social Emotional Learning into practice?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Most of the Time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-Management

Using combinations of self-awareness, self-monitoring, self-evaluation, self-instruction, and reinforcement to manage one's behavior.
How well do you know and understand Self-Management?

1. Don’t Know
2. Know Little
3. Know Some
4. Know Fairly Well
5. Know Well

How well do you put Self-Management into practice?

1. Never
2. Rarely
3. Sometimes
4. Most of the Time
5. Always
Evidence-Based Practices

Years of educational research evaluating effective instructional methods have consistently identified several elements of instruction that if used consistently, ensure academic and social success.

(West, 2004; Mayer, 2001)
Professional Learning Communities

The very essence of a learning community is a focus on and a commitment to the learning of each student. (*Dufour, Dufour, Eaker, & Many, 2006*)

- Collaborative teams focused on learning
- Meet weekly
- Designing instruction, assessment and intervention
- Ability grouping of students
- Use of data-based decision making
Data-Based Decision Making

- Decide what each student needs to learn
- Decide how will you know when each student has mastered each objective
- Decide what will you do to help each student that *has not* reached mastery
- Decide what will you do to help each student that *has* reached mastery
Components of Effective Data-Based Decision Making

- Collaborate with Others
- Set Aside Time to Review and Make Decisions
- Begin with Data
- Develop Individual Action Plans
- Implement and Track Student Performance
- Continue to Review Student Performance Data
Elements of Effective Instruction

Four research proven methods that produce positive student outcomes.

1. Positive Relationships
2. Recognition and Rewards
3. Clear Expectations
4. Academic and Social/Behavioral Skill Building
   a. Teaching for the Acquisition of a New Concept
   b. Sufficient Opportunities to Respond
   c. Mastery and Proficiency
1. Positive Relationships

- Foundation for success
- Learning takes place best in a pleasant environment
- Praise is a powerful way to build relationships
- Positive interactions should outweigh negative interactions (8:1)
- Require constant effort
2. Praise, Rewards, and Recognition

**Purpose:**
To increase specific praise to students.

**Benefits:**
Improved academic and social behavior
Strengthened relationships with students and parents
Praise

General
Verbal or written statements indicating approval
Examples:
“Super!” “Good job!” “Great!”

Specific
Verbal or written statements that:
• Specify the person or group
• Describe the behavior being praised
Example:
“Jordan, good job staying in the lines. Your penmanship looks great!”
Praise Data

Graph showing the number of specific praise statements over observation sessions.
3. Clear Expectations

**Definition:**
Explaining and demonstrating what you want students to know and do.

**Benefits:**
- Students know exactly what you want them to do.
- Students tend to live up to expectations.
- Students are less likely to misbehave.
- Students know you believe them capable of achieving.
School-wide Expectations

• Restroom
• Hallway
• Assembly
• Lunchroom
• Playground

Farrer Elementary Lunchroom Rules

1. Use a polite voice
2. Sit, eat, clean up my area
3. Help others if necessary
4. Leave quietly
Clear Expectations Data

The graph shows the number of clear expectations over observation sessions. The data points are plotted for sessions 1 to 10.

- The graph indicates a baseline where the number of clear expectations stabilizes at a certain level.
- There is a sharp increase in sessions 6 to 10, suggesting an improvement or change in the clear expectations metric.

The y-axis represents the number of clear expectations, ranging from 0 to 12.
4. Skill Building

Opportunities to Respond

**Definition:**
The interaction between a teacher’s questioning, prompting, or cueing and an observable student or group response.

**Purpose:**
To increase the number of correct responses and the amount of time students are engaged during instruction.

(Haydon, Mancil, & Van Loan, 2009)
## 4. Skill Building

<table>
<thead>
<tr>
<th>Teacher Does . . .</th>
<th>Looks Like . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teaching New Content</strong>&lt;br&gt;The teacher teaches new content by demonstrating or modeling the correct response.</td>
<td>The students are observing while the teacher explains, models and demonstrates. The students do not respond. During instruction the teacher observes whether students are ready for guided practice.</td>
</tr>
<tr>
<td><strong>2. Guided Practice</strong>&lt;br&gt;The teacher provides support and feedback continuing until there is evidence that the student is ready to practice independently.</td>
<td>Teachers give students many opportunities to respond allowing students to practice the new skill. Students gain competence as the teacher provides encouragement and corrective feedback.</td>
</tr>
<tr>
<td><strong>3. Independent Practice</strong>&lt;br&gt;The teacher provides additional practice without guidance or feedback, continuing to check student work to ensure mastery.</td>
<td>Students respond independently until the skill becomes fluent or automatic.</td>
</tr>
</tbody>
</table>
Opportunities to Respond Data

The graph shows the number of opportunities to respond over sessions. The x-axis represents the sessions, and the y-axis represents the number of opportunities to respond. The graph is divided into two parts: Baseline and Training. The baseline period shows a gradual decrease in opportunities to respond, while the training period shows a significant increase.
Opportunities to Respond Data

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>
# Self-Evaluation

## Self-Management of Instruction and Learning in Education (SMILE Rubric)

<table>
<thead>
<tr>
<th>Item</th>
<th>N/A</th>
<th>Not at all</th>
<th>Partially</th>
<th>Mostly</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I used specific written and/or verbal praise statements with my students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. I explained to my students what I specifically wanted them to learn in this lesson.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. I demonstrated how to correctly complete the activity, including the criteria for correct responding, as often as needed.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. I provided a high rate of opportunities to respond during my instruction.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5. I provided students opportunities for guided practice with feedback.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. I provided students opportunities for independent practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- Completely = With all students, as often as possible.
- Mostly = With most students, most of the time.
- Partially = With some students, some of the time.
- Not at all = This item should have been used but was not used at all.
- Not applicable (N/A) = This item was not relevant to this lesson on this day.
Instructional Outline
Progress Reporter

Phonics
Phonemic Awareness
Vocabulary
Comprehension
# Language Arts Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Beginning of the Year</th>
<th>End of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td><img src="image1" alt="Pie Chart" /></td>
<td><img src="image2" alt="Pie Chart" /></td>
</tr>
<tr>
<td>2nd</td>
<td><img src="image3" alt="Pie Chart" /></td>
<td><img src="image4" alt="Pie Chart" /></td>
</tr>
<tr>
<td>3rd</td>
<td><img src="image5" alt="Pie Chart" /></td>
<td><img src="image6" alt="Pie Chart" /></td>
</tr>
<tr>
<td>4th</td>
<td><img src="image7" alt="Pie Chart" /></td>
<td><img src="image8" alt="Pie Chart" /></td>
</tr>
<tr>
<td>5th</td>
<td><img src="image9" alt="Pie Chart" /></td>
<td><img src="image10" alt="Pie Chart" /></td>
</tr>
<tr>
<td>6th</td>
<td><img src="image11" alt="Pie Chart" /></td>
<td><img src="image12" alt="Pie Chart" /></td>
</tr>
</tbody>
</table>
Language Arts Proficiency

- **On/Above Proficiency**
- **Below Proficiency**

**Before EEI Training**

**After EEI Training**
Language Arts Proficiency School-Wide

- On/Above Proficiency
- Below Proficiency

Before EEI training

After EEI training
Other School Data

- Academic
- Office Discipline Referrals (ODR)
- Indicators of School Quality (ISQ)
Social and Emotional Learning

Promotes resilience by teaching skills to:

- Recognize and manage emotions
- Develop caring and concern for others
- Make responsible decisions
- Establish positive relationships
- Handle challenging situations effectively
SEL Programs

Improved students’:
- Social and emotional skills
- Attitudes about self and others
- Connection to school
- Positive social behavior
- Academic performance
- Achievement test scores by 11-17 percentage points

Reduced students’:
- Conduct problems (e.g., aggression, disruptiveness)
- Emotional stress (i.e., anxiety, depressive symptoms)

(Payton et al., 2008)
Intervention – Strong Kids

STRONG START Grades K-2
(ages 5-8)

STRONG KIDS Grades 3-5
(ages 8-12)

STRONG KIDS Grades 6-8
(ages 12-14)

STRONG TEENS Grades 9-12
(ages 14-18)
Strong Start

- Direct Instruction
- Discussions
- Guided/Independent Practice
- Children’s Literature
- Creative Activities
Treatment Group: At Risk compared to Low Risk

Note: Higher scores indicate more internalizing symptoms reported
Teacher Ratings

**Prosocial behaviors**

- **SSBS**
  - $F(3, 198) = 138.06, p < .001, \eta^2 = .68$
  - Simple contrasts: $P_1 < P_2 < \text{Post}_{1&2} (p < .001)$

**Internalizing behaviors**

- **SSRS**
  - $F(3, 198) = 13.86, p < .001, \eta^2 = .17$
  - Simple contrasts: $P_1, P_2 \geq \text{Post}_{1&2} (p < .001)$
Conclusion

*Strong Start* showed promising results as a way to reduce internalizing symptoms and increase peer-related prosocial behaviors of second grade students ... particularly for students at greater risk.
Core SEL Competencies

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision Making
Importance of Self-Management

- Key to social competence
- Integral part of school success and future accomplishment in life
- Helps in the acquisition and maintenance of positive social behavior
Advantages of Self-Management

• Can be used as a secondary or tertiary intervention
• Adaptable to a variety of settings and behaviors
• Feasible to implement
• Effective
Self-Management

Typically involves two or more components:

- Self-awareness
- Self-monitoring
- Self-evaluation
- Self-instruction
- Reinforcement
- Matching
Externalizing Behavior: Chad

Problem Behaviors:
- Not following directions
- Off-task
- Low rate of work completion
Chad

<table>
<thead>
<tr>
<th>Center #</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Mins.</th>
<th>Agree</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:40</td>
<td>11:50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

**Centers**

1. **Spelling Center 10 min.**
2. **Response Journal 10-12 min.**
3. **Reading Center 10 min.**
4. **Newspaper - 10 min.**

**Points**

- Finish Center = 10 pts
- Finish in time = 5 pts
- Bonus = 5 pts

(If teacher agrees)
<table>
<thead>
<tr>
<th>Center #</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Mins.</th>
<th>Agree</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:15</td>
<td>9:05</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>9:35</td>
<td>9:15</td>
<td>20</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>9:15</td>
<td>9:25</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>9:25</td>
<td>9:35</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>9:35</td>
<td>9:40</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9:40</td>
<td>9:50</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Points: 100

Points:

1. Spelling Center 10 min.
2. Response Journal 10-12 min.
3. Reading Center 10 min.
4. Newspaper 10 min.
5. Poetry Center 5 min.
6. Handwriting

Finish Center = 10 pts
Finish in time = 5 pts
Bonus = 5 pts
(If teacher agrees)
Internalizing Behavior: Jose

Problem Behaviors:
- Off-task and disrupting teacher
- Low rate of work completion

Function:
- Escape/Avoidance
Replacement Behavior

Socially Appropriate Classroom Behavior
- Attending
- Working on academic assignments
- Reading aloud
- Answering questions
- Getting the teacher’s attention appropriately
- Compliance with teacher’s instructions
- Other
Jose
Which evidence-based practice would benefit you and, in turn, your students the most?

- Social Emotional Learning (SEL): 34%
- Elements of Effective Instruction: 20%
- Positive Behavior Support (PBS): 17%
- Data-based Decision Making: 11%
- Self Management: 11%

Total Results: 35
Which evidence-based practice would benefit your school and, in turn, all students the most?

- Professional Learning Communities (PLC): 15%
- Data-based Decision Making: 3%
- Elements of Effective Instruction: 36%
- Positive Behavior Support (PBS): 12%
- Social Emotional Learning (SEL): 27%
- Self Management: 6%

Total Results: 33
Contact Information

http://education.byu.edu/pbsi

richard_young@byu.edu
lynnette_christensen@byu.edu
geog@provo.edu