Positive Behavior Support and Response to Intervention in a Professional Development School: Getting Started

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Farrer Elementary School

• Title 1 School
• 366 K-6 Students
  61% Hispanic
  37% Caucasian
  2% Other
  88% SES
  53% ELL
• 21 Teachers, 2 Interns, & 3 student teachers
Why a PDS partnership?

**Farrer**
- Help meet AYP goals
- Build a stronger connection to the local university for faculty and students
- Further professional development of faculty

**BYU**
- Public School Partnership Site
- Practical experience for students
- Faculty research interests
- Collaborative grant writing
Laying a foundation

- Building relationships
- Creating a steering committee
- Attending 2010 PDS Conference
- Developing PDS vision statement
- Ensuring faculty buy-in
Nine Elements of a PDS

1. Comprehensive mission
2. Preparation of future educators
3. Needs-based professional development
4. Commitment to evidence-based practices
5. Investigation of practices & sharing of results
6. Commitment to parent involvement
7. Shared governance & collaboration
8. Work by faculty across settings
9. Shared resources
Together we’ve . . .

- Agreed to create a **professional development school** partnership
- Implemented an **executive committee** for shared governance
- Reached **94% staff agreement** to participate
- Committed to **evidence-based practices** and began implementing
- Designed a **school-wide database** for academic and behavioral data
- Conducted weekly **parent involvement** meetings
- Created a **university credit option** for teachers
- Implemented school-wide **Positive Behavior Support**
- Followed up on top rated behavior need with “**following directions**” training
- **BYU students participating** to support programs and gain school experience
- Created **opportunities for arts experiences**
- **Shared resources**, e.g., financial, staff, professional conferences
- Secured **grant funding**
POSITIVE BEHAVIOR SUPPORT INITIATIVE

Pyramid

FEW
1-8% of Students
Require Intensive Intervention

SOME
5-10% of Students
Require Supplemental Targeted Intervention

ALL
80-90% of Students
Meet Performance Indicators
All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes
Coaching

From: http://wiki.updc.org/abc/
Positive Behavior Support (PBS)

Broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students

(Sugai, 2004)
Response to Intervention (RTI)

Method of early, effective academic interventions designed to help students with learning difficulties
Common Elements of PBS and RTI

- Leadership Team
- School-wide Screening
- High Expectations
- Skill Building
- Rewards and Recognition System

- Implementation Fidelity
- Tiered Intervention
- Evidence-based practices
- Data-based Decision Making
Elements of Effective Instruction

Data-Based Decision Making

1. Positive Relationships
2. Rewards & Recognition
3. Clear Expectations
4. Skill Building
Training Model

- Professional Learning Communities (PLCs)
- Training
- Coaching
Collaboration Choices

Training Only
- EEI training sessions
- Instructional outline
- PLC support

Training & Research
- All of the above, plus:
  - Individual coaching
  - Classroom observations and self-evaluations
  - $300 stipend
1. Positive Relationships

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

Purpose:
To increase specific praise to students.

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

The graph shows the number of specific praise statements over observation sessions. The data is divided into two phases: Baseline and Training. In the Baseline phase, the number of praise statements fluctuates, reaching a peak at observation session 3. In the Training phase, there is a clear upward trend, indicating an increase in the number of praise statements.
Praise Data

![Bar chart showing praise data](chart.png)

- **Baseline**
  - General: 7
  - Specific: 5

- **Training**
  - General: 13
  - Specific: 14

Number per 20 min.
Praise Notes

![Bar Chart]

- **2009-10**
- **2010-11**

The chart compares praise notes between two years.
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 Restroom Rules**

1. Respect privacy of others
2. Use quiet voices
3. Go/Flush/Wash
4. One squirt, two towels
5. Leave it clean
6. Report problems to a teacher
Clear Expectations Data

![Graph showing clear expectations data over observation sessions.](image-url)
Clear Expectations Data

Graph showing the number of academic and behavior expectations per 20 min. during baseline and training phases.
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)
Opportunities to Respond Data

![Graph showing baseline and training data for opportunities to respond](image)
Opportunities to Respond Data

- Academic Behavior
  - Baseline: 20
  - Training: 40
- Behavior
  - Baseline: 5
  - Training: 10

Number Per 20 min.
### 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>
Other School Data

- Academic
- Office Discipline Referrals (ODR)
- Indicators of School Quality (ISQ)
Academic Data

<table>
<thead>
<tr>
<th>Beginning of the Year</th>
<th>Present</th>
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<tbody>
<tr>
<td>1st</td>
<td></td>
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<td>2nd</td>
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<td>5th</td>
<td></td>
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<tr>
<td>6th</td>
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</tbody>
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- Red: Below Basic
- Yellow: Basic
- Green: Proficient
- Blue: Advanced
Office Discipline Referrals

Triangle Data Graph
All Referrals & Minors

<table>
<thead>
<tr>
<th>School Year</th>
<th>Enrollment</th>
<th>0 Ref</th>
<th>1 Ref</th>
<th>2-5 Ref</th>
<th>6-8 Ref</th>
<th>9+ Ref</th>
<th>% 0 or 1</th>
<th>% 2-5 Ref</th>
<th>% 6+ Ref</th>
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<tbody>
<tr>
<td>200910</td>
<td>401</td>
<td>258</td>
<td>70</td>
<td>59</td>
<td>9</td>
<td>5</td>
<td>82</td>
<td>15</td>
<td>3</td>
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<tr>
<td>201011</td>
<td>366</td>
<td>277</td>
<td>46</td>
<td>31</td>
<td>6</td>
<td>6</td>
<td>88</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Indicators of School Quality (ISQ)</td>
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**Parent Support**
- Parents support their child's education
- Parents know what happens at school
- Enough parents participate at parent/teacher conferences
- Parents support extracurricular activities

**Teacher Excellence**
- Teachers are knowledgeable about the subjects they teach
- Teachers care about students as individuals
- Teachers promote good behavior in their classrooms
- Teachers are well organized
- Teachers enjoy teaching

**Student Commitment**
- Students are well behaved
- Enough students participate in extracurricular activities
- Students enjoy learning
- Students have pride in their school

**School Leadership**
- Administration is accessible to parents, students, and staff
- Administration promotes quality education
- Administration is well organized
- Administration promotes good behavior at the school
- Administration has high expectations for all students

**Instructional Quality**
- This school prepares students for adult life
- This school provides a quality education
- Instruction at this school is innovative
- Instruction at this school challenges students

**Resource Management**
- Staff has access to enough ongoing training
- Counselors are accessible to students
- Students have adequate computer access
- The school has quality textbooks and instructional materials
- Students have enough extracurricular opportunities

**School Safety**
- Students and staff feel safe at school
- Students feel safe traveling to and from school
- The school is clean and in good repair
- The school grounds and hallways are well supervised
Change in School Culture

• Culture
  – Toxic to problem-solving

• PLC
  – Time for professional development & coaching

• Mentor Training
• Building Leadership
• BYU
http://education.byu.edu/pbsi/

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