



D4 - Supporting Teacher Use of Effective Classroom Practices in a High School Setting

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Key Words: Applied Classroom, Coaching, High School

What is PBIS?

framework

[freym-wurk] [SHOW IPA](#) 

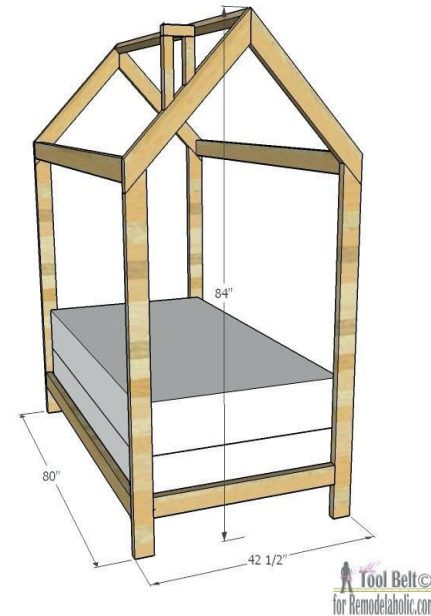
[EXAMPLES](#) | [WORD ORIGIN](#)

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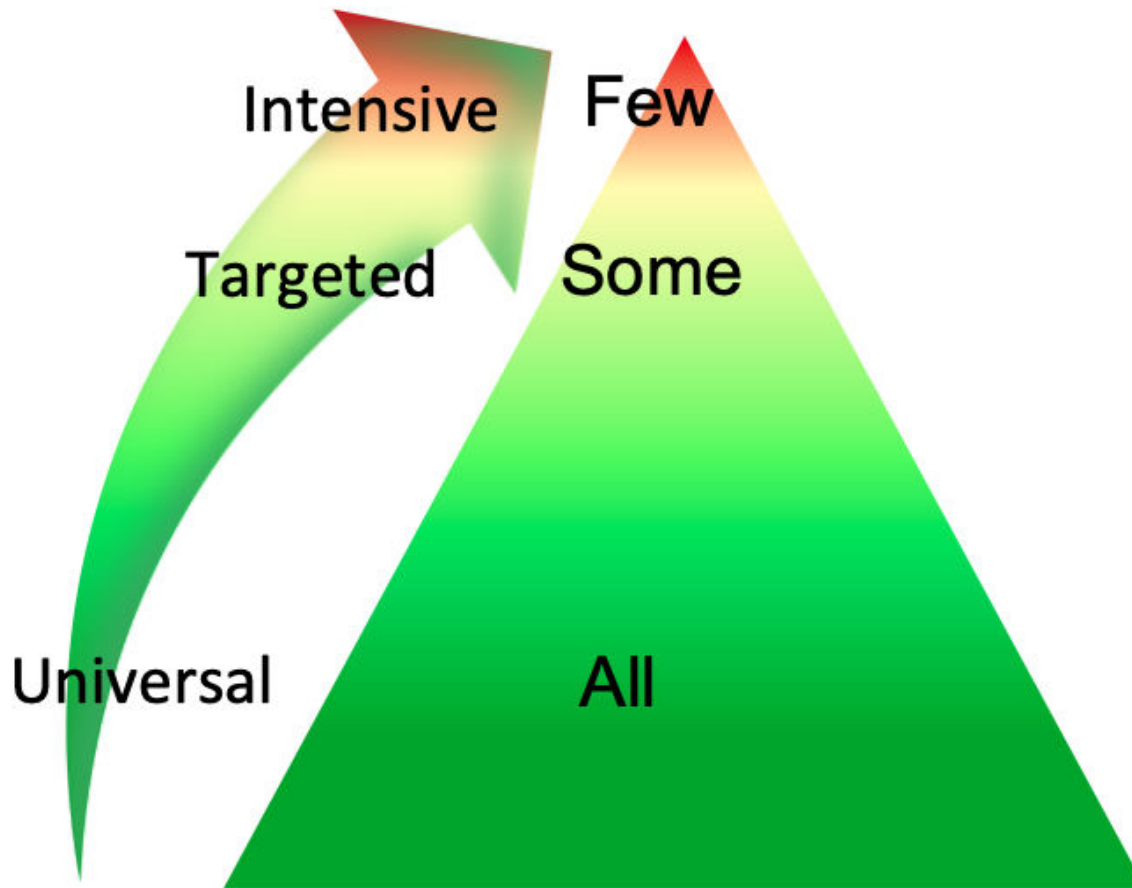
noun

- 1 a skeletal structure designed to support or enclose something.

- A framework for delivery of evidence-based practices that **fit** the values and needs of students, families, and staff



Includes a Tiered Continuum



As the magnitude of the problem increases, so does the need for ...

- (a) resources to address the problem,
- (b) enhancements to teaching & learning environments,
- (c) collecting & using data for decision making,
- (d) engagement with and feedback to students.

Integration of Academic & Behavioral Supports

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

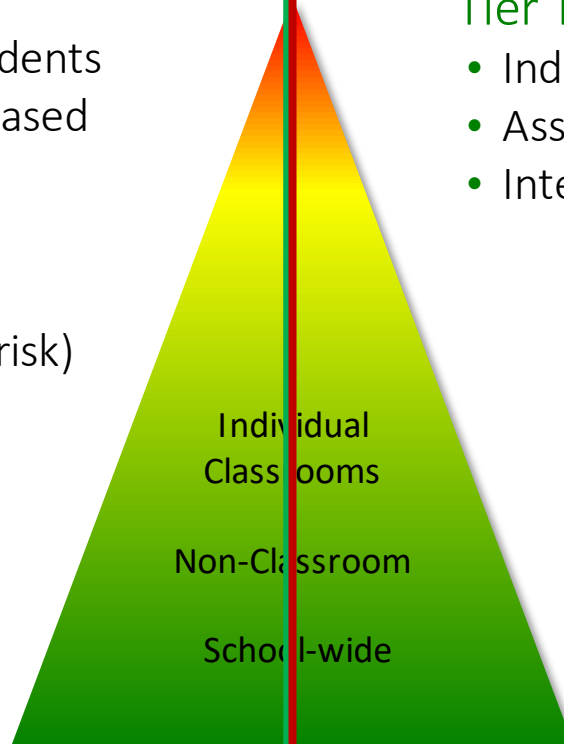
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

- Some students (at-risk)
- Rapid response
- First signs of risk

Tier One

- All settings & students
- Preventive, proactive

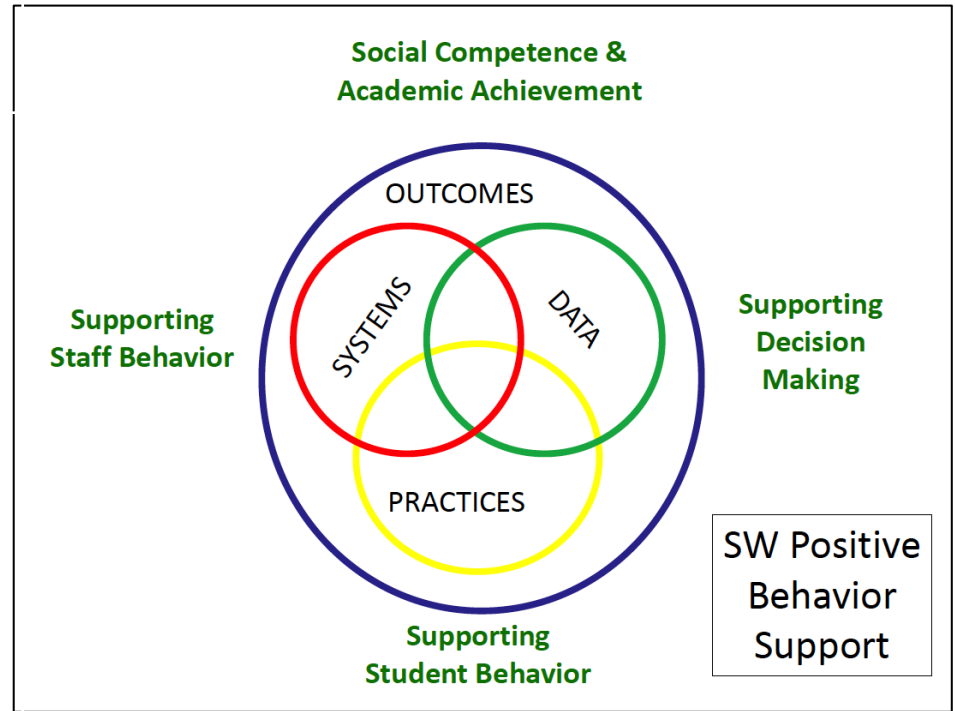


- **Data-based** decision making & **problem solving process**

- Selecting & implementing **practices** to achieve indicated outcomes

- **Systems** to support implementers to use practices with fidelity and over time.

Core Elements of PBIS



25,911 Schools in U.S
3,000+ High Schools

Session Purpose

- Explain a multi-component, within school, coaching model
- Support teacher use of effective instructional & management strategies



BUSSEILTON
SENIOR HIGH SCHOOL

What does this mean??

- Multi-component

- Data collection
- Consultation
- Goal setting
- Peer observations
- Performance feedback

- Within school

- Limited external support
- Internal capacity using existing school staff

Coaching Model

Effective Coaching

Coaching is a process that supports and transfers knowledge and skills gained during professional learning, workshops, or training events into practice in everyday use. If our coaching is effective, we should see:

- increase in teams' capacity to develop infrastructure, processes, & procedures to support sustained use of an innovation (systems coaching);
 - increase in staff capacity to utilize effective practices (related to academic instruction, behavior, social-emotional supports, interventions, etc.) in schools (content/practice/instructional coaching); and
 - socially significant outcomes for students
-

Transfer of knowledge into USE!

Session Preview

- Lesson Demonstration
 - modeling classroom practices & data collection
- Describe school context & rationale for development model
- Explain pilot project (10 weeks)
 - 2 within school coaches & 4 teachers
- Results –
 - what happened?
- Implications –
 - what was learned & next steps
- Resources

Busselton



Our School



- 1958 – 60th Anniversary
- 694 Students
- Low SEI School – 941
- 70% below the benchmark
- 10% indigenous students (70 Students)
- Competitive landscape – 5 SHS in 6 mile radius plus impact of a larger town 40 mins away.





Positive behavior Support is our cornerstone strategy to strengthening student culture within our school.

The strategy is formed upon four foundational values:

RESPECT Having respect towards one another and staff as well as personal and school property

EMPATHY Having and showing empathy towards others in the school community

ACHIEVE Striving to achieve our personal best in all aspects of school life

LEARN Endeavouring to learn by participating actively in all lessons



Tier 1 School Wide Expectations

The Busselton SHS community gets 'REAL' by...

Settings	Showing Respect We...	Having Empathy We...	Striving to Achieve We...	Endeavouring to Learn We...
All Settings	<ul style="list-style-type: none"> • use appropriate language • wear the school uniform • greet each other positively • care for our equipment • care for our environment • use our manners 	<ul style="list-style-type: none"> • take a stand against bullying • help and include others • interact positively 	<ul style="list-style-type: none"> • strive for our personal best • display good sportsmanship • participate in all activities 	<ul style="list-style-type: none"> • are punctual • transition quickly and quietly • line up
Classroom	<ul style="list-style-type: none"> • listen to each other's opinions • listen to and follow staff instructions • put our hand up to ask questions 	<ul style="list-style-type: none"> • accept and celebrate differences • show acceptance and understanding • acknowledge and give appropriate feedback 	<ul style="list-style-type: none"> • seek feedback to improve • actively problem solve • stay on task • complete our classwork to the best of our ability 	<ul style="list-style-type: none"> • ask for help when required • are prepared and equipped for class • use time efficiently • are engaged in classroom activities • complete our homework
School Grounds	<ul style="list-style-type: none"> • put litter in the bin. • report unsafe behaviour 	<ul style="list-style-type: none"> • understand that our actions could impact upon the feelings of others • are mindful of others when moving around the school • remove ourselves from conflict and seek help 	<ul style="list-style-type: none"> • keep our area clean 	<ul style="list-style-type: none"> • use break times to prepare for next class • participate in break time activities
Use of Technology	<ul style="list-style-type: none"> • respect the privacy of others and ourselves • use technology and mobile phones as the teacher instructs • use social media appropriately 	<ul style="list-style-type: none"> • understand the impact of technology on others • use technology for its intended purpose • assist others. 	<ul style="list-style-type: none"> • use our time effectively • produce our own work 	<ul style="list-style-type: none"> • seek online resources as instructed • are a good digital citizen • acknowledge the work of others
Representing the School	<ul style="list-style-type: none"> • act responsibly • thank community members • promote a good school image • display good sportsmanship 	<ul style="list-style-type: none"> • care for others in the community • demonstrate positive citizenship • value community members 	<ul style="list-style-type: none"> • celebrate success with the community • support each other and our teams 	<ul style="list-style-type: none"> • make the most of learning experiences • actively listen to presenters • represent the school with pride

What We Know

The **strongest** predictor of both sustained implementation and sustained improved student outcomes was **implementation of classroom PBIS systems**

(Mathews, McIntosh, Frank & Seth, 2014)



The Challenge...



- Teachers typically receive little pre- or in-service training in classroom management.

(Begeny & Martens, 2006; Chesley & Jordan, 2012; Freeman, Simonsen, Briere, D & MacSuga-Gage, 2014; Lawless, 2017; O'Neill & Stephenson, 2011; Oliver and Reschly, 2010; O'Neill & Stephenson, 2014; Poznanski, Hart & Cramer, 2018).

Not funny but fact!!

The Challenge

Decades of research have provided a sound base for what works in classroom management practices.

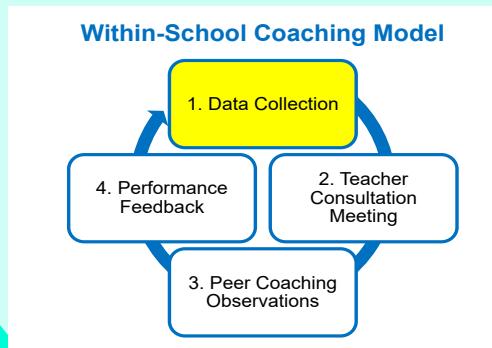
- Teachers use effective instructional practices “at exceptionally low rates, if at all” (Scott, Hirn, & Cooper, 2017, p. 80)
- The challenge is providing teachers with effective and practical professional learning and coaching to implement these practices with consistency, accuracy and fluency (Colvin, Flannery, Sugai & Monegan, 2010).

OUTCOMES

- Increased instruction and engaged time
- Quality teacher & student relationships
- Positive school climate

SYSTEMS

- Within-school coaching professional learning model



DATA

- Classroom observation data

Rypple Teacher Feedback Tool

Date: _____

Instructions: Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Effective Classroom Practice 3: Encouraging Expected Behaviour		
Positive Feedback - Teacher Attention to Correct Behaviours		
Pre-correction (s)	Non-Specific Positive Feedback (s)	Specific Positive Feedback (s)

Effective Classroom Practice 4: Discouraging Inappropriate Behaviour		
Corrective Feedback - Teacher Attention to Behaviour Errors		
No Feedback (s)	Non-Specific Corrective Feedback (s)	Specific Corrective Feedback (s)

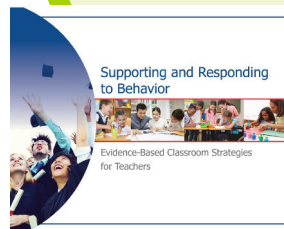
Section 2: Opportunities to Respond (Effective Classroom Practice 6)

Do not count directions to perform a task, social questions or questions within the context of negative feedback

Whole Group	Individual	Total (s)

PRACTICES

- Evidence Based Classroom Practices



Key Components Effective Professional Learning

Effective professional learning to transfer skills into classroom practice consists of the following components:

1. Knowledge and theory/rationale (TELL)
2. Modeling (SHOW)
3. Practise (x25) (PRACTISE)
4. Peer coaching observations
- 5. + Performance Feedback**

(Joyce & Showers 2002)

Data Collection Tools

Tier I: School-wide Ongoing Monitoring

Staff Name _____ Date _____ Time _____
Observer _____ Location _____ Subject _____

Data was collected during:

☐ Independent Work ☐ One-On-One ☐ Small Group ☐ Whole Group

Check any that apply throughout the lesson

Practices That Were Observed:

☐ Matrix Posted
☐ Procedures Observed
☐ Use of Attention Signal
☐ Active Supervision Used
☐ Use of Reinforcement System
☐ Precorrects

Opportunities to Respond:

☐ Individual
☐ Whole Group
☐ Peer to Peer

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Ratio of Interactions	Responding to <u>Positive</u> Behavior		Responding to <u>Negative</u> Behavior		Totals
	Specific Positive Feedback "Thanks for raising your hand. That's a great way to be respectful"	General Positive Feedback "Good job!" "Wow, nice work!"	Corrective Feedback "Please be safe by keeping your hands and feet to yourself."	Ineffective Feedback "Stop!" "Shh!" "Don't"	
Behavioral					
Academic					

Total Ratio of All Interactions

B. Opportunities to Respond—10 minutes

Directions: Mark one (1) tally in the appropriate response box for every individual student or group academic response (i.e., oral or action) made during your observation of reading instruction.

Start Time: _____ End Time: _____

Total Number of Minutes Observed: _____

Group Responses

Correct academic response

Incorrect response

Total =

Total =

Total Group Responses =

Individual Student Responses

Correct academic response

Incorrect response

Total =

Total =

Total Individual Responses =

Was material covered mostly (~80% or more) new or drill/practice? Y or N

Part 2: Academic Engagement

At the beginning of the observation, start the timer and after each 10-second interval, observe a student momentarily (e.g., <1 second) and decide if the student is on task or off task at that specific point in time. Mark a "+" in the box if a student appears to be on task or mark a "-" in the box if a student appears to be off task. Continue to observe and record until all boxes are marked.

A. On-Task/Off-Task Behaviors—10 minutes

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Number of "+"s =

Active Supervision: Self Assessment

Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.

- The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations. Yes No
- All areas accessible to students are visible, functional, and safe. Yes No

Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.

- During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. Yes No
- Frequent, random movement, with particular attention to targeted problem areas, is evident. Yes No

Teacher/facilitator visually monitors learning and performance.

- During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. Yes No
- Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgment of attention. Yes No

Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.

- During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal communication to increase the student's attention to task behavior. Yes No

Frequency and Type of Student Interactions

Teacher: _____ Observer: _____
Date: _____ Time: _____ Activity: _____

Attention to Expected Student Behavior

Non-Contingent Specific Positive Feedback

Ratio of Teacher Interactions: _____

Notes: _____

Adapted from Sprick, Knight, Reinke, & Michale, 2006

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Opportunities to Respond: Self-Assessment

Students are provided varied and creative opportunities to respond verbally during instruction.

- During whole group and small group instruction, students are provided multiple opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others. Yes No
- The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). Yes No

Students are provided varied and creative opportunities to respond non-verbally to instruction.

- During whole group and small group instruction, students are provided multiple opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. Yes No
- The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). Yes No

Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.

- When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. Yes No
- The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?" Yes No

Teacher: _____ Date: _____ Time: _____
Observer: _____ Subject: _____

Check any that apply:

Classroom Matrix Posted

Classroom Procedures Observed

Use of Attention Signal

Active Supervision Used

Use of Reinforcement System

Use of Precorrects

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

Specific Positive Feedback

General Positive Feedback

Corrective Feedback

Ineffective Feedback

Totals

Ratio of Teacher Interactions

Notes

Adapted from Sprick, Knight, Reinke, & Michale, 2006

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MULTI-TIERED SYSTEMS OF SUPPORT

Positive Behavior Support Planning Checklist and Teacher Self-Assessment

TIER ONE – EFFECTIVE TEACHING AND LEARNING PRACTICES: All staff consistently implement ETLPS to provide an engaging, predictable, and safe learning environment for all students.

Effective Teaching and Learning Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<ul style="list-style-type: none"> I have attended Classroom Expectations in-service. I have created and posted classroom rules aligned with school-wide expectations. I have filed a copy of my classroom rules in the office. 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<ul style="list-style-type: none"> I have attended Classroom Procedures and Routines in-service. I have created and posted Classroom Procedures and Routines to develop my classroom routines. I have created, posted, taught, and given students frequent specific performance feedback on classroom procedures and routines. Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Positive Specific Feedback	<ul style="list-style-type: none"> I have attended Classroom Strategies to Encourage Expected Behavior in-service. I use a variety of strategies to give positive specific feedback (free and frequent, intermittent, and long term). What is my method for providing positive specific feedback at a ratio of 4:1? Can my students tell how they receive acknowledgment for appropriate behavior?
4. Discouraging Unexpected Behavior	<ul style="list-style-type: none"> I have attended Discouraging Unexpected Behavior in-service. I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).
5. Active Supervision	<ul style="list-style-type: none"> I have designed the classroom floor plan to allow for ease of movement for Active Supervision. I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. When designing a lesson, I consider student groupings, location, and activity level. I provide positive contact, positive and corrective feedback while moving around the room.
6. Opportunities to Respond	<ul style="list-style-type: none"> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). What strategy do I use to track students being called on? I regularly use wait time to increase student opportunity for meta-cognition. I regularly plan instructional questions and response methods prior to the lesson.

Data Collection Tool

Essential Features

- Focused on observable behavioral practices
- Included operational definitions
- Designed to be used by classroom teachers

Year One

- Two volunteer teachers were trained as school-based coaches.
- The school-based coaches worked with eight volunteer classroom teachers trialling a coaching model with peer coaching and performance feedback.
- Feedback from the trial was used to refine the format of the data collection tool and the within-school coaching model.

Some Modifications

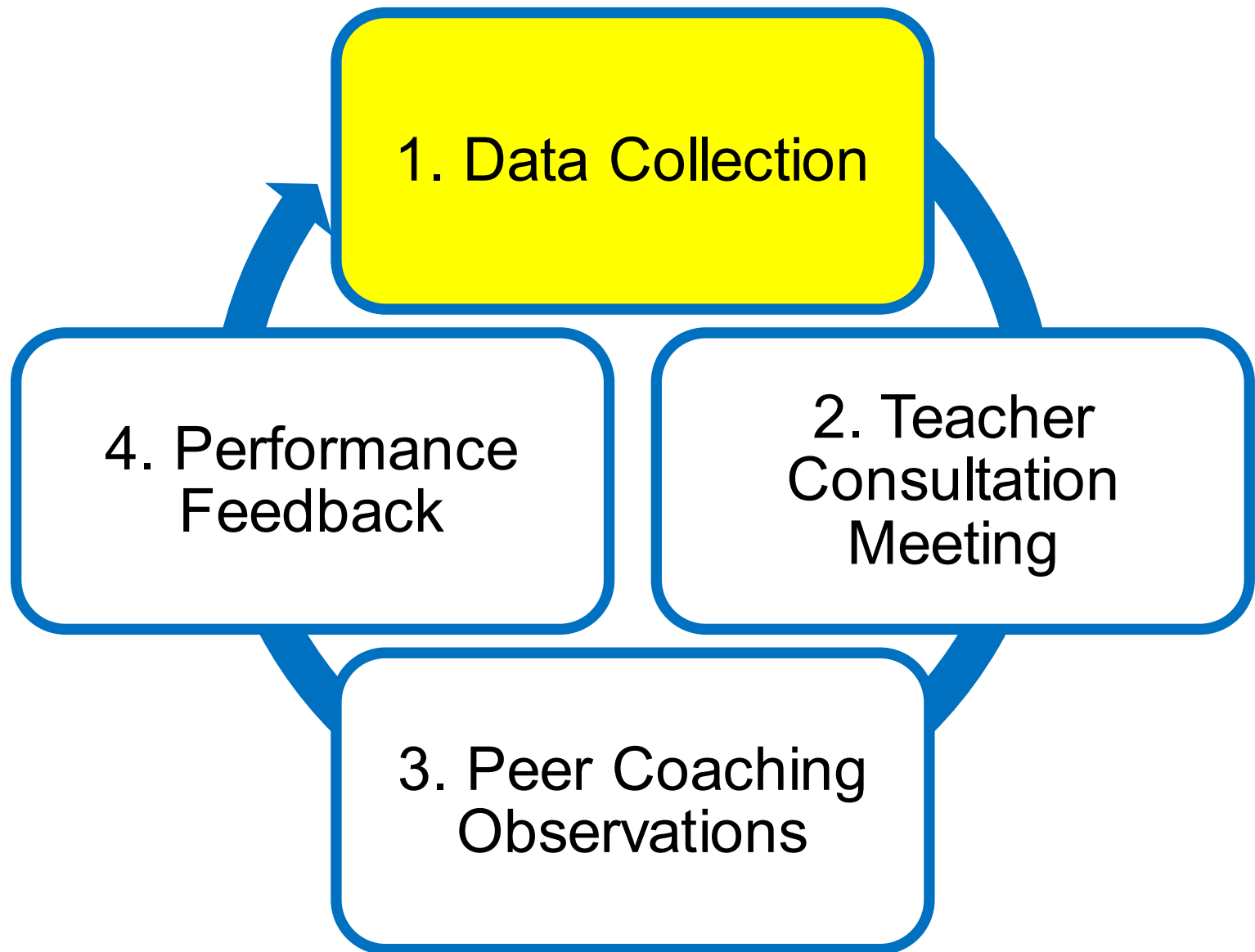
- Language matters
 - Observation Tool to Feedback Tool
 - Student disruptions to student behavior errors
 - Negative feedback to corrective feedback
- Changed from a whole group intervention to individual action planning
- Changed from external consultant PL model to within-school PL model



Year Two Within-School Coaching Model

1. Baseline data collection
2. A structured teacher consultation meeting incorporating:
 - data-based decision making planning
 - goal setting
 - explicit training
3. Peer coaching observations
 - Grow coaching questions
4. Performance feedback

Within-School Coaching Model



Opportunity to Respond Operational Definition

- A teacher statement, gesture or visual cue that prompts a student response.
- An OTR is **curriculum relevant** and **instructionally related**.
- An OTR is not a direction to perform a task or a social question.
- Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.



Specific Positive Feedback Operational Definition

- Teacher attention to correct behavior
- Verbal statement, gesture or visual feedback the teacher provides to the whole class, a small group or individual student
- Specifically states the behavior



Specific Positive Feedback: Examples & Non-Examples



BUSSELTON
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BEHAVIOUR MATRIX

THE BUSSELTON SENIOR HIGH SCHOOL COMMUNITY GETS R.E.A.L. BY:

VALUES	SHOWING RESPECT WE...	HAVING EMPATHY WE...	STRIVING TO ACHIEVE WE...	ENDEAVOURING TO LEARN WE...
ALL SETTINGS	<ul style="list-style-type: none"> • Use appropriate language • Wear the school uniform • Greet each other positively • Care for our equipment • Care for our environment • Use our manners 	<ul style="list-style-type: none"> • Take a stand against bullying • Help and include others • Interact positively 	<ul style="list-style-type: none"> • Strive for our personal best • Display good sportsmanship • Participate in all activities 	<ul style="list-style-type: none"> • Are punctual • Transition quickly and quietly • Line up
CLASSROOM	<ul style="list-style-type: none"> • Listen to each other's opinions • Listen to and follow staff instructions • Put our hand up to ask questions 	<ul style="list-style-type: none"> • Accept and celebrate differences • Show acceptance and understanding • Acknowledge and give appropriate feedback 	<ul style="list-style-type: none"> • Seek feedback to improve • Actively problem solve • Stay on task • Complete our classwork to the best of our ability 	<ul style="list-style-type: none"> • Ask for help when required • Are prepared and equipped for class • Use time efficiently • Are engaged in classroom activities • Complete our homework
SCHOOL GROUNDS	<ul style="list-style-type: none"> • Put litter in the bin. • Report unsafe behaviour 	<ul style="list-style-type: none"> • Understand that our actions could impact upon the feelings of others • Are mindful of others when moving around the school • Remove ourselves from conflict and seek help 	<ul style="list-style-type: none"> • Keep our area clean 	<ul style="list-style-type: none"> • Use break times to prepare for next class • Participate in break time activities
USE OF TECHNOLOGY	<ul style="list-style-type: none"> • Respect the privacy of others and ourselves • Use technology and mobile phones as the teacher instructs • Use social media appropriately 	<ul style="list-style-type: none"> • Understand the impact of technology on others • Use technology for its intended purpose • Assist others 	<ul style="list-style-type: none"> • Use our time effectively • Produce our own work 	<ul style="list-style-type: none"> • Seek online resources as instructed • Are a good digital citizen • Acknowledge the work of others
REPRESENTING THE SCHOOL	<ul style="list-style-type: none"> • Act responsibly • Thank community members • Promote a good school image • Display good sportsmanship 	<ul style="list-style-type: none"> • Care for others in the community • Demonstrate positive citizenship • Value community members 	<ul style="list-style-type: none"> • Celebrate success with the community • Support each other and our teams 	<ul style="list-style-type: none"> • Make the most of learning experiences • Actively listen to presenters • Represent the school with pride

Specific Corrective Feedback Operational Definition

- Teacher attention to a behavior error
- Verbal statement, gesture or visual feedback the teacher provides to the whole class, a small group or individual student
- Specifically states the expected behavior



Specific Corrective Feedback: Examples & Non-Examples



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SENIOR HIGH SCHOOL

BEHAVIOUR MATRIX

THE BUSSELETON SENIOR HIGH SCHOOL COMMUNITY GETS R.E.A.L. BY:

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Date:

Instructions Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Effective Classroom Practice 3: Encouraging Expected Behaviour		
Positive Feedback - Teacher Attention to Correct Behaviours		
Pre-correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)
Effective Classroom Practice 4: Discouraging Inappropriate Behaviour		
Corrective Feedback - Teacher Attention to Behaviour Errors		
No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)

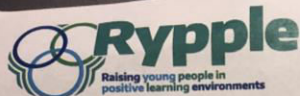
Section 2: Opportunities to Respond (Effective Classroom Practice 6)

Do not count directions to perform a task, social questions or questions within the context of negative feedback

Whole Group		Individual	
	Total (g)		Total (h)

During ten minutes of teacher-directed instruction the following observed behaviours were coded:

- Pre-corrections
- Non-Specific Positive Feedback
- Specific Positive Feedback
- No Feedback
- Non-Specific Corrective Feedback
- Specific Corrective Feedback
- Whole Group Opportunity to Respond
- Individual opportunity to Respond
- We calculated these as a rate per minute
- We also used teacher corrective responses to calculate student behavior errors per minute



Teacher Feedback Tool

Date: 03 Oct # of students: Lots

Instructions Section 1 & 2: Make a tally mark in the corresponding box for each type of behaviour observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Effective Classroom Practice 3: Encouraging Expected Behaviour

Positive Feedback - Teacher Attention to Correct Behaviours

Pre-correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)
 (3)		/ / (11)

Effective Classroom Practice 4: Discouraging Inappropriate Behaviour

Corrective Feedback - Teacher Attention to Behaviour Errors

Intentional Ignore (no feedback) (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)
		 (1)

Section 2: Opportunities to Respond (Effective Classroom Practice 6)

Do not count directions to perform a task, social questions or questions within the context of negative feedback

Whole Group		Individual	
/ / (14)	Total (g)	/ (7)	Total (h) 21

Type of instruction (circle those observed)

Rate per minute

Pre-correction	0.6
Specific Positive Feedback	2.2
Specific Corrective Feedback	0.05
OTR Group	2.8
OTR Individual	1.4
OTR Total	4.2

Ratio of Positive to Corrective Feedback

11:1

Classroom Context Yes/No

Classroom Expectations

- i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.
- ii. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.

Classroom Procedures & Routines

- iii. Clear procedures were observed for managing transitions.
- iv. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.
- v. Teacher used a clear cue for attention.
- vi. Cue for attention consistently gained attention of all students.

Encouraging Expected Behavior

- vii. Teacher used an acknowledgement system to reinforce appropriate student behavior.
- viii. Teacher provided non-contingent attention to most students.

Active Supervision

- ix. Classroom floor plan allows for ease of movement.
- x. Teacher used proximity and moved frequently around the classroom.
- xi. Teacher used frequent scanning.
- xii. Teacher demonstrated frequent student interactions.

i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.

endeavouring to learn by
being prepared
and equipped
for class.

Waalitj Kaaditjin

Kaya Nidija Noonook Wadandi Bibulmun Noongar Boodjar Nyinyiny

ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional Custodians of this land on which we are meeting, the Noongar People. It is a privilege to be standing on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

by showing
acceptance
and understanding.

showing respect by
listening to
and following
instructions.



striving to achieve
by completing
our classwork
to the best
of our ability.

showing respect
by putting our
hand up to
ask questions.

Bussetton Senior High School Behaviour Matrix				
The Bussetton SHS community gets 'REAL' by...				
Settings	Respect	Empathy	Achieve	Learn
All Settings	<ul style="list-style-type: none"> use appropriate language wear the school uniform greet each other positively care for our equipment care for our environment ask for assistance 	<ul style="list-style-type: none"> take a shared responsibility help and include others show generosity 	<ul style="list-style-type: none"> strive for the personal display good citizenship participate in all activities 	<ul style="list-style-type: none"> are prepared transition quickly and efficiently line up
Classroom	<ul style="list-style-type: none"> listen to each other's comments listen to and follow staff instructions ask our hand up to ask questions 	<ul style="list-style-type: none"> accept and celebrate differences show acceptance and understanding acknowledge and give appropriate feedback 	<ul style="list-style-type: none"> seek feedback to improve actively problem solve take on tasks complete our classroom to the best of our ability 	<ul style="list-style-type: none"> ask for help when required are prepared and equipped for class use time efficiently are engaged in classroom activities complete our homework
School Grounds	<ul style="list-style-type: none"> put litter in the bin Report unsafe behaviour 	<ul style="list-style-type: none"> understand that our actions could impact upon the feelings of others are mindful of others when moving around the school use the facilities and seek help 	<ul style="list-style-type: none"> keep our area clean 	<ul style="list-style-type: none"> use break times to prepare for next class participate in break time activities
Use of Technology	<ul style="list-style-type: none"> respect the privacy of others and ourselves use technology and online platforms for the benefit of others use social media appropriately and responsibly 	<ul style="list-style-type: none"> understand the impact of technology on others use technology for the benefit of others assist others 	<ul style="list-style-type: none"> use and give feedback productivity produce our own work 	<ul style="list-style-type: none"> seek online resources on technology are a good digital citizen and acknowledge the work of others
Representation of the School	<ul style="list-style-type: none"> and responsibility show community members promote a good school image display good citizenship 	<ul style="list-style-type: none"> care for others in the community demonstrate positive citizenship value community members 	<ul style="list-style-type: none"> celebrate success with the community respect each other and our teams 	<ul style="list-style-type: none"> make the most of learning opportunities display skills to preside represent the school with pride

endeavouring to learn
by being engaged in
classroom activities
and staying on task.

Classroom Context Yes/No

Classroom Expectations

- i. Positively stated classroom rules aligned with school expectations can be seen and read by students and staff in all parts of the room.
- ii. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.

Classroom Procedures & Routines

- iii. Clear procedures were observed for managing transitions.
- iv. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.
- v. Teacher used a clear cue for attention.
- vi. Cue for attention consistently gained attention of all students.

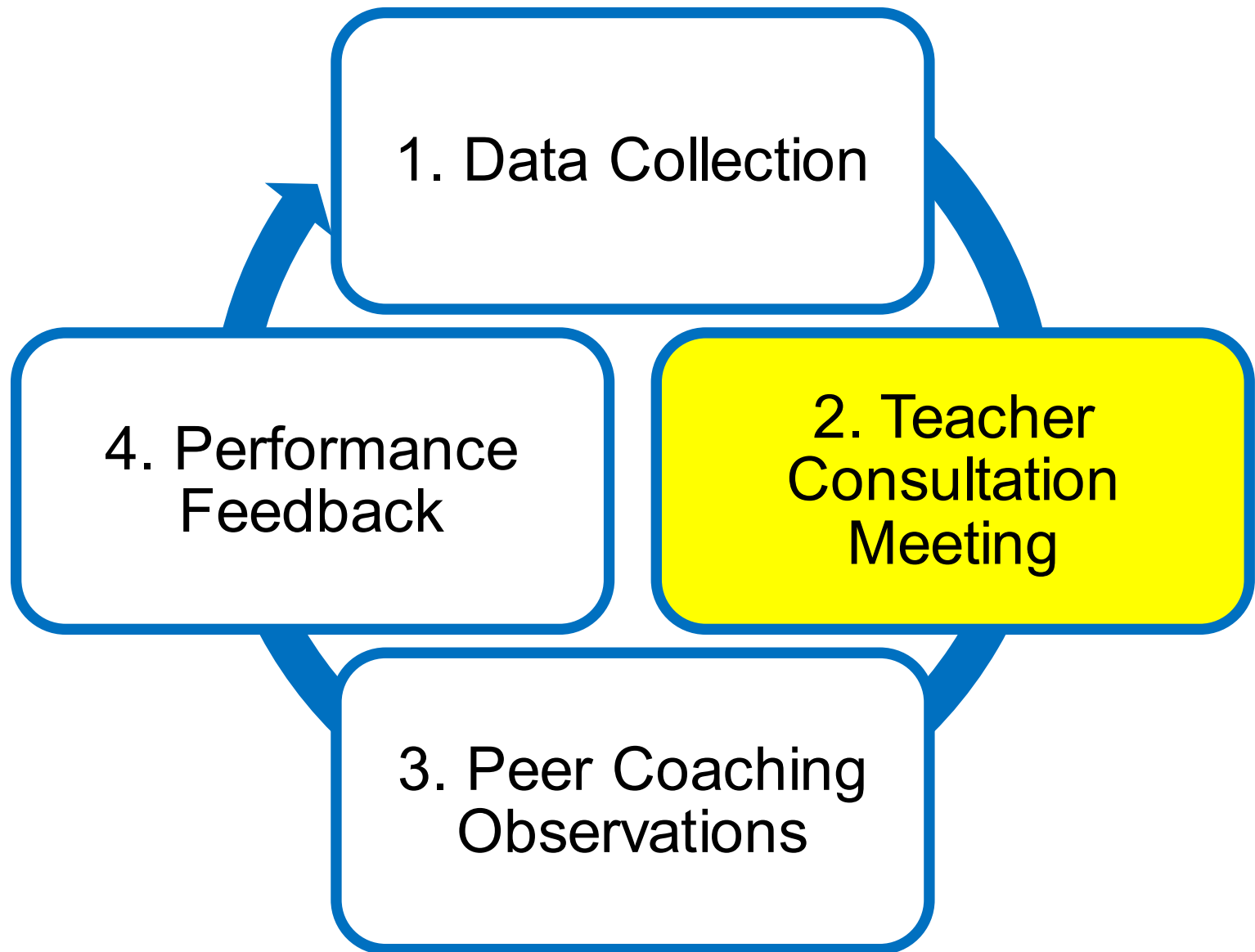
Encouraging Expected Behavior

- vii. Teacher used an acknowledgement system to reinforce appropriate student behavior.
- viii. Teacher provided non-contingent attention to most students.

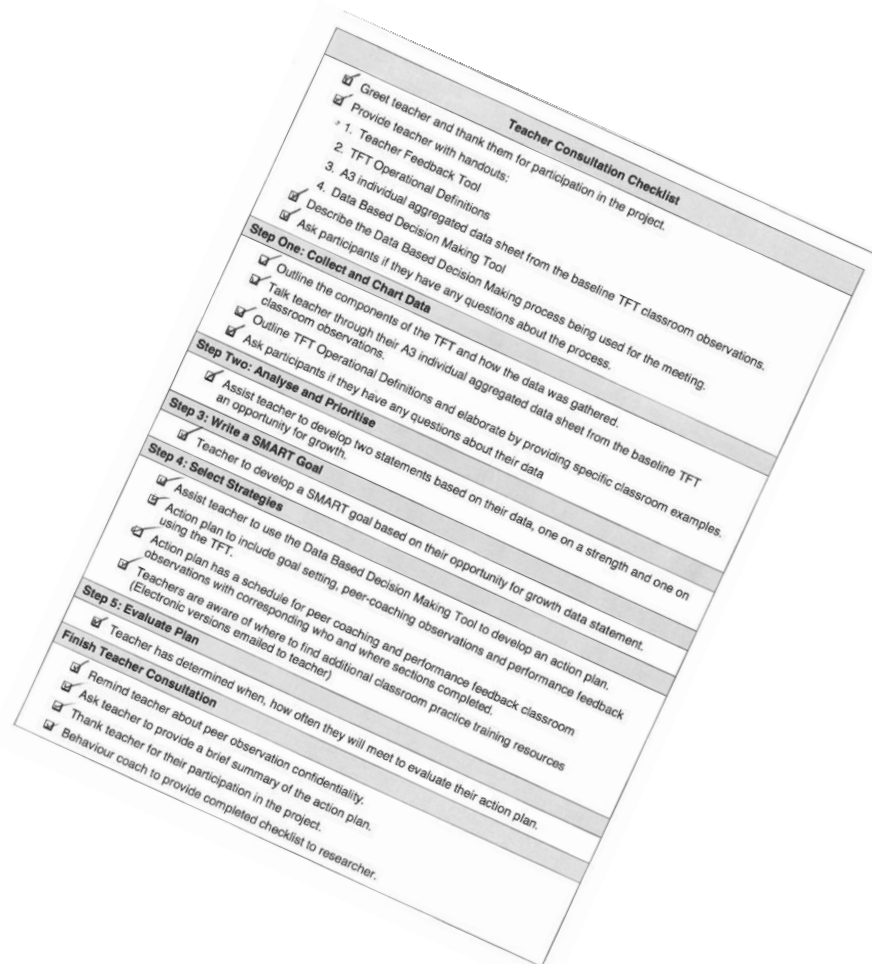
Active Supervision

- ix. Classroom floor plan allows for ease of movement.
- x. Teacher used proximity and moved frequently around the classroom.
- xi. Teacher used frequent scanning.
- xii. Teacher demonstrated frequent student interactions.

Within-School Coaching Model



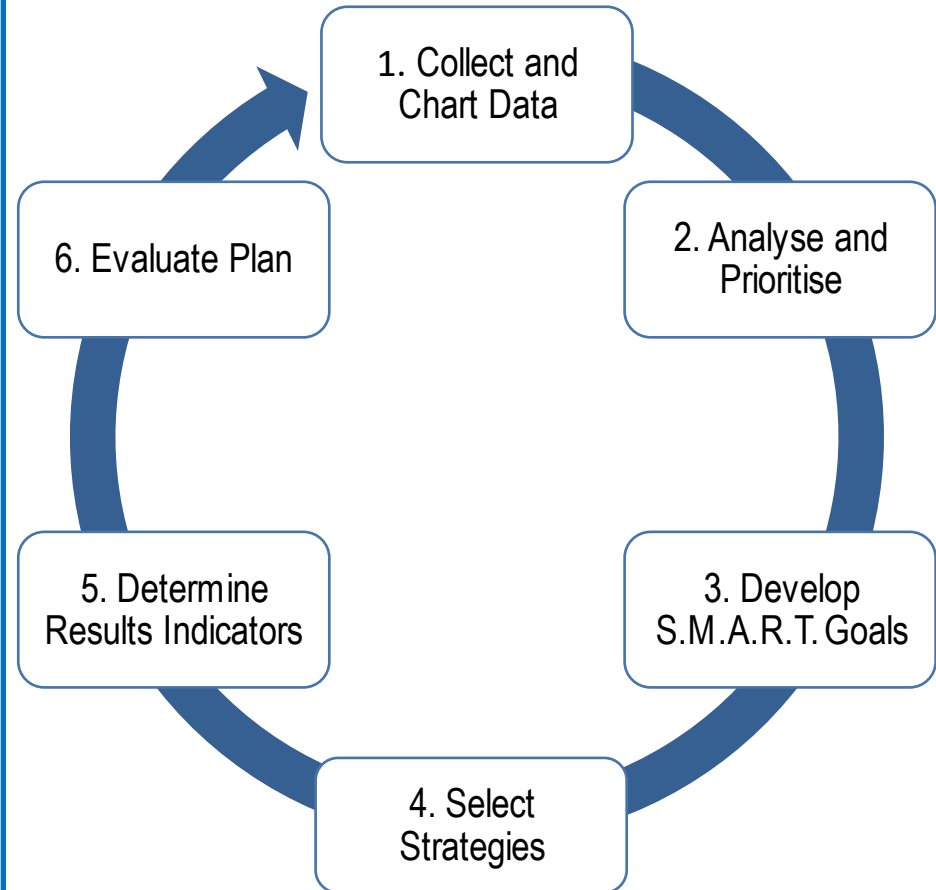
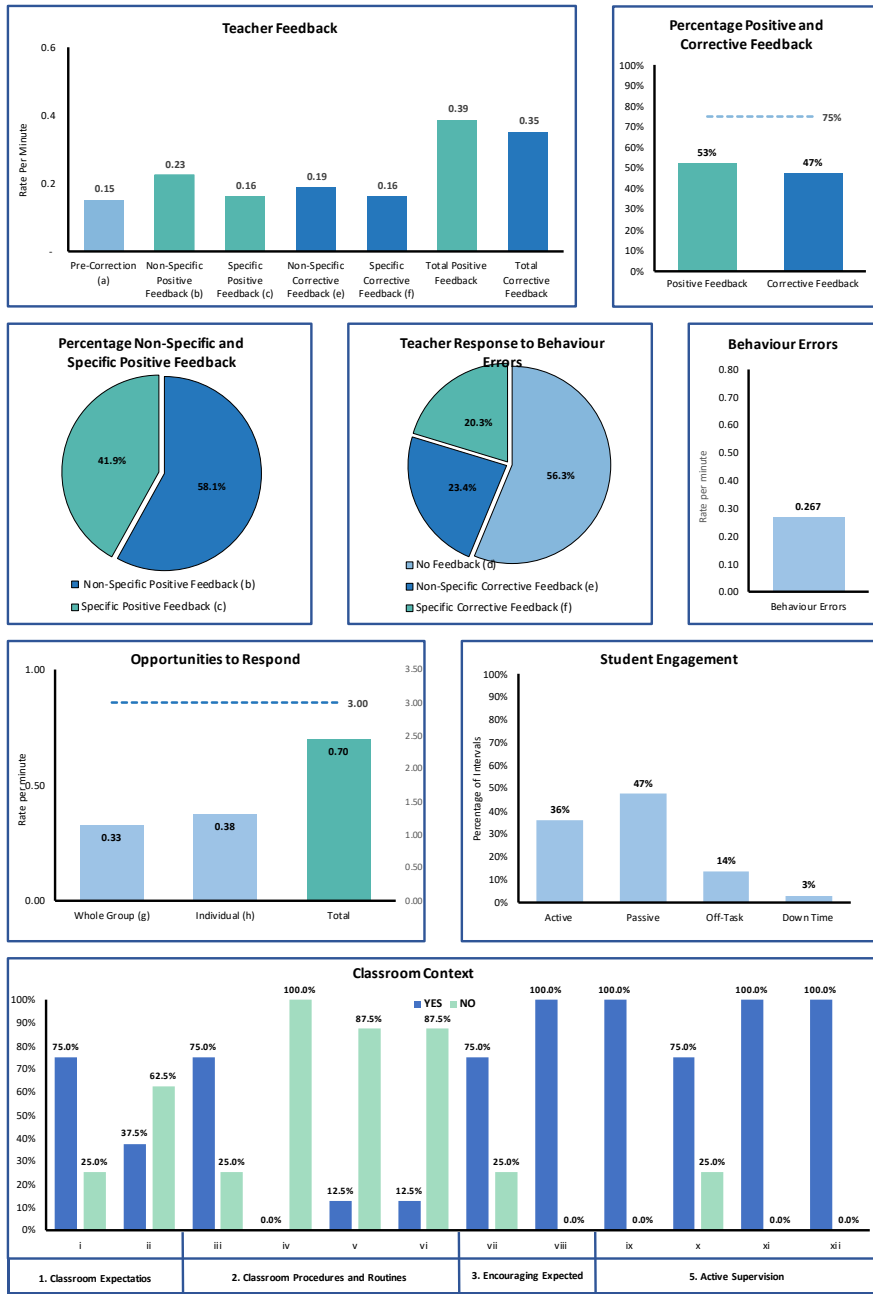
Teacher Consultation Checklist



Date:	Teacher:	
Behaviour Coach:		Observer:

Teacher Consultation Checklist
<input type="checkbox"/> Greet teachers and thank them for participation in the project. <input type="checkbox"/> Describe the DBDM consultation process being used for the meeting. <input type="checkbox"/> Ask participants if they have any questions about the process.
Step One: Collect and Chart Data
<input type="checkbox"/> Provide teacher with their individual aggregated data sheet from the baseline TFT classroom observations. <input type="checkbox"/> Outline the components of the TFT and how the data was gathered <input type="checkbox"/> Outline TFT Operational Definitions and elaborate by providing specific classroom examples. <input type="checkbox"/> Ask participants if they have any questions about their data
Step Two: Analyse and Prioritise
<input type="checkbox"/> Provide teacher with examples of a precision statement (What, when, where, who, why, how often). <input type="checkbox"/> Teacher to develop two precision statements based on their data around strengths and opportunities for growth
Step 3: Write a SMART Goal
<input type="checkbox"/> Teacher to develop a SMART goal based on their opportunity for growth precision statement.
Step 4: Select Strategies
<input type="checkbox"/> Teacher to use the Data Based Decision making Tool to develop an action plan with assistance from the behaviour coach. <input type="checkbox"/> Action plan to include to include goal setting, peer-coaching observations and performance feedback using the TFT. <input type="checkbox"/> Action plan has a schedule for peer coaching and performance feedback classroom observations with corresponding who and where sections completed. <input type="checkbox"/> Teachers are aware of where to find additional classroom practice training resources
Step 5: Determine Results Indicator
<input type="checkbox"/> Teacher has determined how fidelity data will be collected <input type="checkbox"/> Teachers has determined when outcome data will be collected
Step 6: Evaluate Plan
Teacher has determined when, how often they will meet to evaluate their action plan.
Finish Teacher Consultation
<input type="checkbox"/> Ask teacher to provide a brief summary of the action plan. <input type="checkbox"/> Thank teacher for their participation in the project. <input type="checkbox"/> Behaviour coach to provide completed checklist to researcher.

Data Based Decision Making



Teacher DBDM Plan

Step 1: Fill out the aggregated data from the <u>TFT Excel data entry</u> document on Teacher Practices and Student Behaviour								
TFT Data	Teacher Practices						Student Behaviour	
	Increasing Instructional Time /Reducing Behaviour Errors			Increasing Student Engagement			Engagement Levels %	
	Practice	Target Rate	Rate	Practice	Target Rate	Rate		
	1. Expectations and Rules	100% rules posted	75%	5. Active Supervision	100%		Active	35.0%
					Floor Plan	100%		
		100% rules referred to	37.5%		Proximity	75%	Passive	46.3%
Scanning	100%							
2. Routines and Procedures	Transitions	75%	6. Opportunities to respond			Off-task	13.3%	
	Teacher attention/questions	0%						
3. En							9%	
Beha							%	
							6.25%	
4. Dis							0.3%	
Beha							3.4%	
							0.8	
Step 2: An What are t opportunit								
Step 3: Fro S.M.A.R.T. Specific, M Relevant, a								

Goal:

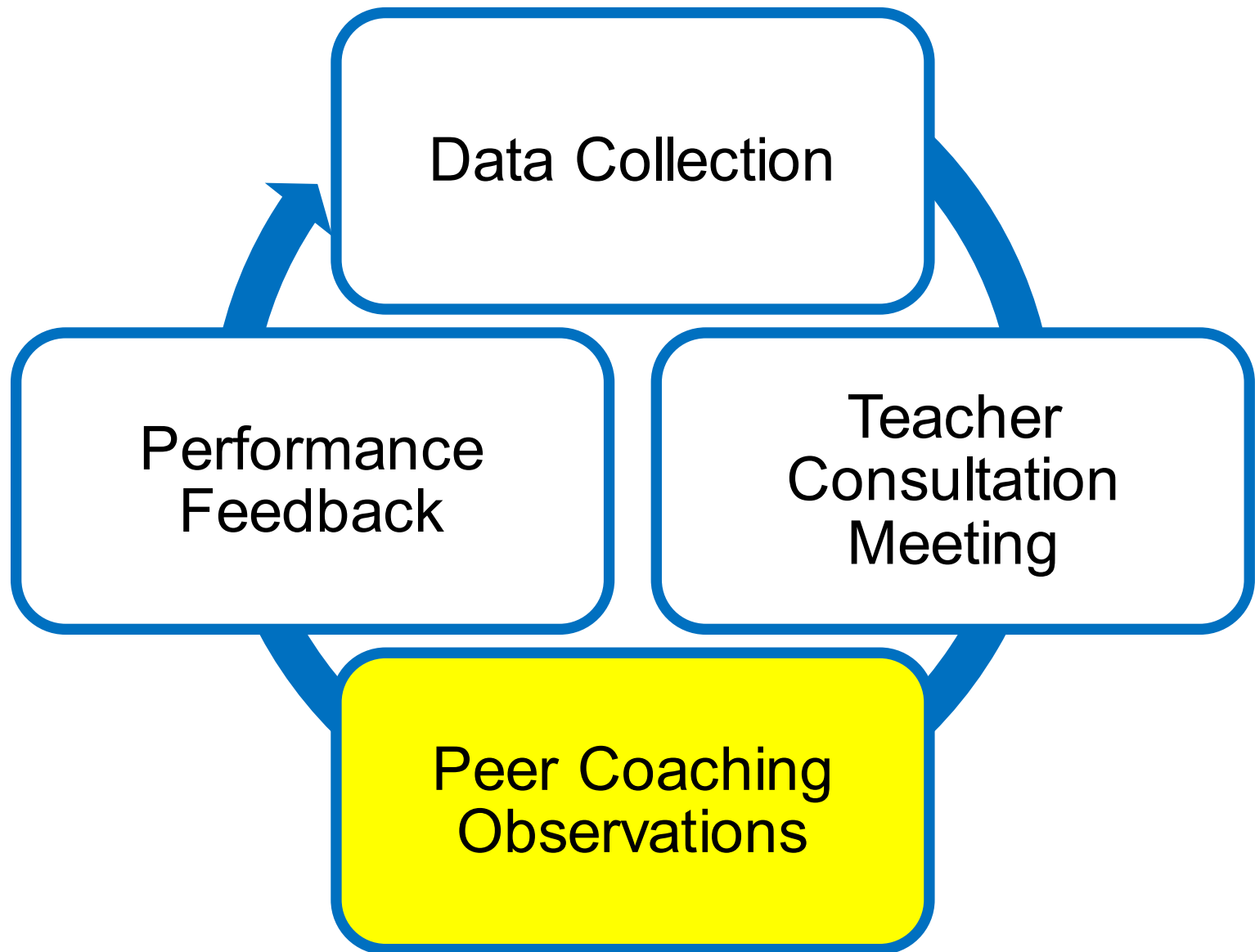
By the end of week 3, I want to see an improvement in specific positive feedback in a rate of 0.15 to 0.5 and OTR from 0.7 to 3.0 per minute.

Brief Professional Learning

“Tell–Show–Practice” model

- Explained practice, provided rationale, included examples and non-examples
- Used video clips and/or modelled effective use of practice
- Provided opportunity for behavior rehearsal in the meeting

Within-School Coaching Model

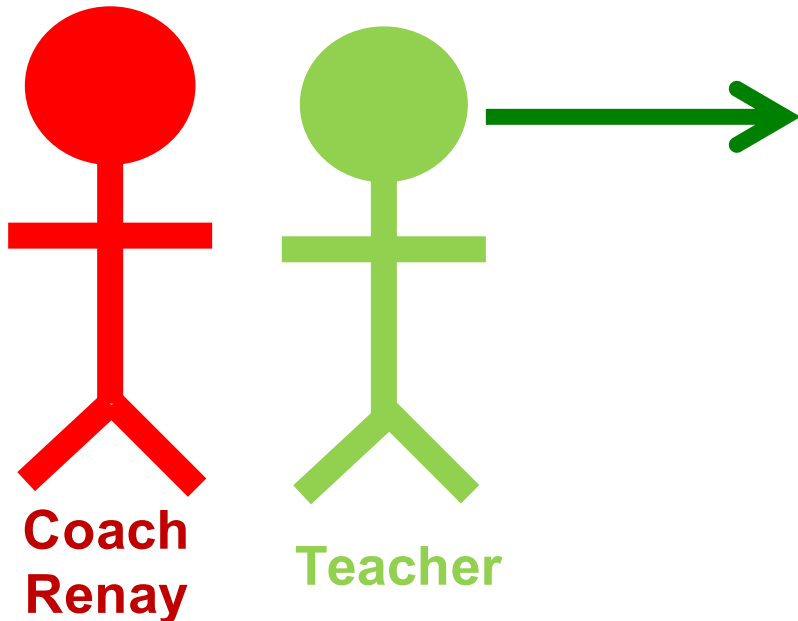


Peer Coaching Observations

Facilitated by coaches

Focused on key practices & objective, simple data collection using the Teacher Feedback Tool

Teacher observing lesson is being coached



Coaching Questions

What was your first impression?

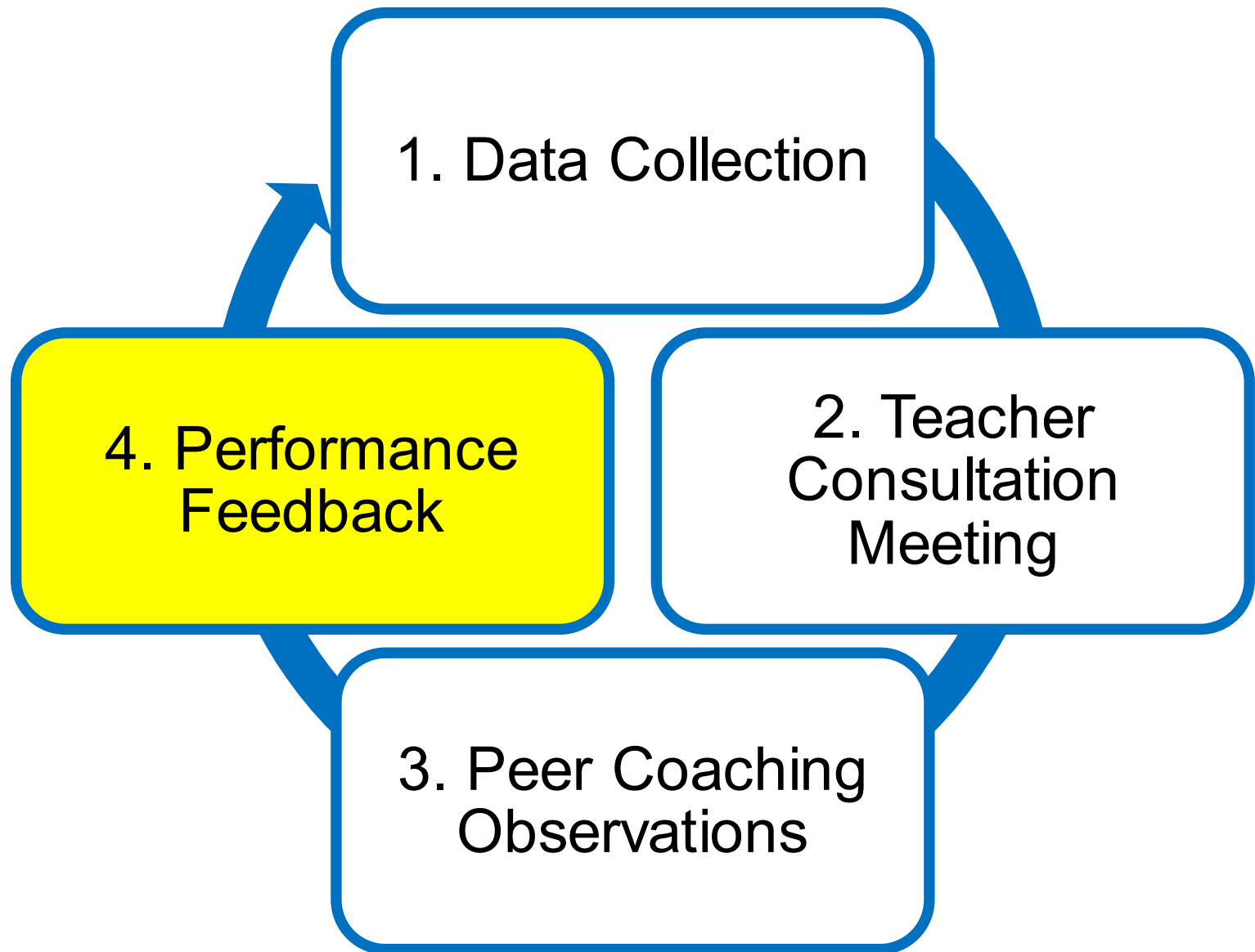
What did you notice about?(SKILL)

How would you rate your use of the skill at the moment?

What could you do to take it up a notch?

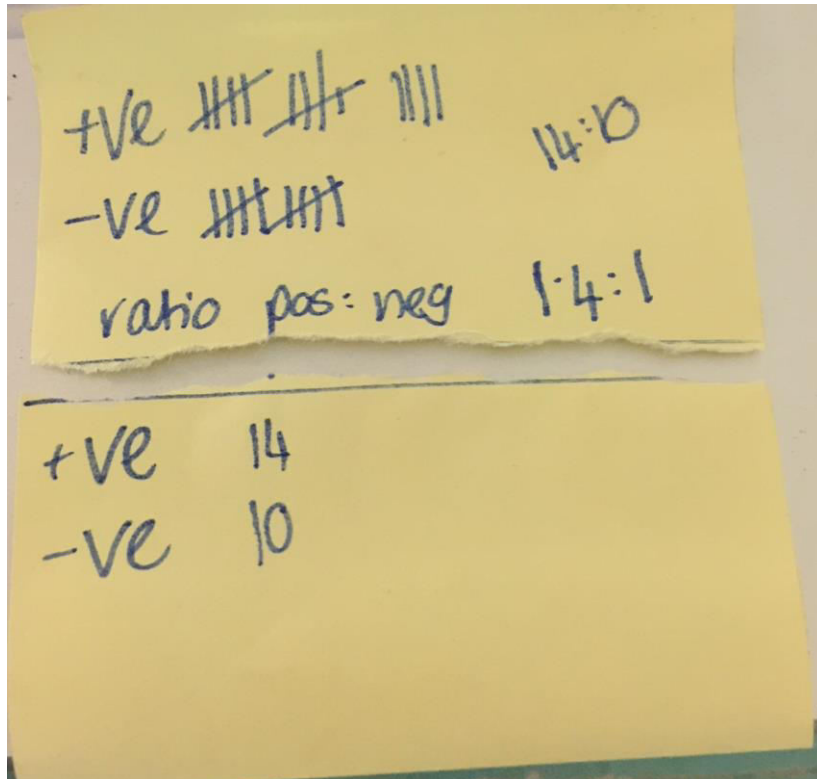
What do you need now?

Within-School Coaching Model



Performance Feedback

Is: DATA



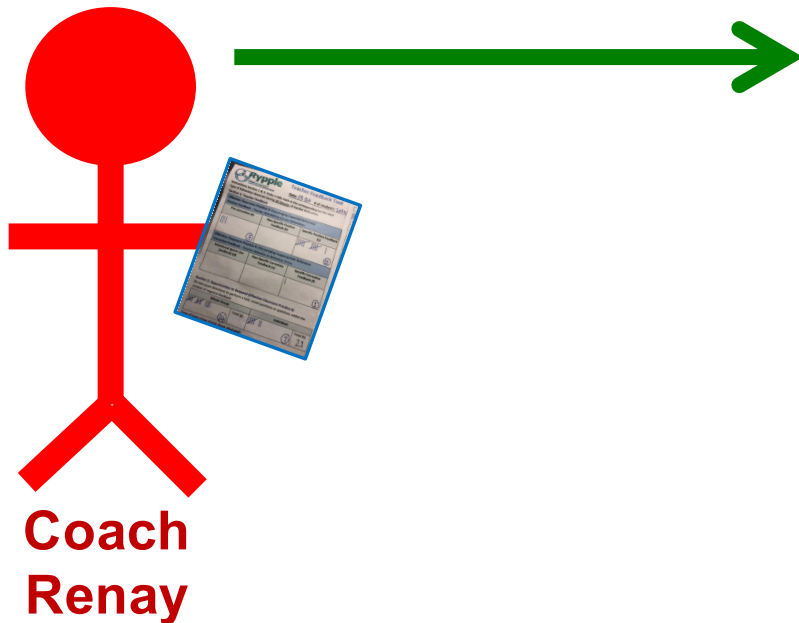
Is NOT:
Evaluative/judgement or expert



Performance Feedback Observations

Facilitated by school-based coaches

Focused on key practices & objective, simple data collection using the Teacher Feedback Tool

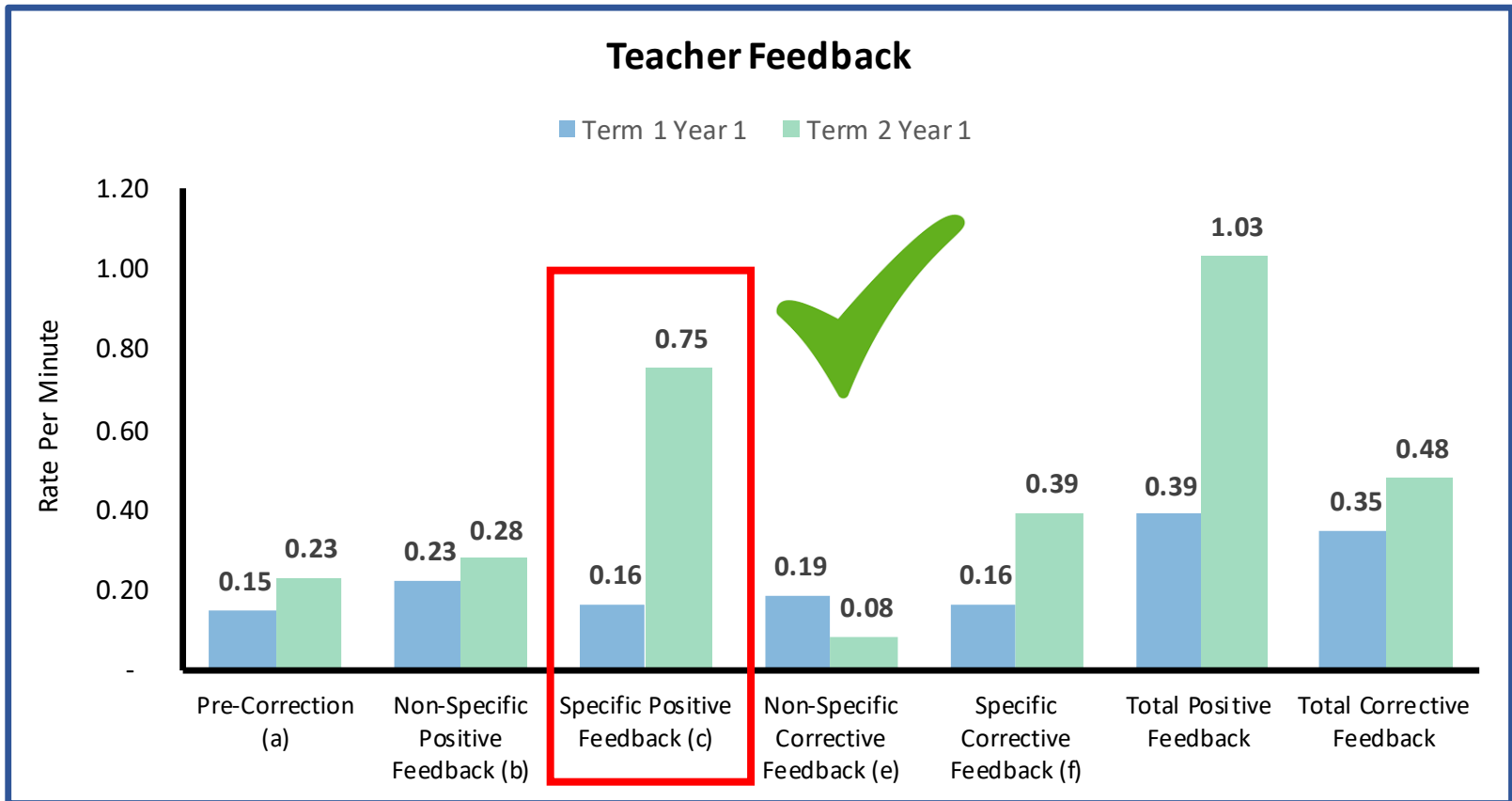


Teacher

What We Observed

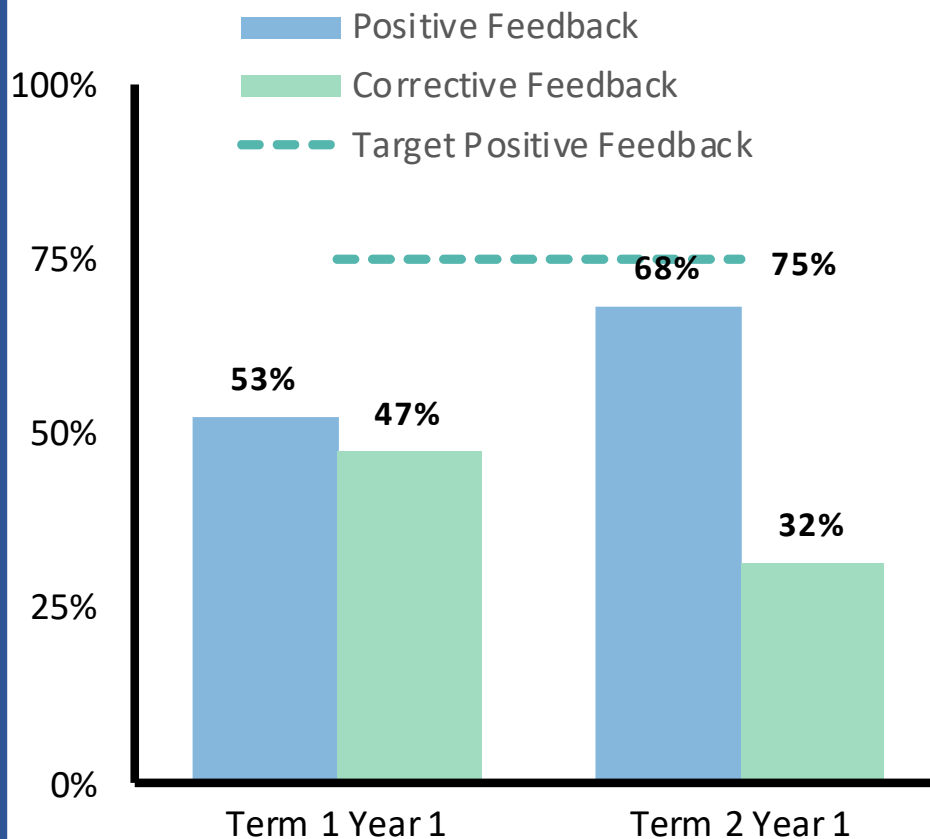
- A massive increase in student engagement.
- Almost immediate
- From 90% failure rate to a 80% pass rate (1 specific class)
- Change in student behavior – transferred across classes
- Teacher enjoyment
- Teacher training – involved in early training

Results



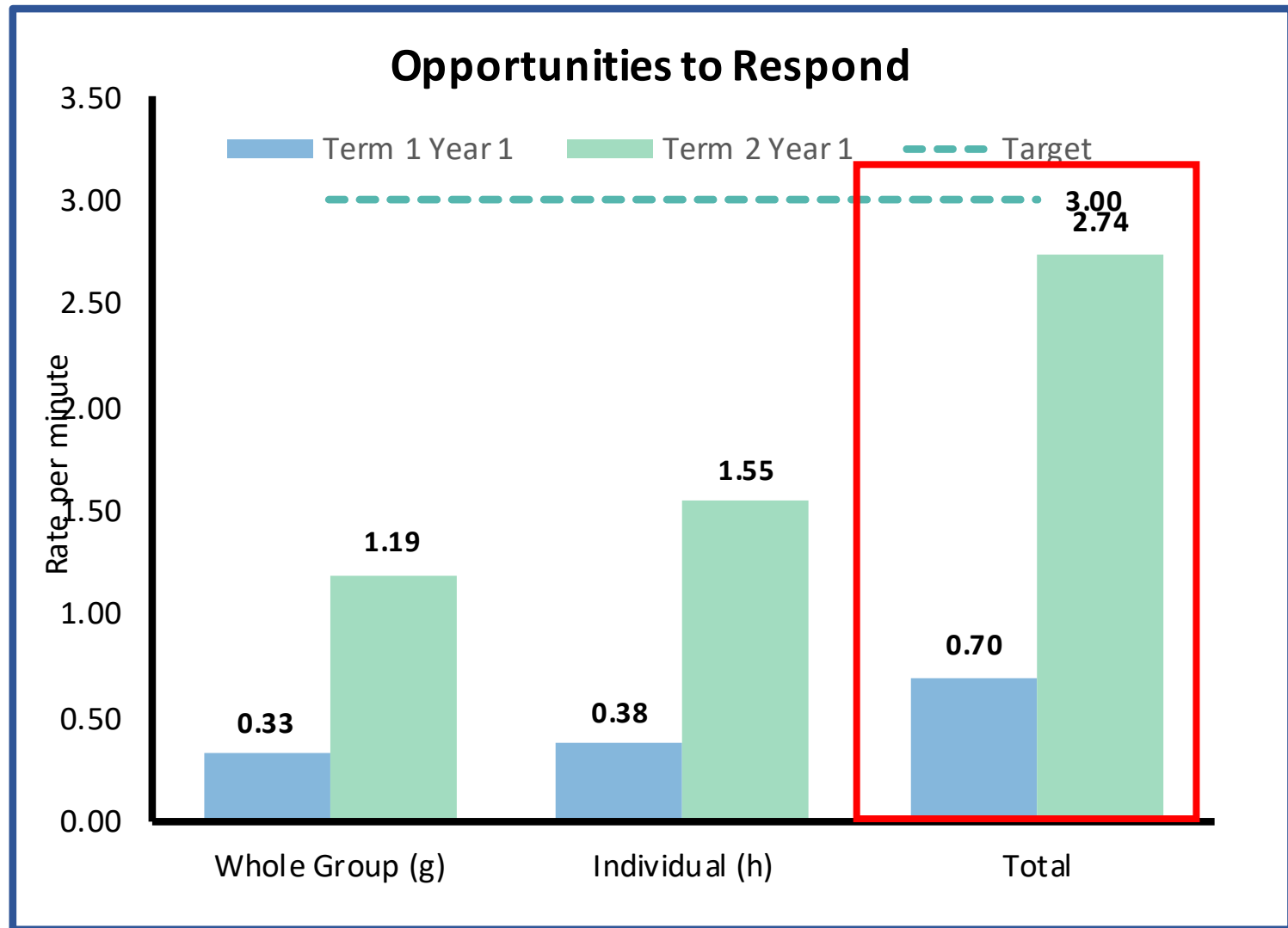
Goal: By the end of week 3, I want to see an improvement in **specific positive feedback in a rate of 0.15 to 0.5** and OTR from 0.7 to 3.0 per minute.

Percentage Positive and Corrective Feedback



Research suggests that a higher ratio of positive to corrective behaviour feedback improves classroom behaviour

(Pas, Cash, O'Brennan, Debnam and Bradshaw, 2015)



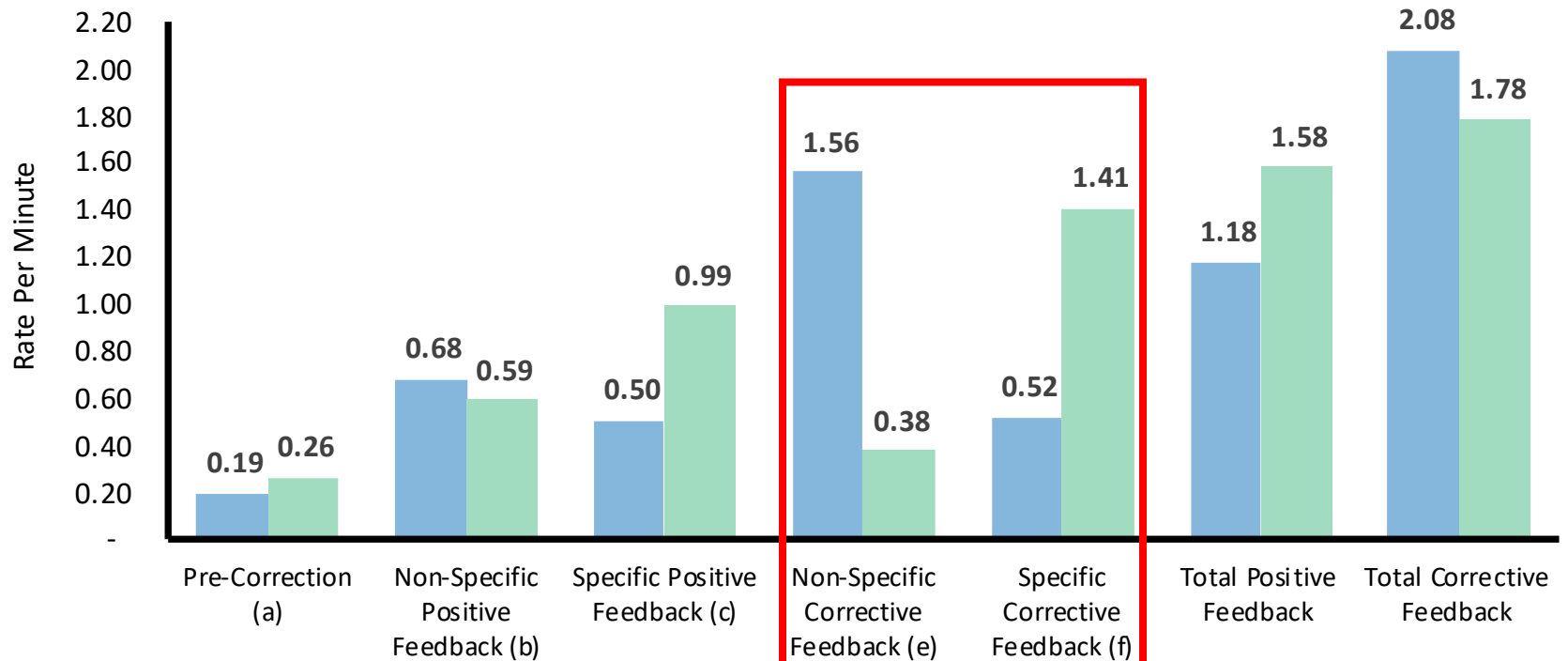
Goal: By the end of week 3, I want to see an improvement in specific positive feedback in a rate of 0.15 to 0.5 and **OTR from 0.7 to 3.0 per minute.**



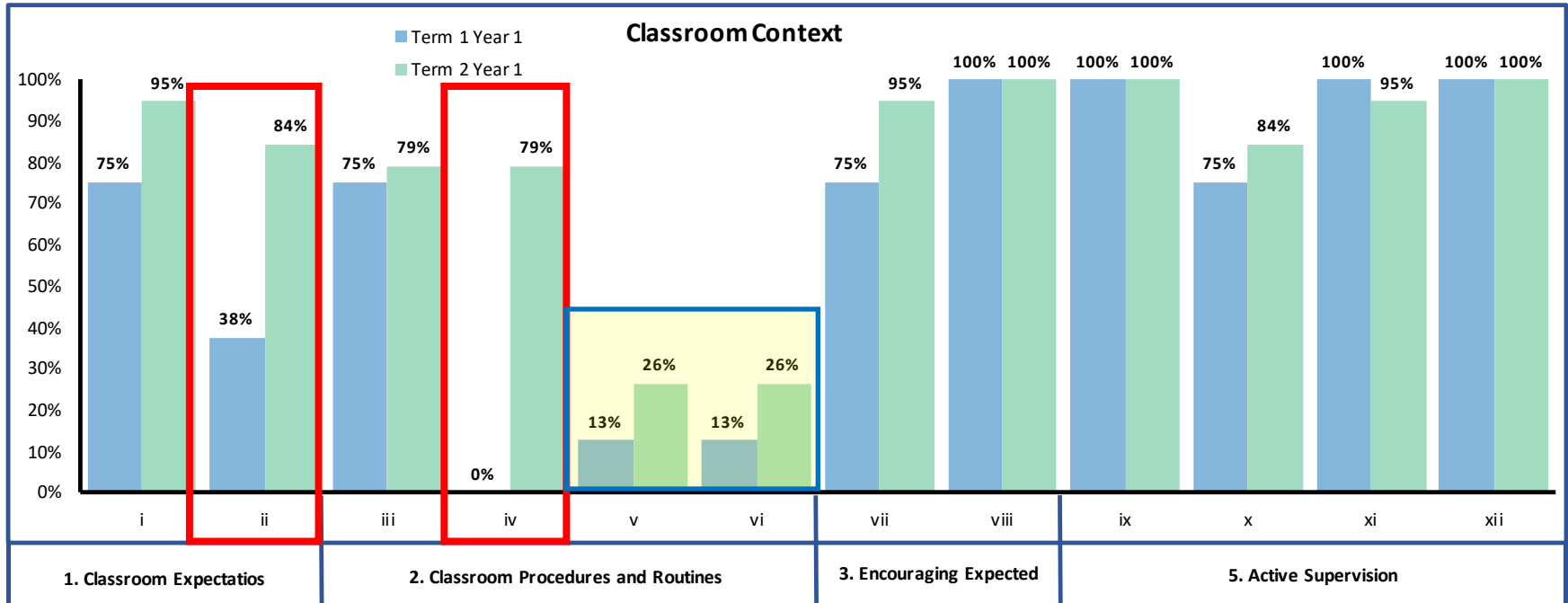
Teacher 2

Teacher Feedback

■ Term 1 Year 1 ■ Term 2 Year 1



Classroom Context



I. Teacher regularly referred to expectations and/or rules to pre-correct, acknowledge and redirect student behavior.

IV. Clear and consistent procedures were observed for gaining teacher attention and responding to teacher questions.

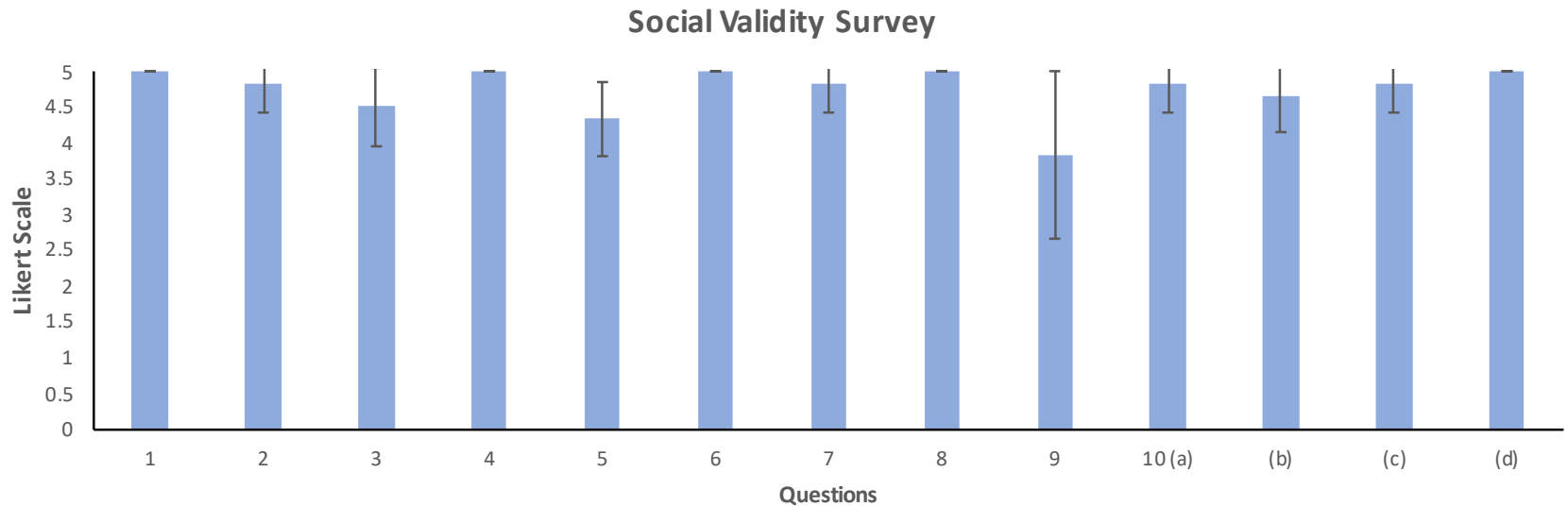
V. Teacher used a clear cue for attention.

VI. Cue for attention consistently gained attention of all students.

Social Validity Survey

Teacher Perceptions of the Process

	1	2	3	4	5	6	7	8	9	10 (a)	(b)	(c)	(d)
BC	5	4	4	5	4	5	5	5	2	5	5	5	5
BC	5	5	5	5	5	5	5	5	4	5	5	5	5
3	5	5	4	5	4	5	5	5	3	5	5	5	5
4	5	5	4	5	4	5	4	5	4	5	4	4	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	4	5	5	5	5	4	4	5	5
Mean	5	4.83	4.5	5	4.33	5	4.83	5	3.83	4.83	4.67	4.83	5
STD	0	0.41	0.55	0	0.52	0	0.41	0	1.17	0.41	0.52	0.41	0



Social Validity Survey

What I thought I knew about teaching, and particularly the behavior management, I honestly didn't know anything... the power of positive feedback for students is so powerful and it changes the whole dynamics. I have eight students in this second bottom class who were getting E's before and are now passing.

I wish I had this at the start of the year instead of the end of the year but regardless, I'm so glad I had this opportunity because it's totally changed the way I teach...

Social Validity Survey

Opportunities to respond and that positive feedback, I think they're the two biggest things that changed for my class and changed the confidence in those kids.
... just changes you whole classroom. It's brilliant.

It reduced off task behavior enormously during those intense periods without a doubt and rolled into the remainder of the lesson I think I held them a lot longer.

Final Considerations

Schools are relational places;
belonging, connectedness
and quality teacher-student
relationships are critical
contributors to school
engagement and student
success

(Waller, 1977; Winding & Anderson,
2015)



Quality Teacher-Student Relationships

Higher levels of:

- engagement
- academic achievement
- school attendance

Reduced levels of:

- disruptive behaviors
- suspension
- school dropout

(Quin, 2017)

Research has shown that while connectedness and quality Teacher student relationships are essential for all students, they are especially beneficial for students at-risk.

(Decker, Dona & Christenson, 2007; Garcia-Reid, Reid, & Peterson, 2005; Murray, Kosty & Hauser-McLean, 2016)

Tipping Point

- Daily interpersonal classroom interactions are the keystone for building quality teacher student relationships.
- Little things can sometimes make a big difference and lead to a tipping point (Gladwell, 2000).

Within-School Coaching

It is critical that schools look at natural implementers within school systems and the contextual supports required to support teachers sustained adoption and use of evidence-based classroom management practices.

(Stormont et al., 2015)

“Perhaps if teachers had a greater role in implementation of an intervention, the intervention would be more successful in influencing their behavior”.

EDUCATION AND TREATMENT OF CHILDREN Vol. 38, No. 4, 2015

Effects of a Video-Feedback Intervention on Teachers' Use of Praise

Erika Blood Pinter

Northern Illinois University

Allison East

Northern Illinois University

Nicole Thrush

Northern Illinois University

Abstract

The purpose of this study was to examine the effects of a video-feedback intervention on the frequency of teachers' use of (a) general group praise, (b) general individual praise, (c) specific group praise, (d) specific individual praise, (e) negative comments directed toward the entire class, and (f) negative comments directed toward an individual student. The video-feedback intervention involved teachers watching video-recordings of their own teaching and self-evaluating their use of praise. A multiple-baseline across subjects single-case design was used across four secondary-level teachers to examine the effect of a video feedback intervention on teacher's use of praise. Frequency data was collected for all types of praise and negative teacher comments. While further study is warranted, results indicate that video-feedback may be an effective method for increasing teacher's use of praise in classroom settings.

Teacher praise is an evidence-based practice shown to improve both academic and social outcomes for students (Hawkins & Heflin, 2011; Van Acker, Grant, & Henry, 1996). Praise is often defined as verbal acknowledgement by the teacher of desired appropriate social or academic behavior from the student (e.g., "great job taking turns, class!" "Suzie, thank you for keeping your hands to yourself," etc.) (Cavanaugh, 2013). Past research has shown use of praise to be an effective classroom management strategy (Beaman & Wheldall, 2000; Richardson & Stupe, 2003), as well as an effective

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Pages 451-472

(Pinter, East & Thrush, 2015 p.453)

Pre-implementation Conditions

- Administration support by the school principal
- An established schoolwide systems of support for behavior in place

(Han & Weiss, 2005)

BSHS Future Directions

- Currently using the coaching process across multiple learning areas with new and experienced teachers - **if you just use the tool alone It Is Not Effective**
- Multi-tiered support system across the whole school for 2020

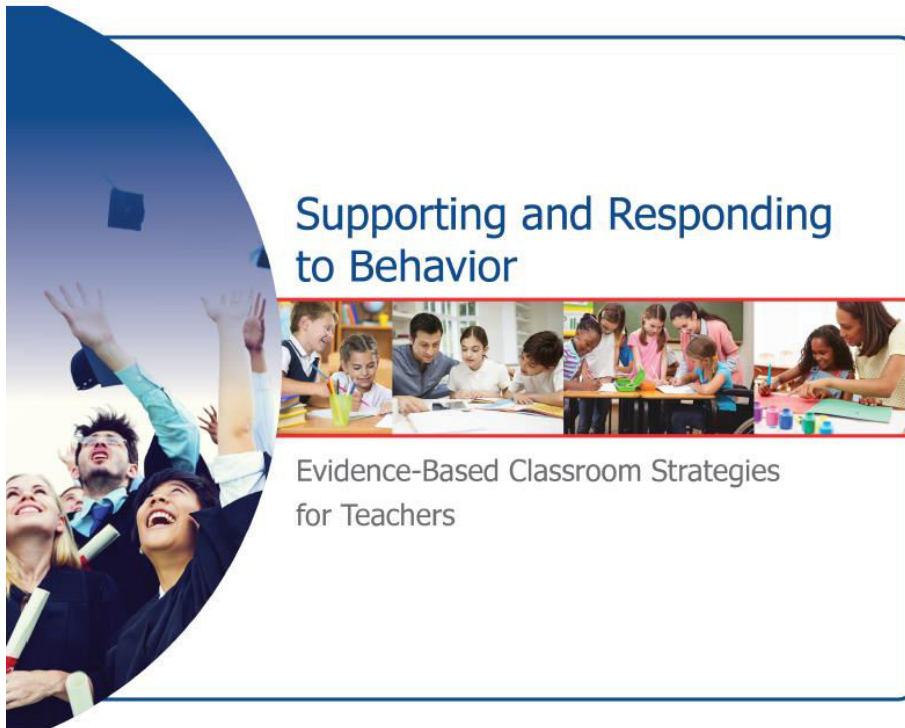


- What SYSTEM does your school have in place to support staff use of effective practices?
- Is there evidence that indicates this SYSTEM effectively supports staff?

Creating A System of Support for Teachers

Available Resources

Evidence-Based Practices - Resource



Self-Assessment &
Decision Making Chart

Matrix of Classroom
Intervention &
Support Practices



Example Implementation
Scenarios


- www.pbis.org


Professional Learning Resources

<http://pbissmissouri.org>

Behavior Support Framework | moswpbs@missouri.edu

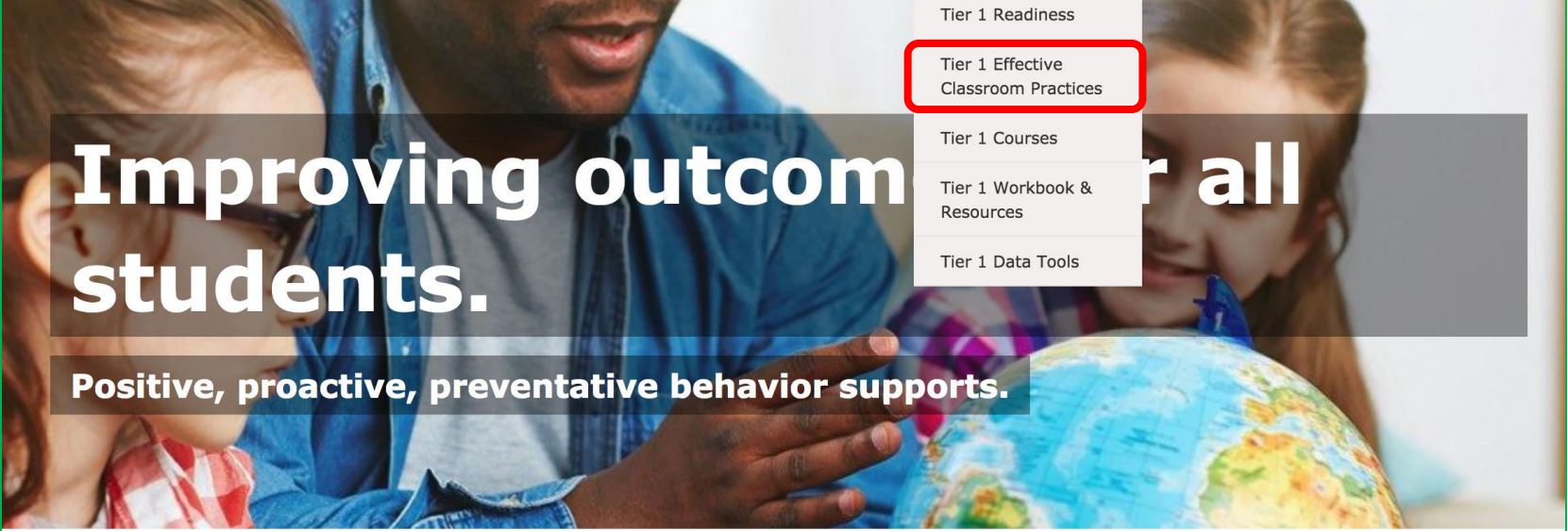
 **MO SW-PBS**
Missouri School-Wide Positive Behavior Support

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- Tier 1 Overview
- Tier 1 Readiness
- Tier 1 Effective Classroom Practices**
- Tier 1 Courses
- Tier 1 Workbook & Resources
- Tier 1 Data Tools

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.



Professional Learning Resources –

Workbook Chapter

Teacher Self-Assessment

CHAPTER 8: EFFECTIVE CLASSROOM PRACTICES

"When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided."

Brenda Scheuermann & Judy Hall, 2008

"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

Randy Sprick, Jim Knight, Wendy Reinke & Tricia McKale, 2006

"The same behaviors that reduce classroom disruptions are associated with increased student learning."

Jere Brophy & Thomas Good, 1986

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.
- Clarify expectations and procedures for your classroom, as presented in Chapter 3.
- Teach and encourage appropriate classroom behavior, and discourage inappropriate classroom behavior, as presented in Chapters 4-6.
- Demonstrate active supervision of the classroom.
- Incorporate multiple opportunities to respond into your classroom teaching.
- Selectively use activity sequencing and choice as needed to maintain student engagement.
- Consider and adjust task difficulty to increase student success and diminish problem behavior.

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices


TIER ONE - EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.


Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate procedures and routines.
3. Encourage Expected Behavior - Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific and frequent, intermittent, and long term feedback. <input type="checkbox"/> What is my method for providing specific positive feedback? <input type="checkbox"/> Can my students tell how they receive appropriate behavior?
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate error corrections using professional teaching strategies. <input type="checkbox"/> I use a variety classroom response strategies to teach, provide choice, and conference with students.

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices Page 2


Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision. <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.




Professional Learning Resources

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Home About **Tier 1** Tier 2 Tier 3 Topics SI Profile 





8.2 Overview of Effective Classroom Practices

**Introduction to Effective Classroom Practices**
from **Missouri SW-PBS**



Introduction to Effective Classroom Practices




 05:00    **vimeo**


Introductory Video





Video that introduces the MO SW-PBS 8 Effective Classroom Practices.

Professional Learning Resources

Missouri School-Wide Positive Behavior Support

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 **Classroom Activity Sequencing and Offering Choice**



Tool	Description
ECP7.1 Teacher Tool – Classroom Activity Sequencing and Offering Choice	Teacher Tool for Classroom Activity Sequencing & Offering Choice that includes a summary of the practice, research, implementation examples, and a self-assessment.
ECP7.2 Classroom Module Activity Sequencing and Offering Choice	Training PowerPoint – <i>Classroom Activity Sequencing & Offering Choice</i>
ECP7.3 Task Interspersal Personal Reflection	Person reflection worksheet to help Identify ways to mix mastered material in with new material in each activity or assignment.
ECP7.4 Student Choice Activities	Scenario provided with different types of choices; includes personal reflection.

For Each of the 8 Practices

- Teacher Tool
- Learning Module
- Handouts for PL Activities

Professional Learning Resources

MO SW-PBS TEACHER TOOLS

Opportunities to Respond

Practice: An instructional question, statement or gesture made by the teacher seeking an active response from students

Antecedent	Behavior	Consequence
Teacher provides: Verbal Questions, Prompts, Cues	Student Responses: Written, Choral Verbal, Motor	Teacher Provides: Specific, Positive Feedback
Teacher says, "When I give the signal, everyone: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.
Opportunities to Respond (OTR) Strategies		
Student Verbal Responses	Student Non-verbal Responses	Other Practices
<ul style="list-style-type: none"> Individual Questioning Choral Responding 	<ul style="list-style-type: none"> White boards Response cards Response on computer Guided notes 	<ul style="list-style-type: none"> Computer assisted instruction Classwide Peer Tutoring Direct instruction

Missouri Schoolwide Positive Behavior Support Handbook

Effective Teaching and Learning Practice

#6 – Opportunities to Respond

1. Expectations and Rules
2. Procedures and Routines
3. Encourage Use of Expected Behaviors
4. Discourage Use of Unexpected Behaviors
5. Active Supervision
6. Opportunities to Respond
7. Sequencing and Choice of Activities
8. Task Difficulty

What Are Opportunities to Respond?

Use of opportunities to respond (OTR) includes strategies for presenting materials, asking questions, and correcting students' answers as appropriate. It is an instructional question, statement, or gesture made by the teacher seeking an active response from students. It addresses the number of times the teacher provides requests that require students to actively respond (Miller, 2009). Simonsen, Myers, & DeLuca (2010) define OTR as a teacher behavior that prompts or solicits a student response (verbal, written, or gesture). The chart below shows some examples of ways teachers can plan within lesson plans to elicit active responses from students.

Strategies to increase opportunities for students to respond gain some of their effectiveness from wait time. This is the time lapse between delivering a question and calling on a student or cueing a group response. When wait time is used, students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to-student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).

Wait time is pausing after asking a question and counting for three seconds or more. This can be done by inaudible counting, looking at a stopwatch, or following the second hand on the clock.

The Value of Providing Numerous Opportunities to Respond

The more time students spend involved in learning activities, the more they learn. Additionally, increased rates of responding and the subsequent improved learning tend to increase the amount of content that can be covered. When teachers increase their rates of opportunities to respond, student on-task behavior and correct responses increase while disruptive behavior decreases (Carnine, 1976; Heward, 2006; Skinner, Pappas & Davis, 2005; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2007; West & Sloane, 1986).

Teacher use of opportunities to respond has also shown to improve reading performance (e.g., rate of calculation, problems completed, correct responses) (Carnine, 1976; Logan & Skinner, 1998; Skinner, Smith, & McLean, 1994). In addition, obtaining frequent responses from students provides continual feedback for the teacher on student learning and the effectiveness of their instructional activities.

Verbal Responses

- Individual questioning
- Choral responding
- Direct instruction and high rates of scripted interaction
- Turn and talk

Nonverbal Responses

- White boards
- Preprinted response cards
- Student signals
- Technology apps or "clickers"
- Guided notes
- Classwide peer tutoring

Opportunities to Respond: Practice Profile

Opportunities to Respond				
Essential Functions	Exemplary/Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Students are provided varied and creative opportunities to respond verbally during instruction.	<ul style="list-style-type: none"> • During whole group and small group instruction, students are provided multiple opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others. • The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> • During whole group and small group instruction, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share or others. • The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<i>(Skill is emerging, but not yet at ideal proficiency. Coaching is recommended.)</i> <ul style="list-style-type: none"> • At least daily, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response, Think-Pair-Share or others. • The rate of opportunities to respond is lower than 1 per minute. 	<i>(Follow-up professional development and coaching is critical.)</i> <ul style="list-style-type: none"> • There is no evidence of plans for or use of verbal opportunities to respond in the classroom.
Students are provided varied and creative opportunities to respond non-verbally to instruction.	<ul style="list-style-type: none"> • During whole group and small group instruction, students are provided multiple opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> • During whole group and small group instruction, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> • At least daily, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The rate of opportunities to respond is lower than 1 per minute. 	<ul style="list-style-type: none"> • There is no evidence of plans for or use of non-verbal opportunities to respond in the classroom.
Students are provided time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.	<ul style="list-style-type: none"> • When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. • The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?" 	<ul style="list-style-type: none"> • When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. • The teacher acknowledges the responses with positive or corrective feedback. 	<ul style="list-style-type: none"> • When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response. • The teacher occasionally acknowledges the responses with positive or corrective feedback. 	<ul style="list-style-type: none"> • When there is an opportunity to ask a question or otherwise prompt a student response, the teacher does not wait or acknowledge student participation (e.g. rhetorical questions like, "What's the next step in the writing process...revising").



MO SW-PBS
Missouri Schoolwide
Positive Behavior Support

Classroom Practice Videos

<https://louisville.edu/education/abri>

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SEARCH

ABRI

Resources

Webinars

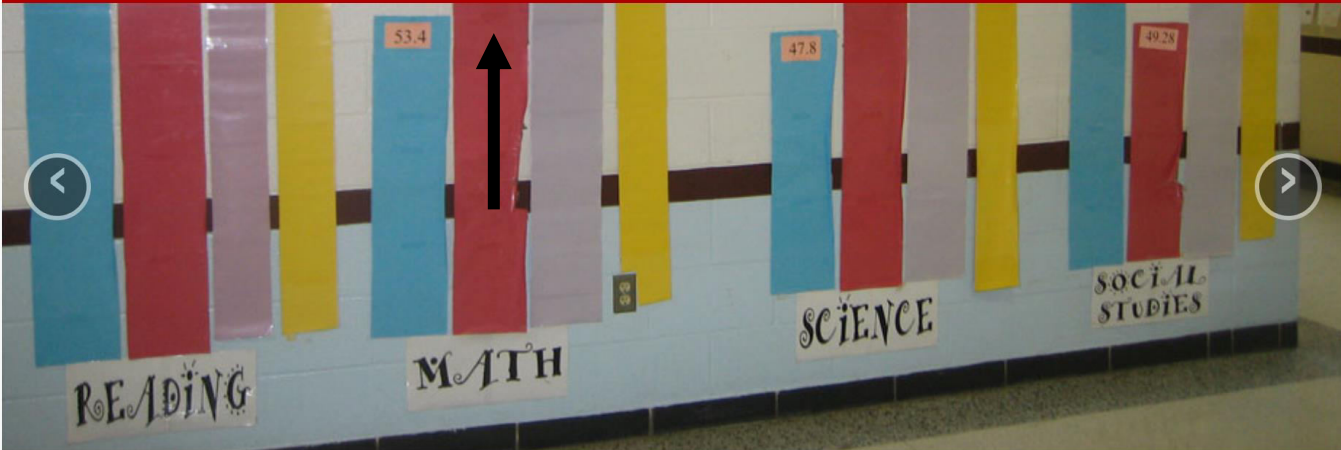
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Videos

About

ABRI

Academic and Behavioral Response to Intervention



This Kentucky Department of Education Project is focused on developing training and technical assistance in the basics of effective instruction and classroom management that formulate the universal level of PBS and RTI in the school and classroom. ABRI is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building within schools and educational cooperatives. The goal is both to increase capacity in Kentucky and to evaluate academic and social outcomes for students across the state.

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