Brigham Young University
BYU ScholarsArchive

Faculty Publications

2011-03-01

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

Paul Caldarella
Paul_Caldarella@byu.edu

Lynnette Christensen
lynnette_christensen@byu.edu

Alex Judd

Follow this and additional works at: https://scholarsarchive.byu.edu/facpub

Part of the Teacher Education and Professional Development Commons

Original Publication Citation

National Association of Professional Development Schools Conference, New Orleans, LA. (March 211)

BYU ScholarsArchive Citation

Caldarella, Paul; Christensen, Lynnette; and Judd, Alex, "Positive Behavior Support and Response to Intervention in a Professional Development School: Getting Started" (2011). *Faculty Publications*. 1236.
https://scholarsarchive.byu.edu/facpub/1236

This Presentation is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

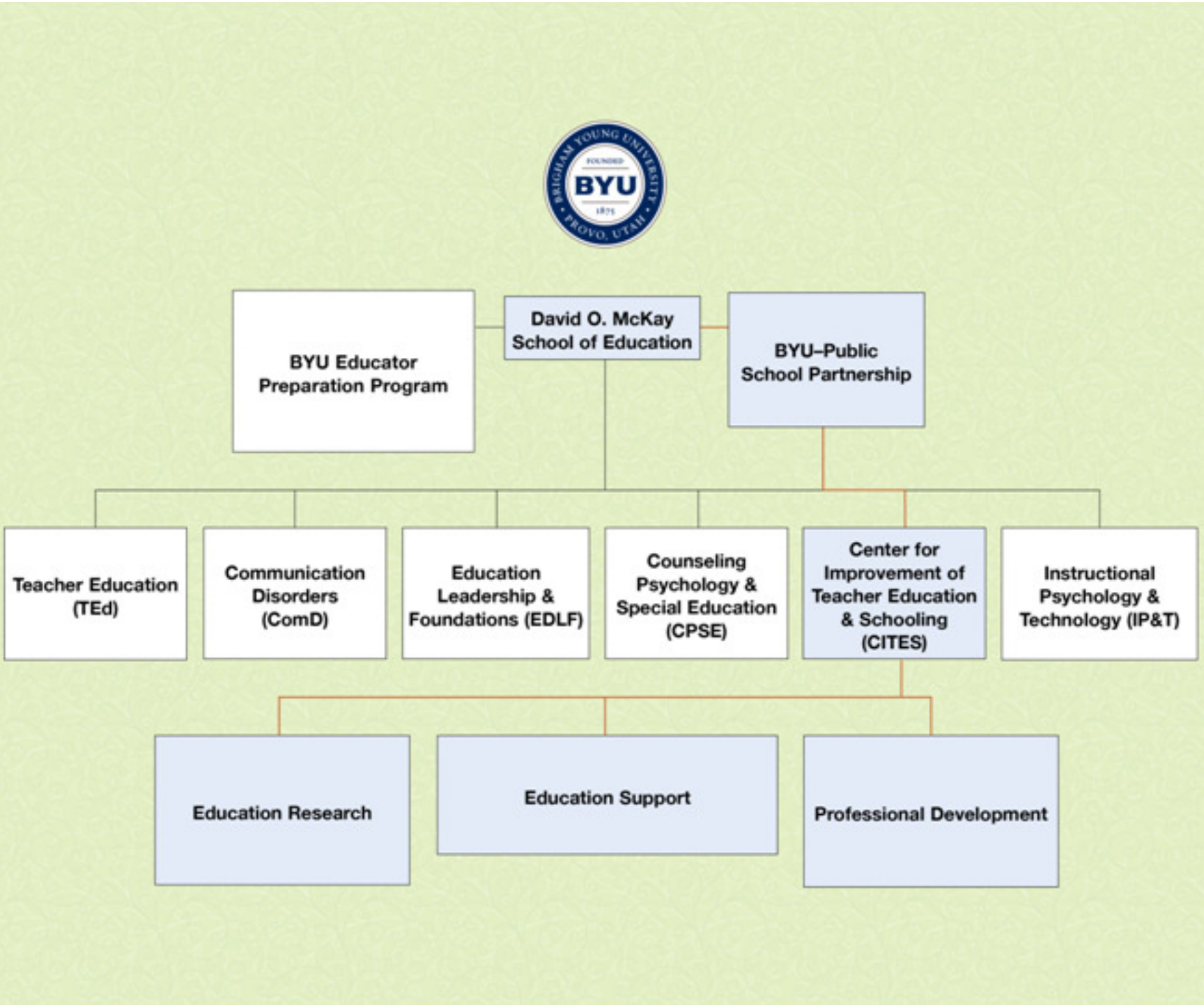
Positive Behavior Support and Response to Intervention in a Professional Development School: Getting Started

POSITIVE BEHAVIOR SUPPORT INITIATIVE

Walk the Peaceable Walk

Paul Caldarella & Lynnette Christensen
Brigham Young University
Alex Judd
Provo City School District

POSITIVE BEHAVIOR SUPPORT INITIATIVE


BYU Educator Preparation Program
David O. McKay School of Education
BYU–Public School Partnership
Teacher Education (TEd)
Communication Disorders (ComD)
Education Leadership & Foundations (EDLF)
Counseling Psychology & Special Education (CPSE)
Center for Improvement of Teacher Education & Schooling (CITES)
Instructional Psychology & Technology (IP&T)
Education Research
Education Support
Professional Development

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

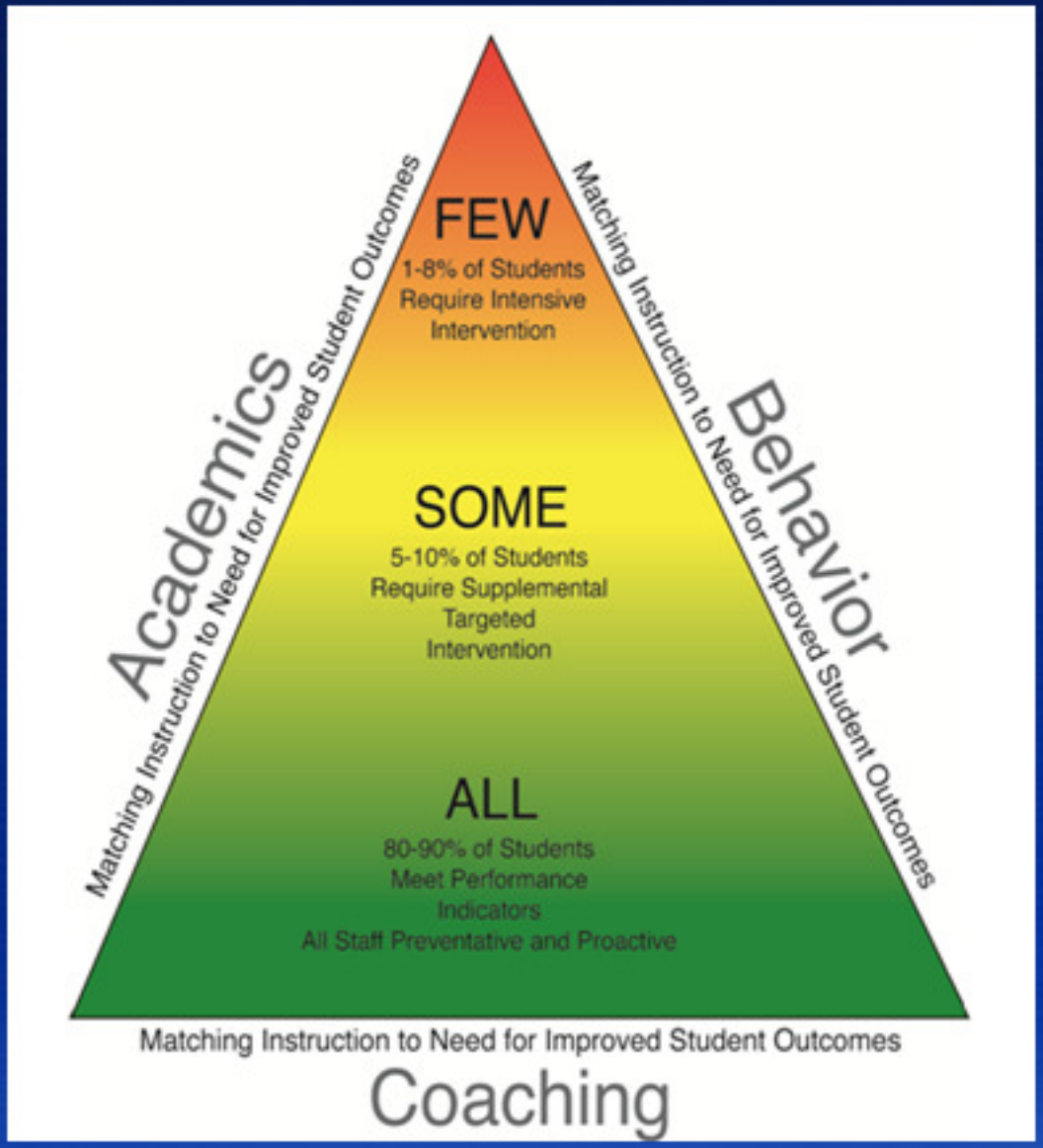
- Building relationships
- Creating a steering committee
- Attending 2010 PDS Conference
- Developing PDS vision statement
- Ensuring faculty buy-in

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**



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

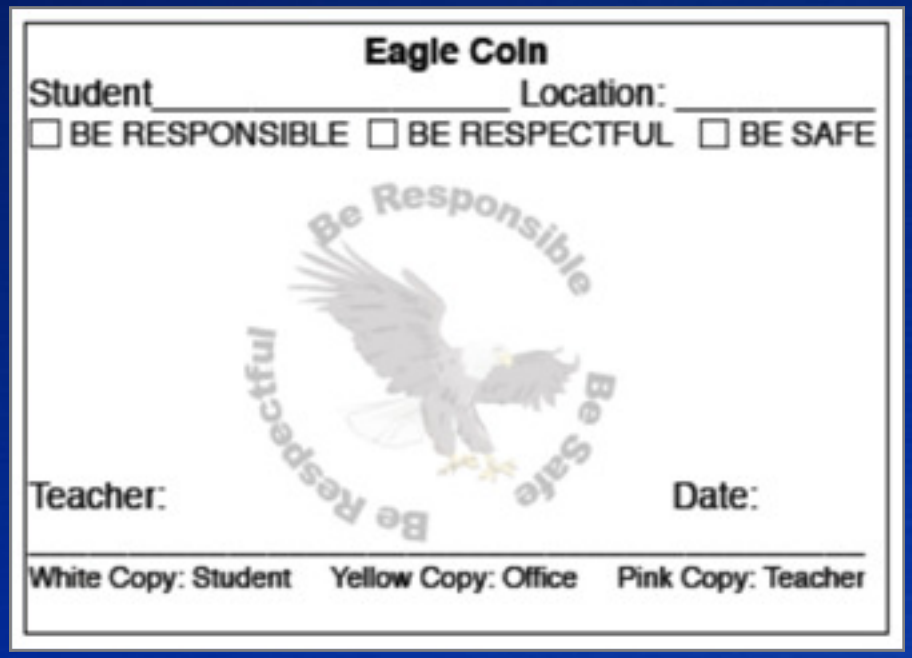
Purpose:

To increase specific praise to students.

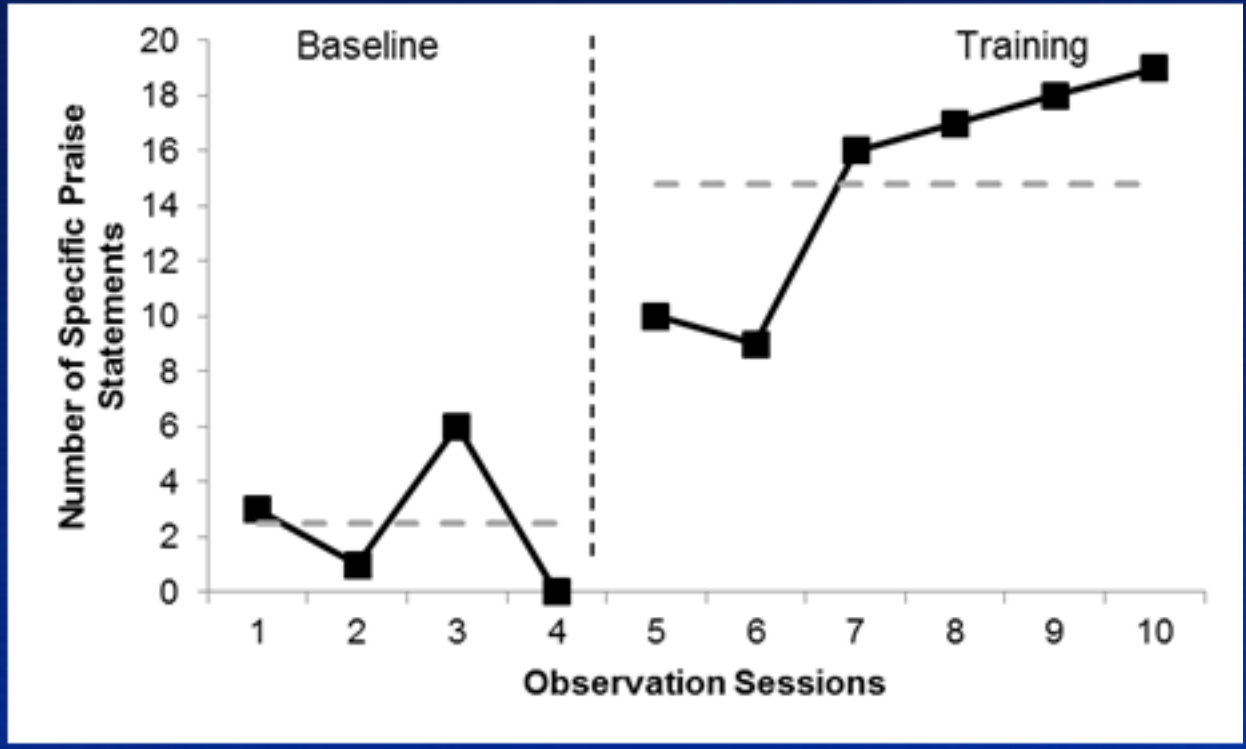
Benefits:

Improved academic and social behavior

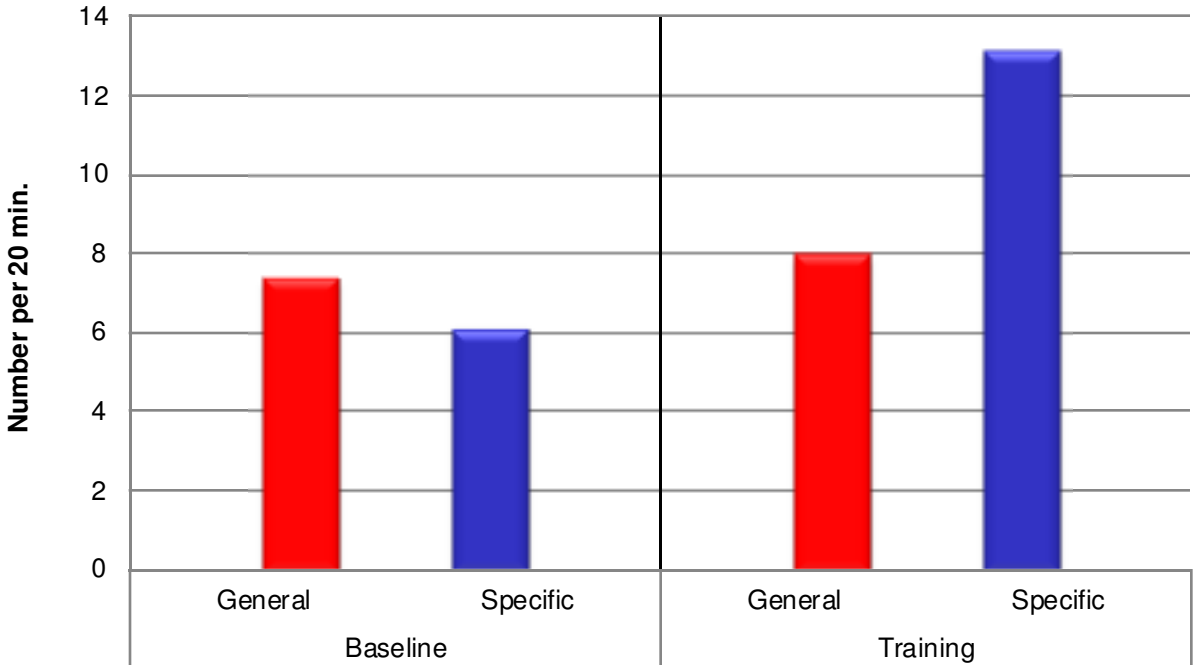
Strengthened relationships with students and parents



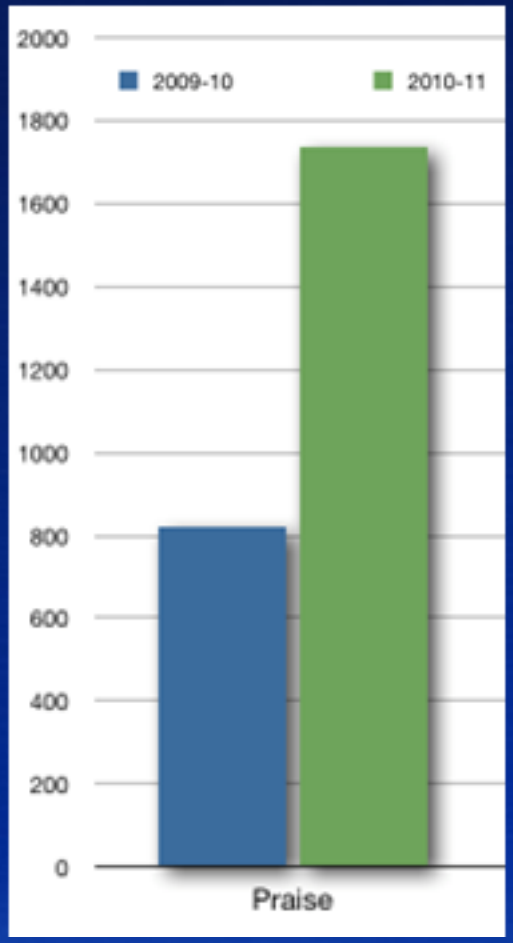
Praise Data


Baseline
Training
Number of Specific Praise Statements
0
2
4
6
8
10
12
14
16
18
20
1
2
3
4
5
6
7
8
9
10
Observation Sessions

Praise Data


Number per 20 min.
14
12
10
8
6
4
2
0
General
Specific
General
Specific
Baseline
Training

Praise Notes



3. Clear Expectations

Definition:

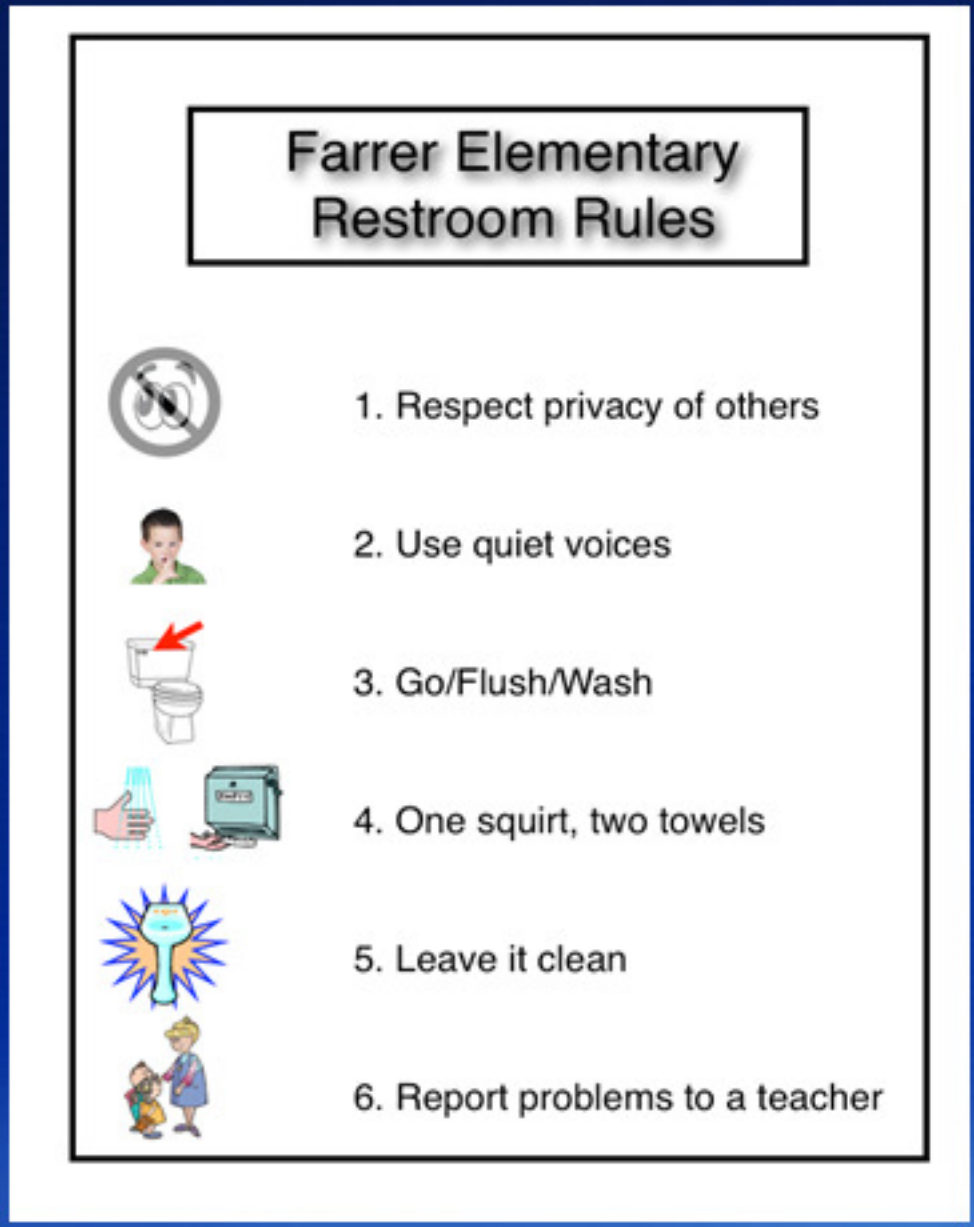
Explaining and demonstrating what you want students to know and do.

Benefits:

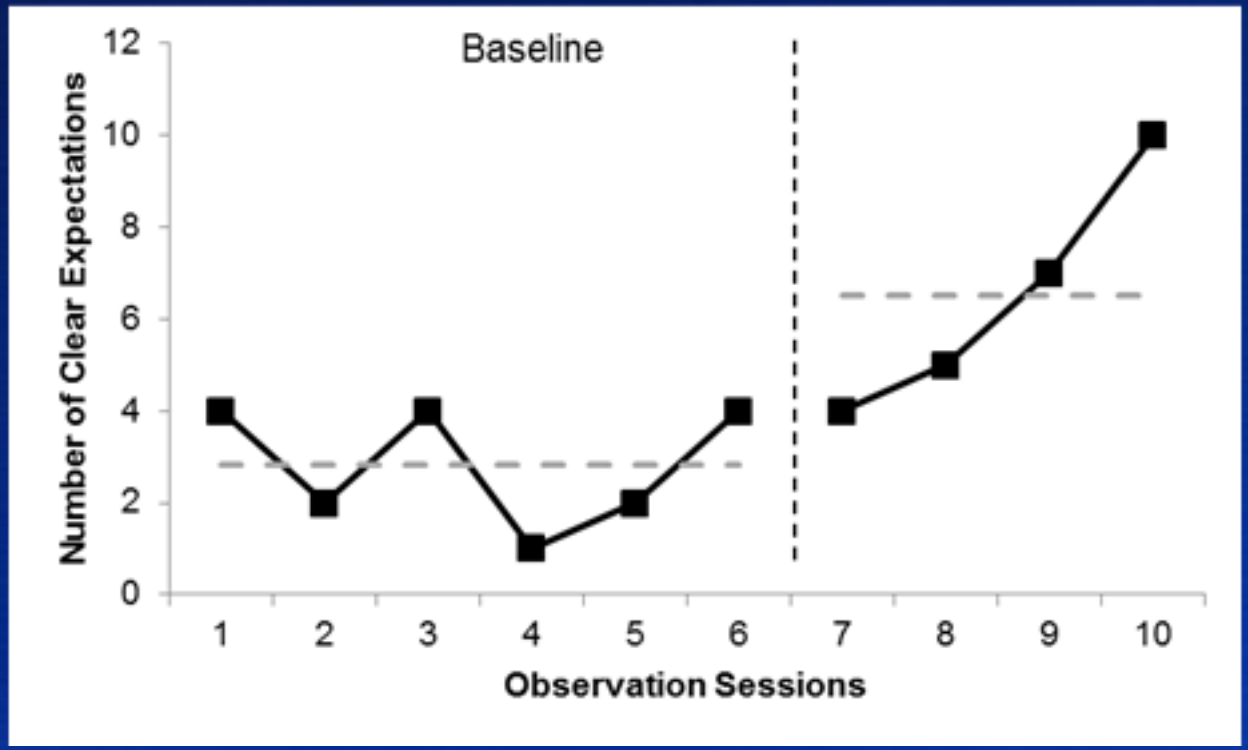
- Students know exactly what you want them to do.
- Students tend to live up to expectations.
- Students are less likely to misbehave.
- Students know you believe them capable of achieving.

School-wide Expectations

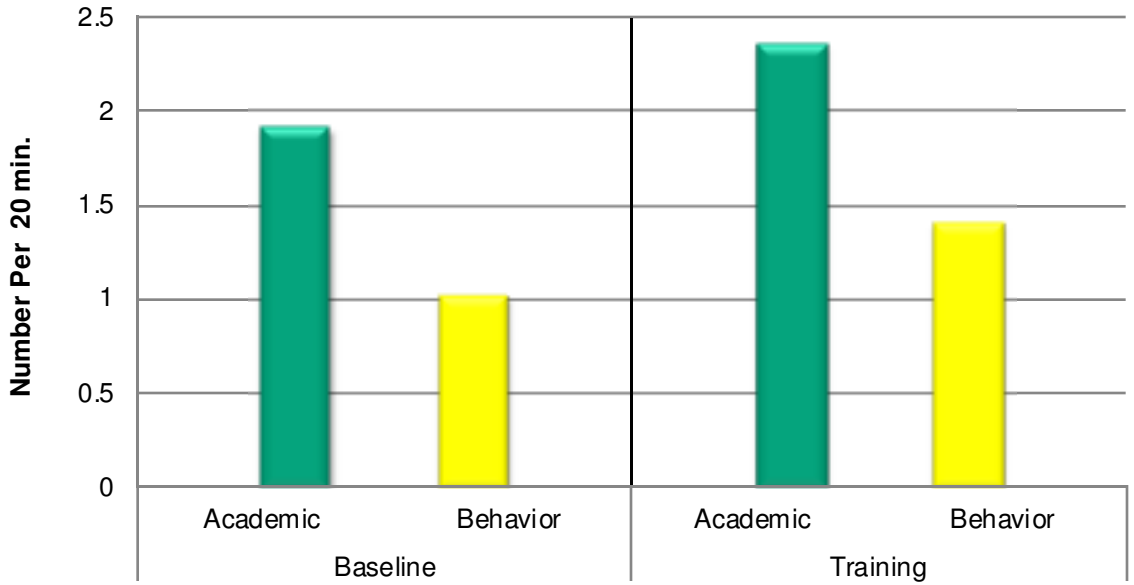
- Restroom
- Hallway
- Assembly
- Lunchroom
- Playground



Clear Expectations Data



Clear Expectations Data



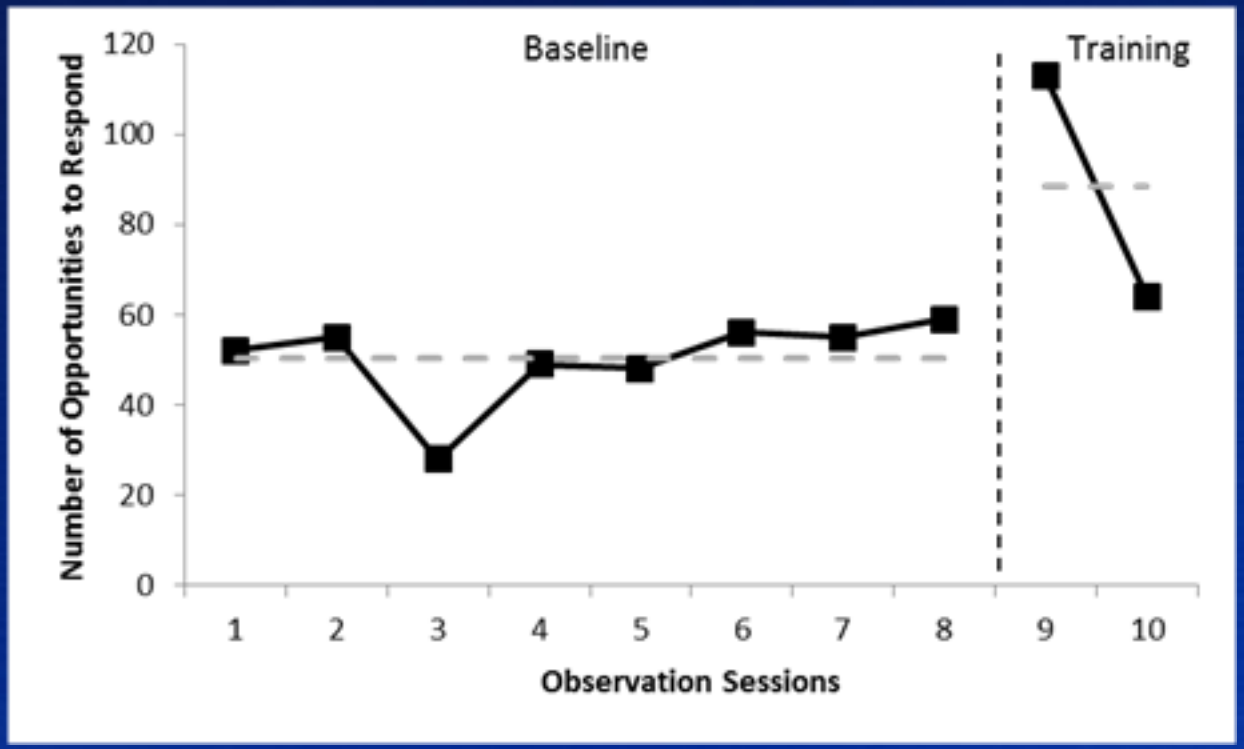
4. Skill Building

Opportunities to Respond

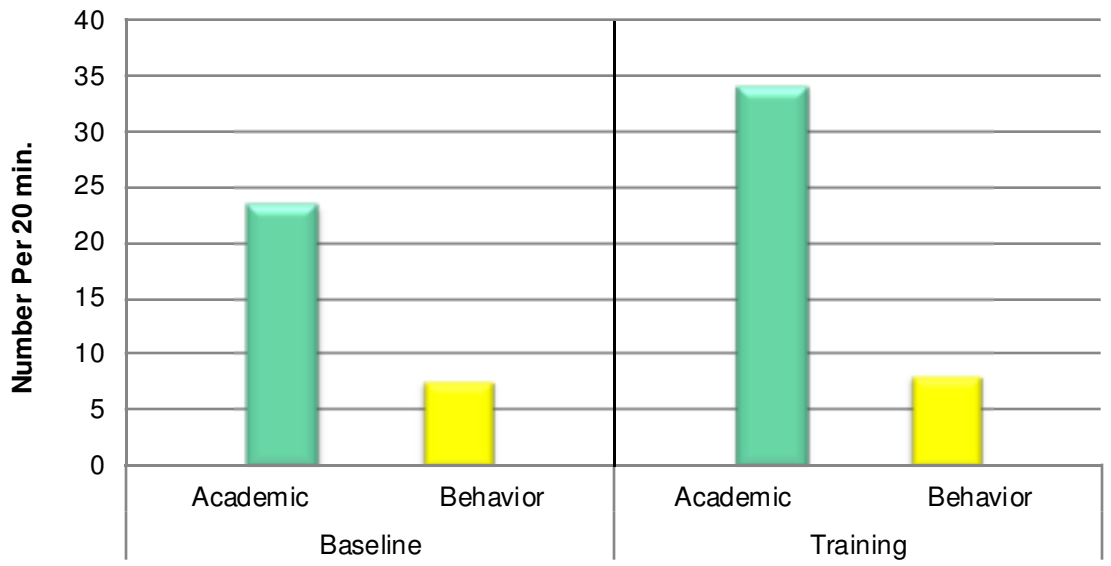
Definition:
The interaction between a teacher's questioning, prompting, or cueing and an observable student or group response.

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



Opportunities to Respond Data



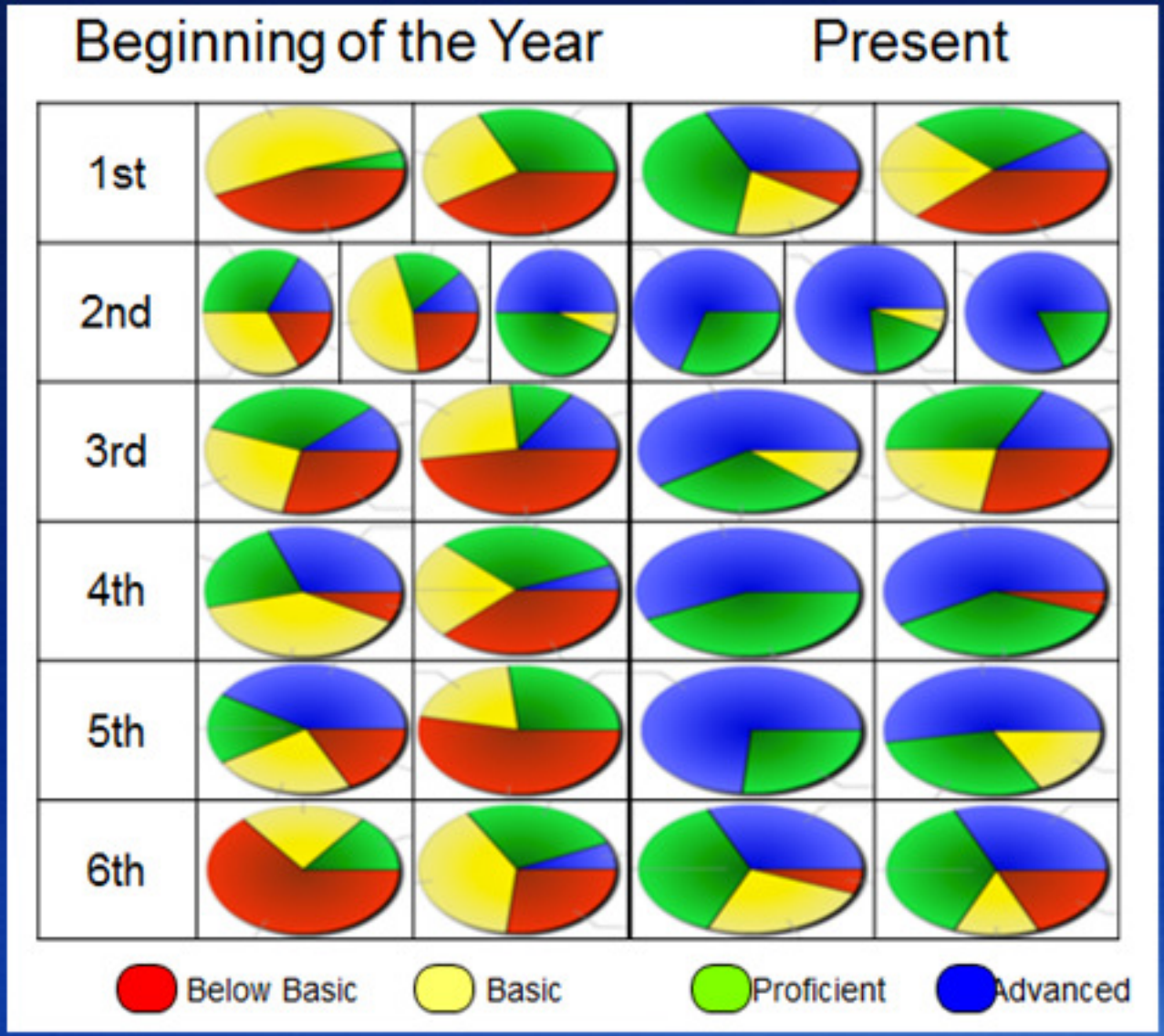
4. Skill Building

Teacher Does . . .	Looks Like . . .
1. Teaching New Content The teacher teaches new content by demonstrating or modeling the correct response.	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.
2. Guided Practice The teacher provides support and feedback continuing until there is evidence that the student is ready to practice independently.	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.
3. Independent Practice The teacher provides additional practice without guidance or feedback, continuing to check student work to ensure mastery.	Students respond independently until the skill becomes fluent or automatic.

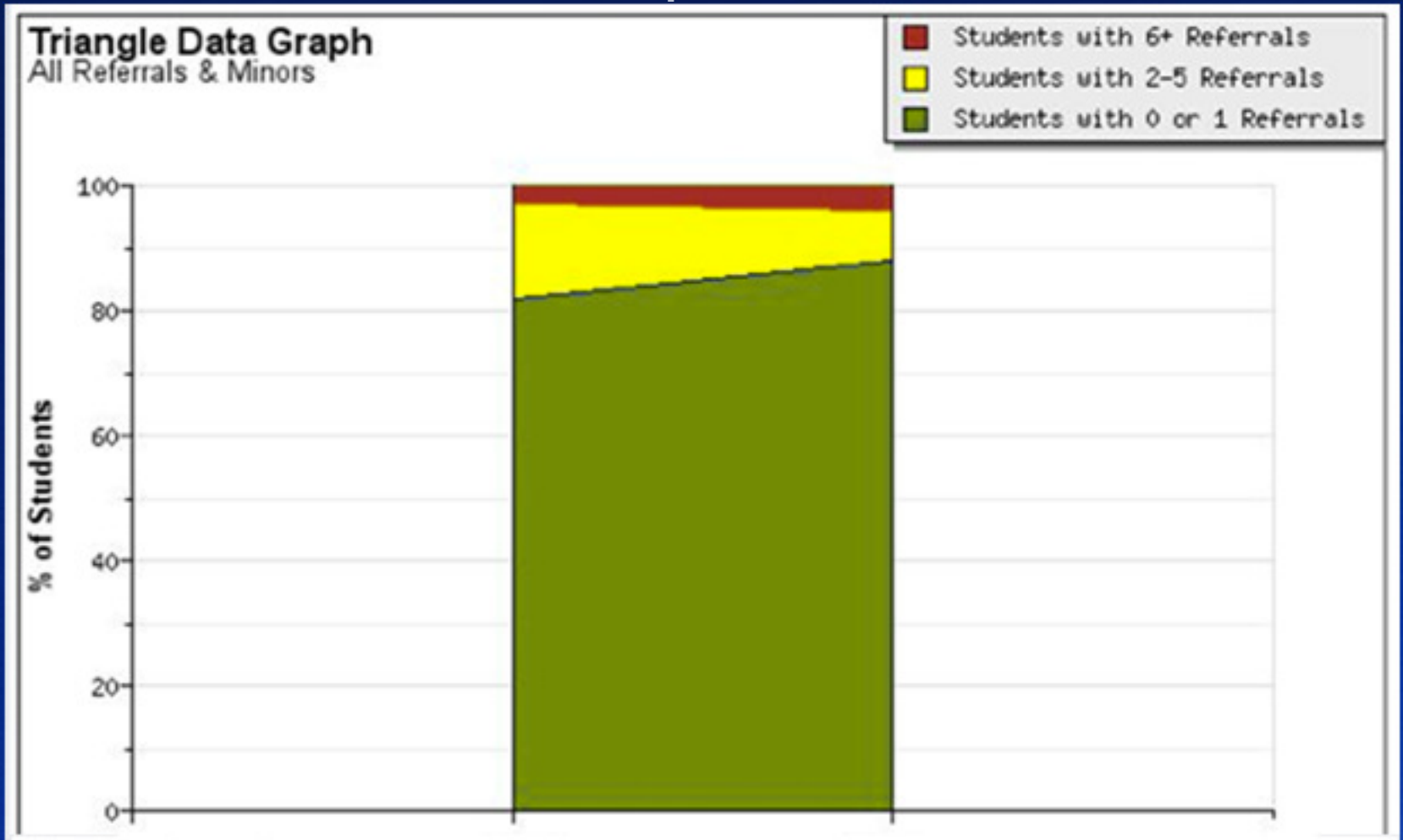
Other School Data

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

Academic Data

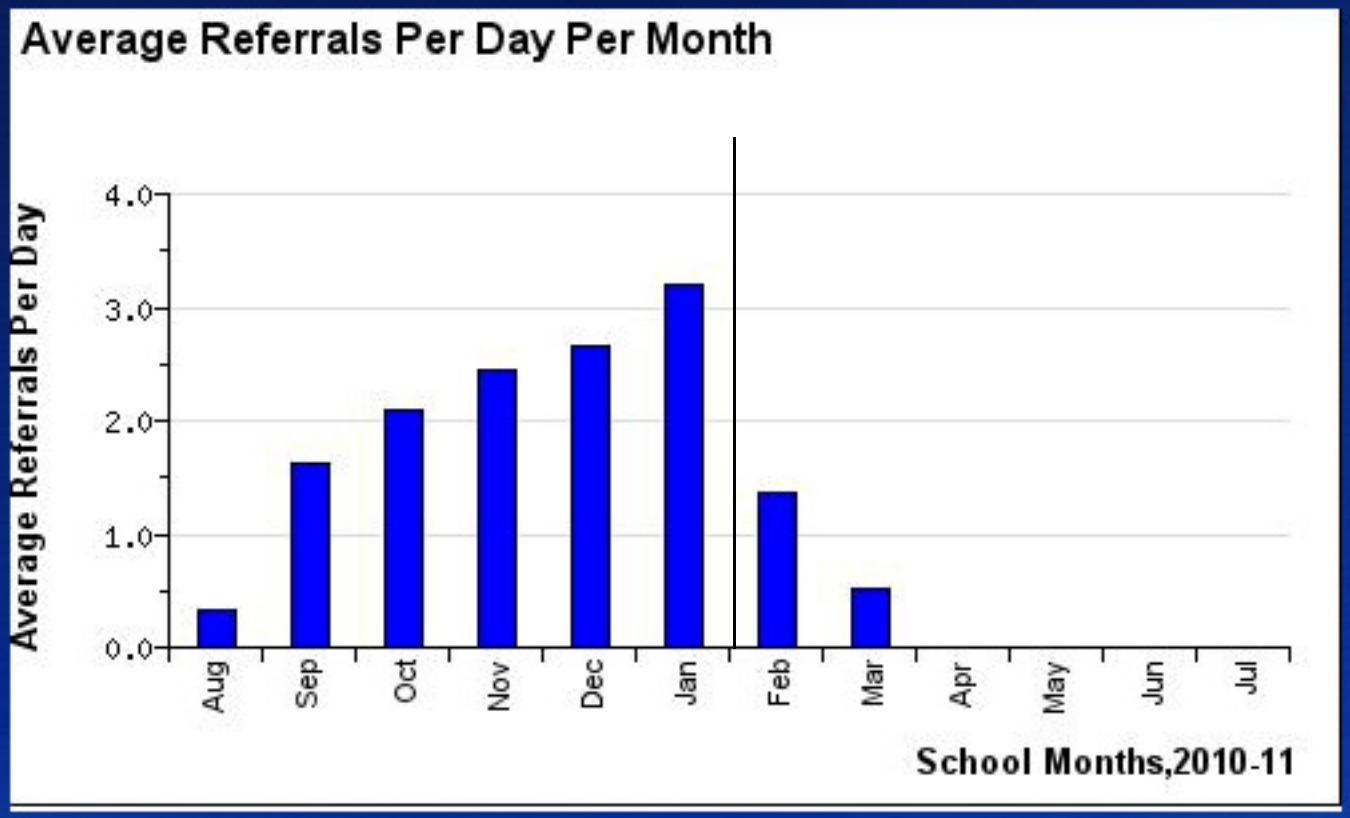


Office Discipline Referrals

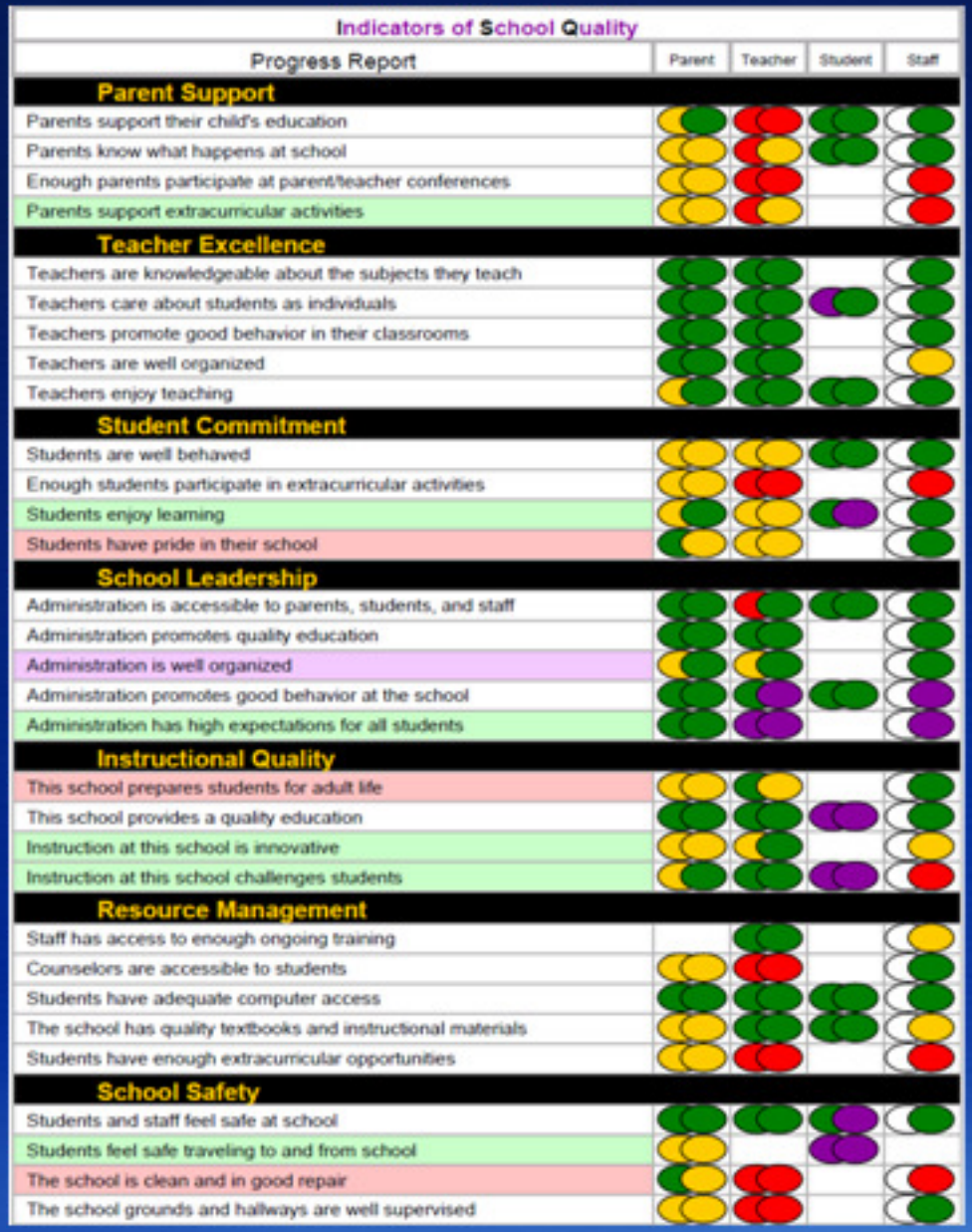


All Referrals & Minors

School Year	Enrollment	0 Ref	1 Ref	2-5 Ref	6-8 Ref	9+ Ref	% 0 or 1	% 2-5 Ref	% 6+ Ref
200910	401	258	70	59	9	5	82	15	3
201011	366	277	46	31	6	6	88	8	3


Average Referrals Per Day Per Month
Average Referrals Per Day
4.0
3.0
2.0
1.0
0.0
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
School Months,2010-11

Indicators of School Quality (ISQ)



Change in School Culture

- Culture
  - Toxic to problem-solving
- PLC
  - Time for professional development & coaching
- Mentor Training
- Building Leadership
- BYU

POSITIVE BEHAVIOR SUPPORT INITIATIVE

http://education.byu.edu/pbsi/

paul_caldarella@byu.edu
lynnette_christensen@byu.edu
alexj@provo.edu