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Bringing Behavior into Professional Learning Community Discussions

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Bringing Behavior into Professional Learning Community Discussions



POSITIVE BEHAVIOR SUPPORT INITIATIVE

Walk the Peaceable Walk

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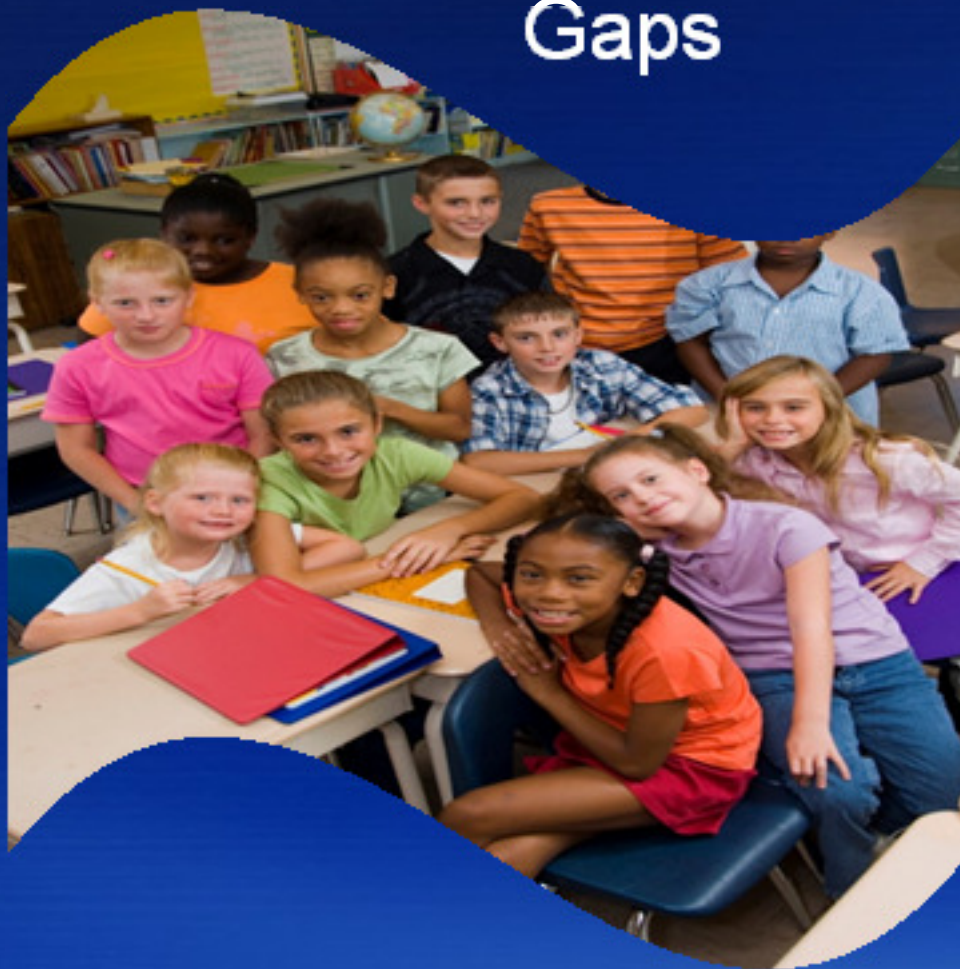


POSITIVE BEHAVIOR SUPPORT INITIATIVE



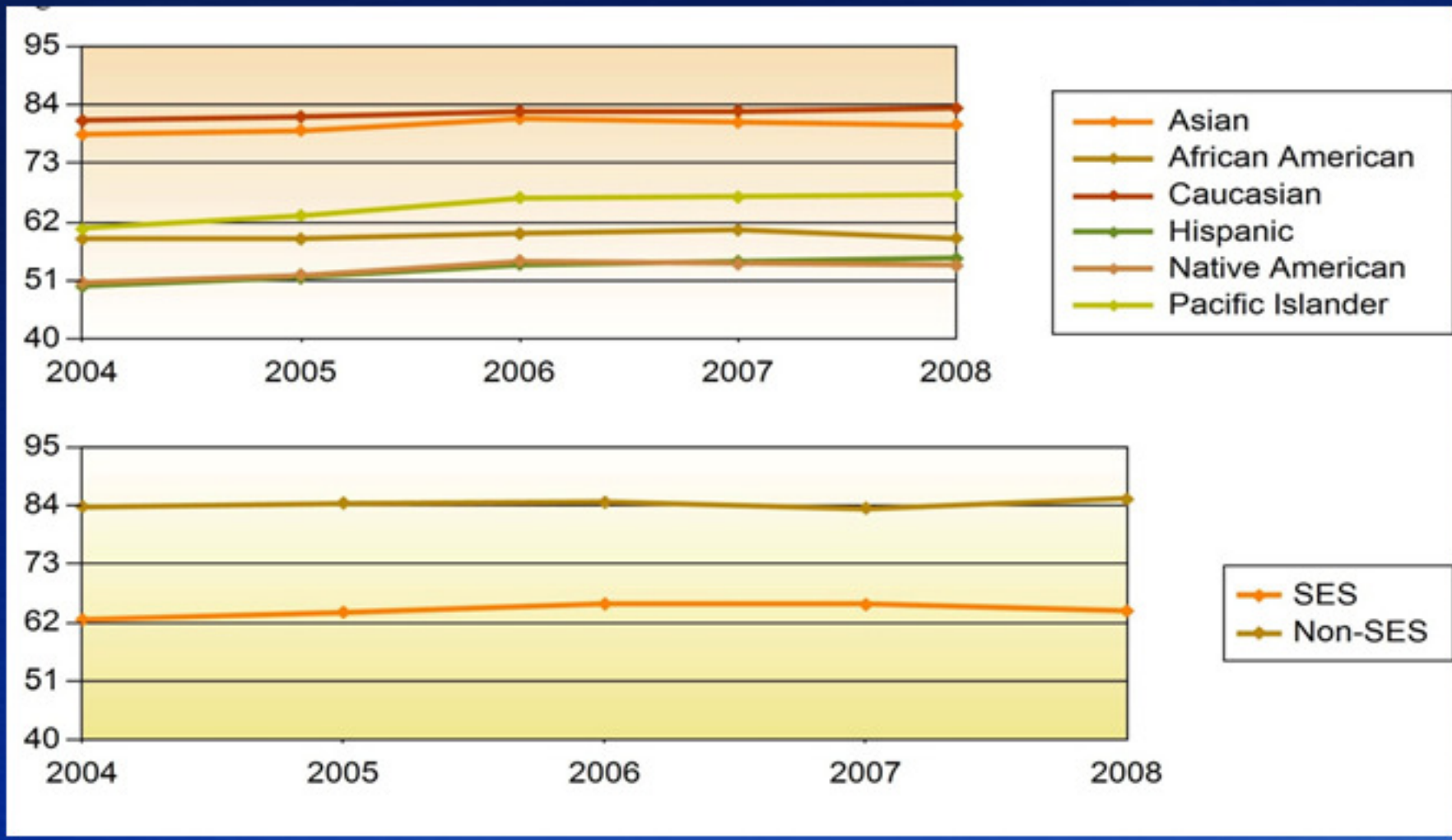


Utah Achievement Gaps





Utah State Language Arts CRT Results





How far can we get this child
if FAILURE is not an option?





Discussion

- Do the actions of teachers make a difference on student achievement?



Prevention Plus Components

- Training in collaborative data-based decision making
- Screening to identify at-risk students
- Training in data systems



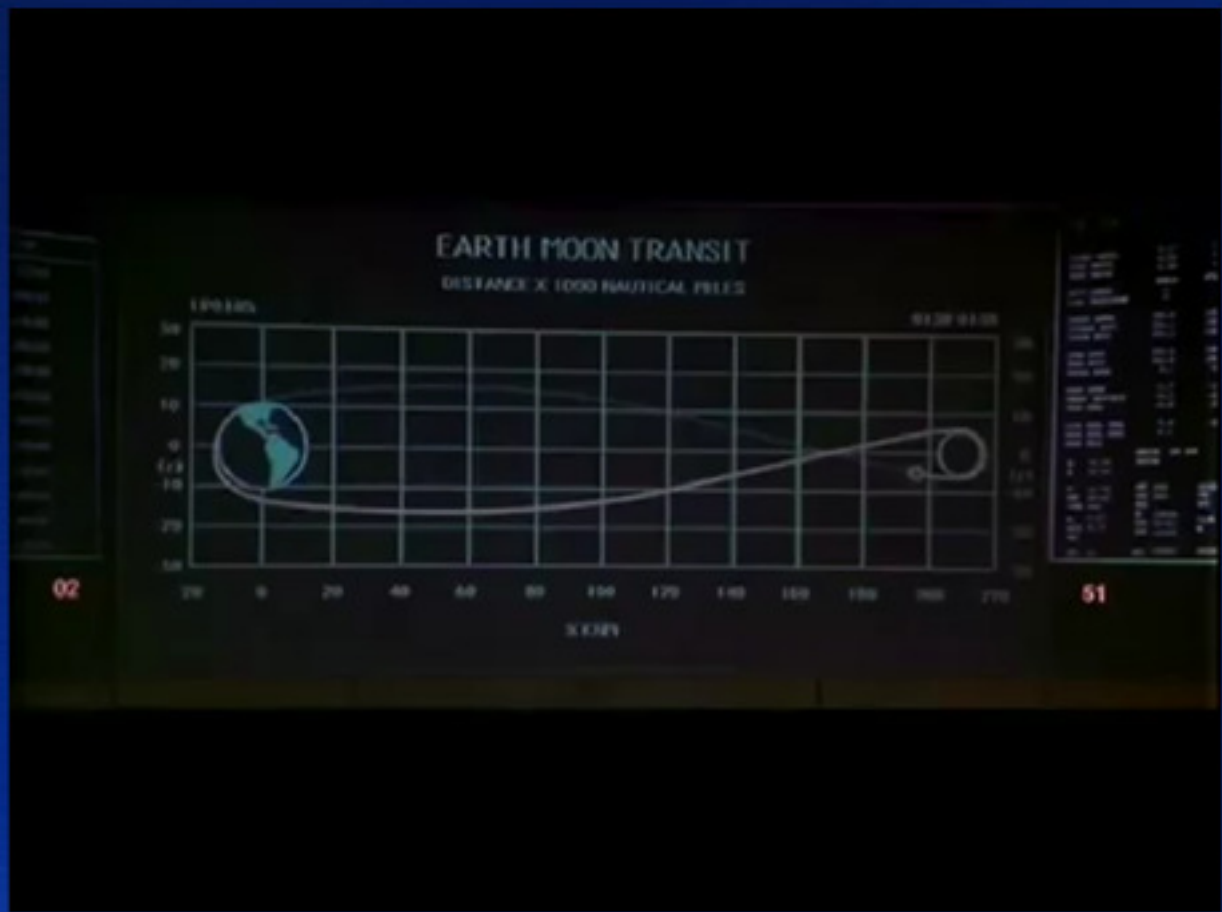
Three Participating Elementary Schools

- Two Suburban
- One Rural



Rural Elementary

- 469 students
- 80% White
- 18% Hispanic
- 2% Other
- SES 37%





Collaboration

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities”

-Richard DuFour



POSITIVE BEHAVIOR SUPPORT INITIATIVE





Characteristics of a Professional Learning Community

- Shared mission, vision, values, goals
- Collaborative teams FOCUSED ON LEARNING
- Collective inquiry into “best practices” and “current reality”
- Action orientation/experimentation
- Commitment to continuous improvement
- Results orientation



Key Values That Drive PLC Efforts

- Believe that learning is the fundamental purpose of school
- Cultivate a collaborative culture through development of high performing teams
- Seek relevant data and use that information to promote continuous improvement





Team Members Focus on Four Critical Questions

1. What do we want students to learn?
2. How will we know that they have learned it?
3. What will we do for students who did not learn it?
4. What will we do for students who already knew it or learned it quickly?



Collaboration Measurement

- Need for Collaborative Assessment
- Summative Assessment
- Formative Assessment





Formative Assessment

- Formative Assessment of Collaborative Teams (FACT)
- Every two weeks by team member
- Every four weeks by coach, principal, or instructional coach



Preparation

- Protocols
- Action Plans
- Agenda
- Evidences
- Attendance



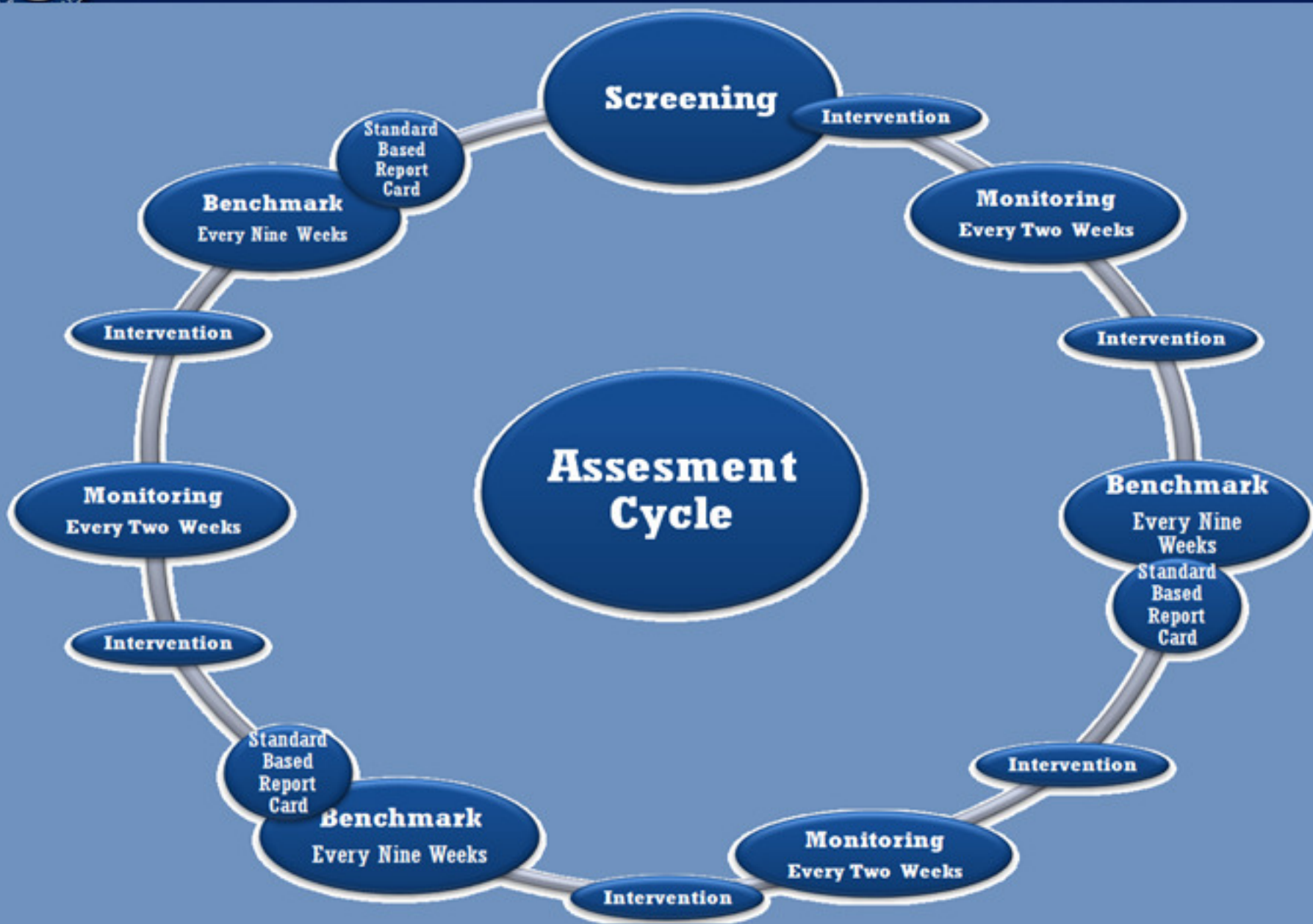
Collaboration

- Roles
- Participation
- Expertise
- Professionalism
- Productivity



Instruction Attributes

- Standards
- Instructional Strategies
- Assessment
- Screening
- Goals
- Data Analyses
- Interventions





POSITIVE BEHAVIOR SUPPORT INITIATIVE



CENTER FOR THE SCHOOL OF THE FUTURE

Preparation



Protocols – The collaborative team has agreed upon group rules of conduct (norms) and roles (e.g., facilitator, scribe, time keeper, etc.) that are regularly rotated among members.



Action Plans – Action plans are available to team members and cover both academic and behavioral domains for individual and group/grade interventions that are governed by explicit and measurable goals.



Agenda – A meeting agenda was distributed prior to meeting-day and had all agreed upon elements (prior meeting minutes; norms; assigned roles; etc) with all agenda items aligned to FACT Instruction items.



Evidences – Each collaborative team member has brought to the meeting records (e.g., grade-books, attendance sheets, computer files, etc.) and graphic displays (typically line graphs) that track progress outlined in the action plans for individual and group/grade interventions.



Attendance – Every member of the collaborative team is present on time prepared to be on-task and the team keeps a record of attendance regularly reviewed by the school principal.

Scoring

- 3 – Yes, this accurately describes our preparation/collaboration
- 2 – Almost, our preparation/collaboration is described by two or three of the underlined attributes
- 1 – Partially, our preparation/collaboration is described by only one of the underlined attributes
- 0 – No, our preparation/collaboration is not described by any of the underlined attributes

Collaboration



Roles – Every member of the collaborative team carried out their roles completed tasks and responsibilities between meetings described in the FACT Protocols and the team was cooperative as they carried out their roles.



Participation – Every member of the collaborative team made a substantive contribution to the meeting dialogue often solicited opinions from team members gave due consideration to dissenting/alternative opinions and questioned their own practice and engaged in self-reflection.



Expertise – Team members identified evidence-based practices sought creative/innovative solutions for classroom problems, found practical and resource-appropriate instructional strategies and acted as or found mentors to support implementation of instructional decisions.



Professionalism – Every member of the collaborative team was genuinely on-task unbiased followed the rules of conduct and spoke respectfully of parents, students, and other staff members.



Productivity – The collaborative team set or reviewed Action Plans making data-based decisions by consensus for both academic and behavioral outcomes based on FACT Evidences.

notes





FACT Tool Report

	12/15	03/02	03/09	03/16	04/13	04/20	04/27	1 st Grade	
Preparation									
Attendance	3	3	3	2	2	2	2	Attendance	
Agenda	2	3	1	1	1	2	1	Agenda	
Roles	2	3	1	2	1	1	1	Roles	
Action Plans	1	-	2	3	1	1	1	Action Plans	
Evidences	1	3	1	3	2	2	2	Evidences	
Collaboration									
Participation	3	3	3	3	3	3	3	Participation	
Expertise	3	3	2	3	2	3	3	Expertise	
Professionalism	3	3	3	3	1	3	3	Professionalism	
Roles	3	3	-	3	1	3	1	Roles	
Productivity	1	-	2	3	3	2	2	Productivity	

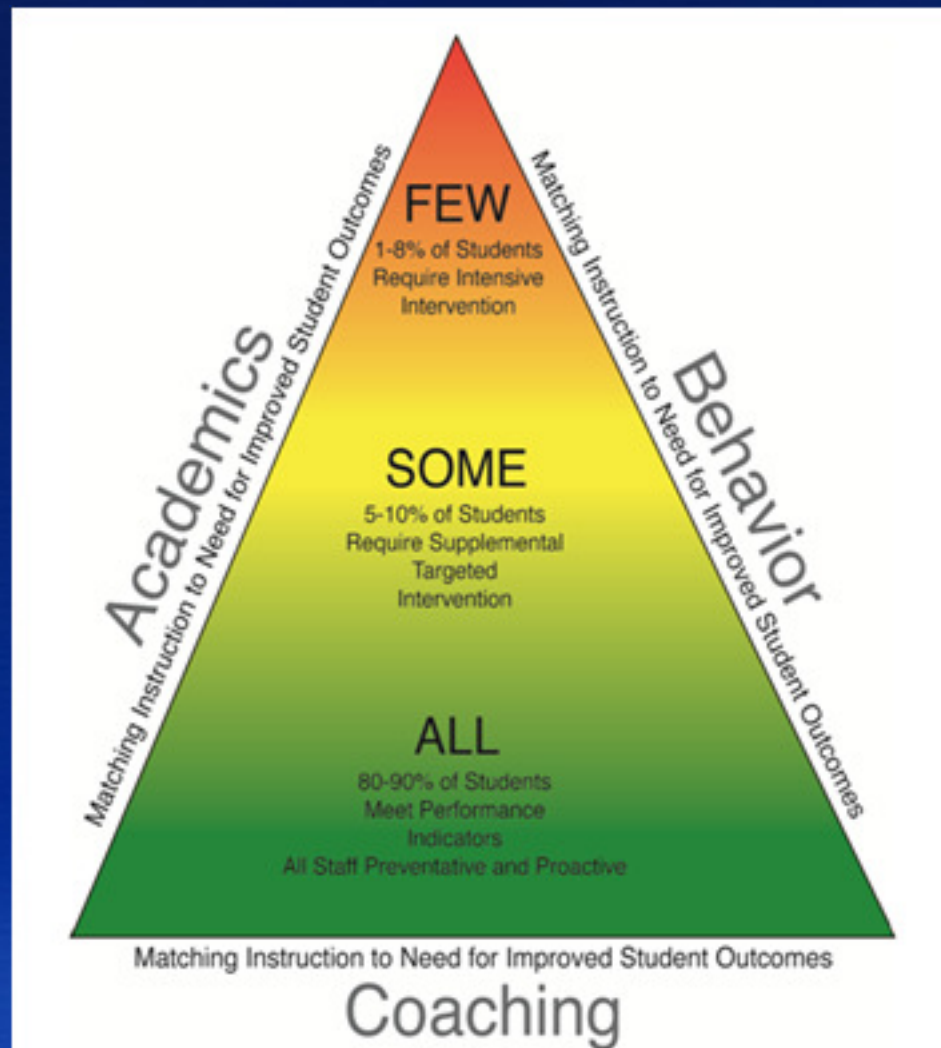


Prevention Plus Screening

- Training in academic and behavioral screening procedures.
- Implement a screening procedure that evaluates students and classifies students into Tier 3, Tier 2, and Tier 1.

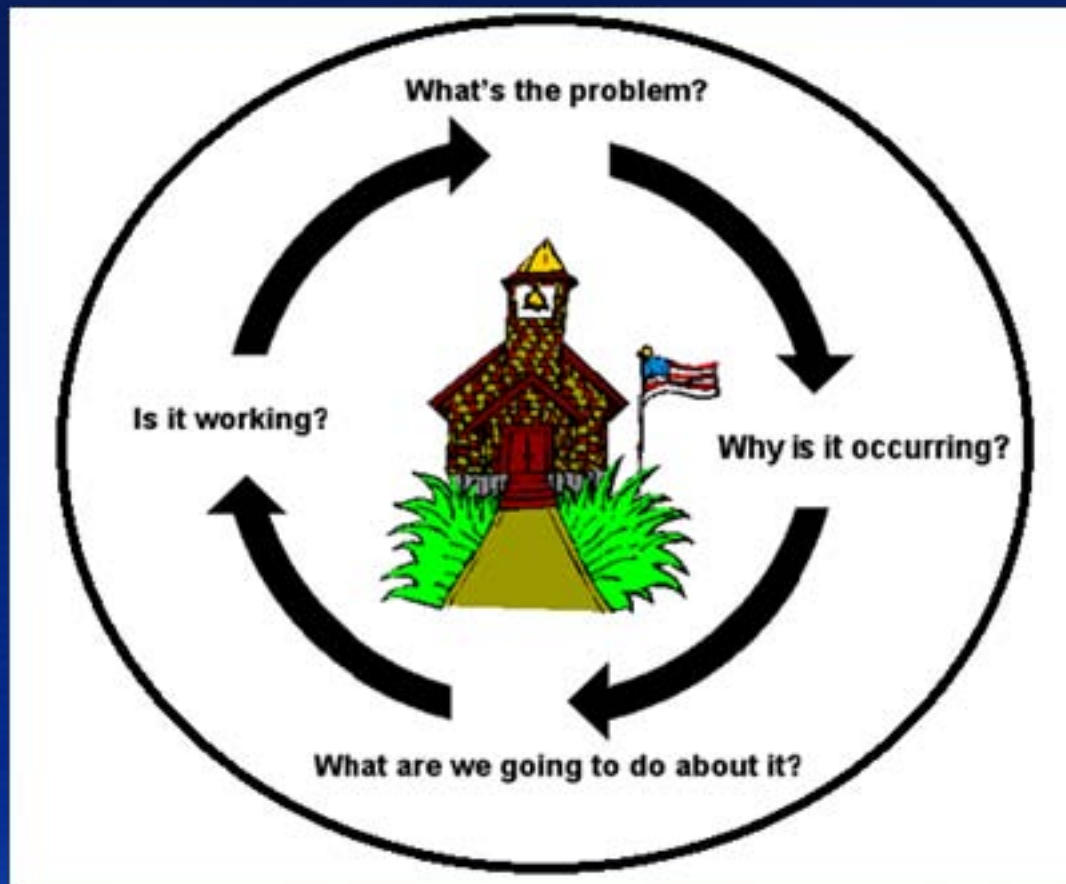


Designing School-Wide System for Student Success





Step 1: Screen



Step 4:
Evaluate
Effectiveness

Step 2:
Group and
Plan
Instruction

Step 3: Implement and Monitor



FACT Screening

- Every teacher has identified students in greatest academic ...
- ...and behavioral need
- and has committed to providing them with an individualized...
- ...or group intervention.



- Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990)
 - Stage 1: Teachers nominate and rank order students from their classes with internalizing or externalizing behaviors.

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Non-examples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:

- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing, and
- not following teacher or school imposed rules.

Non-Examples include:

- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher,
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

COLUMN ONE
List Externalizers

	Student Name
Most Externplifying Externalizing Behavior	Eric
	Robert
	Johnny
	Travis
	Julie

COLUMN TWO
Rank Order Externalizers

	Student Name
1	Eric
2	Travis
3	Johnny
4	Julie
5	
6	
7	
8	
9	
10	

Instructions:

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.



- SSBD Stage 2
 - Rating of adaptive and maladaptive behaviors

SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS (SSBD)
Combined Frequency Index
 for Adaptive and Maladaptive Behavior

Instructions: The numbers 1 through 5 are a continuous scale and are used to indicate your estimate of the frequency with which each item occurs for a given student. Circle a number between 1 and 5 to represent the frequency of a given item. Complete the scale in relation to your observations of the student during the past 30 days.

ADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1...2...3...**4**...5 (1) Follows established classroom rules.
- 1...2...**3**...4...5 (2) Is considerate of the feelings of others.
- 1...2...3...**4**...5 (3) Produces work of acceptable quality given her/his skill level.
- 1...2...**3**...4...5 (4) Gains peers' attention in an appropriate manner.
- 1**...2...3...4...5 (5) Expresses anger appropriately, e.g., reacts to situation without being violent or destructive.
- 1...2...**3**...4...5 (6) Cooperates with peers in group activities or situations.
- 1...2...3...**4**...5 (7) Makes assistance needs known in an appropriate manner, e.g., asks to go to the bathroom, raises hand when finished with work, asks for help with work, etc.
- 1...**2**...3...4...5 (8) Is socially perceptive, e.g., "reads" social situations accurately.
- 1...2...3...**4**...5 (9) Does seat-work assignments as directed.
- 1...2...3...**4**...5 (10) Compliments peers regarding their behavior or personal attributes, e.g., appearance, special skills, etc.
- 1...**2**...3...4...5 (11) Complies with teacher requests and commands.
- 1...2...3...**4**...5 (12) Initiates positive social interactions with peers.

38

Total Adaptive Behavior Score

MALADAPTIVE STUDENT BEHAVIOR

Never Sometimes Frequently

- 1...2...3...**4**...5 (1) Requires punishment (or threat of same) before s/he will terminate an inappropriate activity or behavior.
- 1**...2...3...4...5 (2) Refuses to participate in games and activities with other children at recess.
- 1...2...**3**...4...5 (3) Behaves inappropriately in class when corrected, e.g., shouts back, defies the teacher, etc.
- 1...**2**...3...4...5 (4) Responds inappropriately when other children try to interact socially with her/him.
- 1...2...3...**4**...5 (5) Child tests or challenges teacher-imposed limits, e.g., classroom rules.
- 1**...2...3...4...5 (6) Uses coercive tactics to force the submission of peers; manipulates, threatens, etc.
- 1...2...**3**...4...5 (7) Creates a disturbance during class activities, e.g., is excessively noisy, bothers other students, out of seat, etc.
- 1...**2**...3...4...5 (8) Manipulates other children and/or situations to get his/her own way.
- 1**...2...3...4...5 (9) Is overly affectionate with others (peers and adults), e.g., touching, hugging, kissing, hanging on, etc.
- 1...**2**...3...4...5 (10) Is excessively demanding, e.g., requires or demands too much individual attention.
- 1**...2...3...4...5 (11) Pouts or sulks.

24

Total Maladaptive Behavior Score



- SSBD Stage 2
 - Checklist of critical events
 - Internalizing and externalizing “red flag” behaviors

SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS (SSBD)
**SSBD Stage Two Rating
for Externalizing Students**

Critical Events Index

Date _____ Teacher Mr. Young School Your School
Student Eric Sex M Grade 6th

Check one: Stage One SSBD Rank: 1 2 or 3

INSTRUCTIONS: Check each behavior from the list below that you are aware the student has exhibited during this school year.

- _____ 1. Steals.
- _____ 2. Sets fires.
- _____ 3. Vomits after eating.
- _____ 4. Has tantrums.
- X 5. Physically assaults an adult.
- _____ 6. Exhibits painful shyness.
- _____ 7. Exhibits large weight loss or gain over past three months. (Significant weight fluctuation would be in excess of 20% change in body weight.)
- _____ 8. Exhibits sad affect, depression and feelings of worthlessness to such an extent as to interfere with normal peer and classroom activities.
- _____ 9. Is physically aggressive with other students or adults (hits, bites, chokes, or throws things).
- _____ 10. Damages others' property (academic materials, damages personal possessions).
- _____ 11. Demonstrates obsessive-compulsive behaviors. (Student can't get his/her mind off certain thoughts or obsessions.)
- _____ 12. Reports having nightmares or significant sleep disturbances.
- _____ 13. Engages in inappropriate sexual behaviors (masturbation, exposes self).



POSITIVE BEHAVIOR SUPPORT INITIATIVE

SSBD Report

Fourth Grade Summary Report for Your School

Total Forms in report: 24

Internalizers: 11

Externalizers: 13

Primary: 8

Secondary: 3

Tertiary: 13

Percent of students with each Critical Events

0.0%	1. Steals.
0.0%	2. Sets fires.
0.0%	3. Vomits after eating.
8.3%	4. Has tantrums.
4.2%	5. Physically assaults an adult.
29.2%	6. Exhibits painful shyness.
0.0%	7. Exhibits large weight loss or gain over past three months. (excess of 20% change)
33.3%	8. Exhibits sad affect, depression and feelings of worthlessness (interfere w/ activities)
29.2%	9. Is physically aggressive with other students or adults (hits, bites, chokes, throws things)
20.8%	10. Damages others' property (academic materials, damages personal possessions).
37.5%	11. Demonstrates obsessive-compulsive behaviors. (can't get mind off certain thoughts)
8.3%	12. Reports having nightmares or significant sleep disturbances.
0.0%	13. Engages in inappropriate sexual behaviors (masturbation, exposes self).
8.3%	14. Is self-abusive (biting, cutting or bruising self, head banging).
0.0%	15. Attempts to seriously physically injure another using weapons or objects.
25.0%	16. Suddenly cries or displays highly inappropriate affect in normal situations.
8.3%	17. Complains of severe headaches or other somatic complaints such as stomach
0.0%	18. Talks of killing them self. Reports having suicidal thoughts or preoccupied w/ death
25.0%	19. Exhibits thought disorders or gets lost in own thoughts.
37.5%	20. Ignores teacher warnings or reprimands.
4.2%	21. Makes lewd or obscene gestures.
0.0%	22. Shows evidence of physical abuse.
0.0%	23. Shows evidence of drug use.
0.0%	24. Reports being sexually abused.
8.3%	25. Uses obscene language or swears.
0.0%	26. Exhibits cruelty to animals.
50.0%	27. Is teased, neglected and/or avoided by peers.
4.2%	28. Has severely restricted activity levels.
4.2%	29. Is enuretic (inadequate bladder control or bed wetting).
0.0%	30. Is encopretic (inadequate bowel control).
0.0%	31. Sexually molests other children.
0.0%	32. Has auditory or visual hallucinations.
8.3%	33. Has severe lack of interest in activities which were previously of interest.
29.2%	34. Other
20.8%	35. Other



POSITIVE BEHAVIOR SUPPORT INITIATIVE

SSBD Report

Fourth Grade Summary Report for Your School

Total Forms in report: 24

Internalizers: 11

Externalizers: 13

Primary: 8

Secondary: 3

Tertiary: 13

Never - Sometimes - Frequently

1 --- 2 --- 3 --- 4 --- 5

Adaptive Student Behavior (Average Score)

3.79

1. Follows established classroom rules

3.63

2. Is considerate of the feelings of others

3.63

3. Produces work of acceptable quality given her/his skill level

3.42

4. Gains peers' attention in an appropriate manner

3.92

5. Expresses anger appropriately, e.g., reacts to situation without being violent or destructive

3.13

6. Cooperates with peers in group activities or situations

3.54

7. Makes assistance needs known in an appropriate manner, e.g., asks to go to the bathroom, raises hand when finished with work, asks for help with work, etc.

3.29

8. Is socially perceptive, e.g., "reads" social situations accurately

3.63

9. Does seat-work assignments as directed

2.96

10. Compliments peers regarding their behavior or personal attributes, e.g., appearance, special skills, etc.

4.00

11. Complies with teacher requests and commands

3.13

12. Initiates positive social interactions with peers

Never - Sometimes - Frequently

1 --- 2 --- 3 --- 4 --- 5

Maladaptive Behavior (Average Score)

2.13

1. Requires punishment (or threat of same) before s/he will terminate an inappropriate activity or behavior

2.33

2. Refuses to participate in games and activities with other children at recess

1.75

3. Behaves inappropriately in class when corrected, e.g., shouts back, defies the teacher, etc.

2.54

4. Responds inappropriately when other children try to interact socially with her/him

2.04

5. Child tests or challenges teacher-imposed limits, e.g., classroom rules

1.71

6. Uses coercive tactics to force the submission of peers; manipulates, threatens, etc.

2.33

7. Creates a disturbance during class activities, e.g., is excessively noisy, bothers other students, out of seat, etc.

1.88

8. Manipulates other children and/or situations to get his/her own way

1.00

9. Is overly affectionate with others (peers and adults), e.g., touching, hugging, kissing, hanging on, etc.

1.92

10. Is excessively demanding, e.g., requires or demands too much individual attention

2.13

11. Pouts or sulks



POSITIVE BEHAVIOR SUPPORT INITIATIVE

SSBD

Fourth Grade Summary Report for Your School

ID	Student Name	Grade	Int Ext	Teacher	CE	Ad	Mal	Risk Level	Critical Event Description
7435		4	E	Marshall	5	35	23	3 Tertiary	Physically Aggressive, Ignores Teacher Warnings, Obscene Gestures, Obscene Language, Teased,
9061		4	E	Marshall	0	54	11	1 Primary	
8771		4	I	Hopkins	0	57	11	1 Primary	
9711		4	E	Hopkins	0	54	23	1 Primary	
8399		4	E	Hopkins	0	51	29	1 Primary	
8350		4	E	Hopkins	3	32	32	2 Secondary	Damages Property, Ignores Teacher Warnings, Teased,
8331		4	E	Hopkins	1	42	27	1 Primary	Obsessive-compulsive behaviors,
8297		4	I	Hopkins	4	51	15	3 Tertiary	Painfully Shy, Sad Affect, Teased, Bladder Problems,

CE = Critical Events

Ad = Adaptive Behavior

Mal = Maladaptive Behavior



School Change in SSBD Tier levels Year 1

Pre: (67 total)

Tier 3	46	8%
Tier 2	21	3.7%
Tier 1	508	88.3%

Post: (81 total)

Tier 3	56	9.4%
Tier 2	25	4.2%
Tier 1	494	86.4%



POSITIVE BEHAVIOR SUPPORT INITIATIVE

Data Analysis Worksheet

Grade Level 3

Date 10-12-09

Narrative Statements: No judgement all.

Strengths (Narrative Statements)	Concerns (Narrative Statements)	Reflections/Potential Interventions (Possible Actions, See your Graphic Organized Reading Analyzer)
<ul style="list-style-type: none"> - There is one tertiary student in 3rd grade. - There are 9 Primary Risk level students. - 4 of 72 students are tier 2 and tier 3 behavior students 	<ul style="list-style-type: none"> - There are 3 secondary students in 3rd grade - 9 students are internalizers - 7 students are externalizers - 2 students are painfully shy - 1 student is physically aggressive - some students are teased. - 5 students are labeled as being teased 	<ul style="list-style-type: none"> - Is this bullying? Are they doing it more on the playground.

Focus on the behaviors that will take the barriers to solve the problems

Do this:

on your own sometime in the 2 week process.



POSITIVE BEHAVIOR SUPPORT INITIATIVE

Grade Level 3

Data Anal. Worksheet

Date 10-12-09

Interventions/Action Items (What will we do?)	Monitoring (How will we know if we are making progress?)
<p><i>As a potential intervention - teaching ^{lost in thoughts}</i></p> <ul style="list-style-type: none"> - Self-check (Lori) self-monitoring skills - secret word "Tough Kids tool box" - blue book - encyclopedia of behavior management 	<p><i>Teacher action</i></p> <ul style="list-style-type: none"> Lori - what student actions would we see if there's going to be a change - tier 2 & 3 kids have a chart you monitor - have someone come into your room & monitor & fill out something.

Resources - outside observer



POSITIVE BEHAVIOR SUPPORT INITIATIVE

Individual Action Plan Form

RTI Form

Student _____ Date _____
 Grade Level _____ Teacher _____
 Current Services: (Circle) Special Ed., Title I, Speech, Read Rec., ESL, Wtrfrd, Imag. Learning
 Reading Level: F ___ W ___ S ___ RIT Score: Reading: ___ Math: ___ CRT Lang: ___ CRT M ___
 Assessment Date: _____
 Support Resources Consulted: TAT team _____, Grade Level Team _____, Parents _____,
 Staff Developer _____, Psychologist/Counselor _____, Inst. Coach _____

Parent Contact: Date: _____ Reason: _____ Date: _____ Reason: _____
 Date: _____ Reason: _____ Date: _____ Reason: _____

Student Strengths	Area of Concern
Identify:	<input type="checkbox"/> Academic <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Second Language <input type="checkbox"/> Speech

Step 1: Areas of Concern:
 What does the area of concern look like? How often does the concern occur? How long does the concern last? What's the intensity of the concern? (any danger?)

Describe:

Step 2: List Interventions:
 What efforts have been used to address the area of concern? (Interventions should last at least 2 wks.)

Intervention # 1	Date	Outcomes

Seek Support as needed at any level:
 Recommendations:



POSITIVE BEHAVIOR SUPPORT INITIATIVE

Sample Individual Action Plan

RTI Form

Student: Carter Date: 1/22/10
 Grade Level: 5th Teacher: Arde
 Current Services: (Circle) Special Ed., Title 1, Speech, Read Rec., ESL, Wtrfrd, Imag. Learning
 Reading Level: F 2 W 2 S 2 RIT Score: Reading: _____ Math: _____ CRT Lang: _____ CRT M _____
 Assessment Data: DRA levels
 Support Resources Consulted: TAT team _____ Grade Level Team _____ Parents _____
 Staff Developer _____ Psychologist/Counselor _____ Inst. Coach _____

Parent Contact: Date: 1/21/10 Reason: letter weekly behavioral update Date: 1/21/10 Reason: letter
 Date: 1/17/10 Reason: plus call Date: 1/15/10 Reason: letter behavior update

Student Strengths	Area of Concern
Identify: <i>Carter be kind, helpful, polite, eager to please</i>	<input type="checkbox"/> Academic <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Second Language <input type="checkbox"/> Speech

Step 1: Areas of Concern: *physical aggression*
 What does the area of concern look like? How often does the concern occur? How long does the concern last? What's the intensity of the concern? (any danger?)

Describe:
<i>Carter is physically aggressive. Frequency—usually daily, can be several times a day. Duration—short. Intensity—so simple as kicking or pulling another student's ears—pushing and injuring another student. Safety concern.</i>

Step 2: List Interventions:
 What efforts have been used to address the area of concern? (Interventions should last at least 2 wks.)

Intervention #	Date	Outcomes
Intervention # 1	Date: <u>January 2010</u>	Outcomes
<i>Positive reinforcement—stamps or chart for immediate reward, 10 stamps = free time in another classroom.</i>		<i>Loves it. Stamps are something he asks for all the time, so some negative there. These don't decrease behavior problems, but reward for 10 stamps is motivating.</i>
Intervention # 2	Date: <u>January 2010</u>	Outcomes
<i>Negative consequences—lose classroom/ can't be around other students</i>		<i>Short term—good behavior</i>
Intervention # 3	Date: <u>April 2010</u>	Outcomes
<i>Weekly behavior reports home</i>		<i>Behavior still aggressive, but less harmful aggression has decreased somewhat</i>

Seek Support as needed at any level:
 Recommendations:



POSITIVE BEHAVIOR SUPPORT INITIATIVE



CENTER FOR THE SCHOOL OF THE FUTURE

Instruction



Standards – Every teacher can trace an obvious connection between each classroom lesson and a component of an accepted core curriculum and that these connections are collaboratively evaluated



Instructional Strategies – Instructional strategies for both academic and behavior management are modeled on evidence-based practices and modified in response to data



Assessment – Every teacher uses common formative assessments for both behavioral and academic standards, the latter aligned with an accepted core curriculum



Screening – Every teacher has identified students in greatest academic and behavioral need and has committed to providing them with an individualized or group intervention.



Goals – For each identified student/group of students, every teacher has written explicit academic and/or behavioral goals and has identified data which are collected to monitor student/group progress.



Data Analyses – Every teacher has data on each identified student/group of students organized in a table or graph and designed to show status and progress relative to goals



Interventions – Every student or group of students who fail to meet an academic and/or behavioral goal is given additional time and support until the goal is met



Professional Development – Professional development is frequent enough and most often relevant to FACT Instruction Items and teachers have a say in the what and how often of their professional development.

Scoring

- 3 – Yes, this accurately describes our preparation/collaboration
- 2 – Almost, our preparation/collaboration is described by two or three of the underlined attributes
- 1 – Partially, our preparation/collaboration is described by only one of the underlined attributes
- 0 – No, our preparation/collaboration is not described by any of the underlined attributes



CENTER FOR THE SCHOOL OF THE FUTURE

Formative Assessment of Collaborative Teams

This is the *FACT* tool. It is designed to help school instructional teams, often called Professional Learning Communities, strengthen their collaboration and, in turn, improve instruction. This tool is a collaborative behavior checklist, detailing the attributes of effective collaboration. It can be used for either self-monitoring or in tutorial capacity.

FACT is presented in four domains: Meeting focus, Preparation, Collaboration, and Instruction.

Start by selecting a Meeting Focus (Student Performance, Team Self-Evaluation, Professional Development, or Assessment/Instructional Development). More than one of these may apply. Next, score the attributes under Preparation, Collaboration, and Instruction that apply to the chosen Meeting Focus. These are shown by the shaded triangles inside the square next to each attribute. Typically, Preparation attributes are scored at the beginning of the meeting, Collaboration attributes are scored at the end, and Instruction attributes are discussed during the meeting and scored by consensus.

Use *FACT* at least every other meeting. Scores should be based on actual current behavior (even though your intent might be good, you might have done things better before, or promise to do so in the future). This tool offers its highest value when accurate assessment is given.

Meeting Focus



Student Performance



Team Self-Evaluation



Professional Development



Assessment/Instructional Development

notes





POSITIVE BEHAVIOR SUPPORT INITIATIVE

	11/24	02/23	03/02	03/09	04/13	04/20	5 th Grade	
Preparation								
Attendance	3	3	3	3	3	3	Attendance	
Agenda	2	3	1	1	1	1	Agenda	
Roles	2	3	1	1	3	2	Roles	
Action Plans	2	-	1	3	3	1	Action Plans	
Evidences	1	3	1	3	2	1	Evidences	
Collaboration								
Participation	3	3	3	3	3	3	Participation	
Expertise	2	3	2	3	3	3	Expertise	
Professionalism	2	3	2	3	3	3	Professionalism	
Roles	3	3	1	1	3	3	Roles	
Productivity	1	-	1	3	2	-	Productivity	



Rural School CRT Data

Language Arts				Math			
Year	All	Hispanic	SES	Year	All	Hispanic	SES
2010	89%	79%	84%	2010	91 %	76%	85%
2009	79%	50%	59%	2009	78%	57%	62%
2008	83%	63%	72%	2008	85%	54%	62%



School Change in SSBD Tier levels

Pre: (33 total)

Tier 3	11	33%
Tier 2	22	66%

Post: (32 total)

Tier 3	6	18%
Tier 2	5	16%
Tier 1	21	66%

Post Individual Change

Tier 3 to 1	6
Tier 2 to 1	15
Tier 3 to 2	1
Tier 3 to 3 (Same)	4
Tier 2 to 2 (Same)	4
Tier 2 to 3	2



Third Grade SSBD Change in Tier levels

Tier 3 to 1	2
Tier 2 to 1	3
Tier 2 to 2 (Same)	1

Total: 6



Change in Tier for Student

	Pre	Post
Academic		
DRA	24	70
Behavior SSBD		
Tier	3	1
Critical Events	7	1
Maladaptive	29	11
Adaptive	38	60



Interventions

- Behavior
 - Regular parent meetings with teacher and counselor
 - Monthly social skills training with regular students.
 - Social skills training with other tier III students (same lesson)
 - 1 on 1 with Social Worker once per week



Interventions

- Academic
 - Literacy lessons within regular class and reading group 90 minutes per day
 - Two aligned literacy lessons with specific skills , 60 minutes per day.



Apollo 13 Splash down





POSITIVE BEHAVIOR SUPPORT INITIATIVE





Next Steps

- New Study
 - Designed to link both improved academic and behavioral performance of students to PLC movement.
 - BYU training package is designed to improve and evaluate teacher collaboration
 - Utilizes a wait list control design.
 - Pre and post academic and behavioral data will be collected.



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