

What Training Teachers can Teach You about Classwide PBIS

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Classroom management is hard.

- Around half of all teachers leave within their first five years of teaching.
 - “Those schools that do a far better job of managing and coping with and responding to student behavioral issues have far better teacher retention,” Dr. Richard Ingersoll (Penn State educational sociologist) says.
 - Of course, there are other factors – but managing and responding to student behavioral issues is an area where we have some empirically-supported solutions that can be implemented by educators.

Why is classroom management hard?

- Training is often insufficient and inefficient.
 - EPPs provide limited focused instruction and are not drawing from research.
 - PD often “train and hope” with limited follow up.
 - We do not follow the same instructional best practices for teachers that we do with students.
 - Why is classroom management hard?
- The more a learner practices a behavior, the more efficient and effective the behavior becomes at meeting the learner's needs.
 - Applies to teachers and students.
 - Behavior change can be slow.
 - Applies to all behaviors (academic and social).
 - Errors will be made when learning new behaviors.
 - We sometimes give mixed messages about the behaviors we expect.

Link to Texas Behavior Support training modules: <http://www.txbehaviorsupport.org/resources/behavior-resources>

Things to remember:

- Activate prior knowledge – get them thinking about what “good” classroom management looks like right away.
- Teachers should focus on telling students what we **want** them to do, not what we don't want them to do.
 - Remind teachers about inadvertent prompts and loophole-finders.
 - Model behaviors you want to see at all times.
 - Provide at least as much feedback for appropriate behavior as we do for inappropriate behavior.
- Although folks often want to know about “those kids,” it's mostly a matter of intensifying and individualizing supports that we introduce at the Tier 1 level.
- Tiered support is also appropriate for teachers. Expect errors as teachers learn new behaviors and provide ample feedback. Expect resistance if their prior behaviors had been working efficiently and effectively for them.
- Use concrete, applied examples and always connect the behavior mechanism to CWPBIS.
- Culture: accept that these conversations may be challenging and prepare accordingly.
 - Emphasize that no two members of any culture will behave in exactly the same way.
 - Emphasize how “culture” encompasses our own experiences and learning history, the experiences and learning history of our students, and the climate of the classroom and the school.
- You will be asked about the appropriateness of giving rewards for “behaviors they should be doing anyway.”
- Correct behavior errors like academic errors. In general, approach social behavior like we approach academic behaviors: teach, allow practice, expect and correct any errors, allow more practice, and provide feedback.
- Generalization is the goal of all teaching. Students behaving appropriately in one classroom is good; students behaving appropriately everywhere is the goal of CWPBIS.

EBP in classroom management:

What all instructors should be doing in the classroom

1. Maximize structure
2. Identify, define, and teach expectations
3. Increase academic engagement
4. Establish a continuum of supports to encourage appropriate behavior
5. Establish a continuum of supports to discourage inappropriate behavior

Stoner et al., 2008

Talking to teachers about behavior

- Teachers need to understand the following concepts in order to be effective classroom managers:
 - How antecedents increase or decrease the likelihood of certain behaviors;
 - How consequences impact the future rate of behavior;
 - How setting events impact the value of consequences;
 - Extinction; and
 - Function.

Just a little more

- Remind teachers that **social behavior change is not different from academic change.**
 - It may be slow.
 - There may be many errors.
 - Teachers need to prompt, provide feedback, and reteach as necessary.
- Behavior is predictable and lawful.
- Behavior followed by pleasant consequences **will be repeated.**

Talking to teachers about culture.

- This can be challenging.
- You will hear broad generalities.
- You will hear “I don’t see color.”
- Be brave. Difficult conversations may be unpleasant, but if they don’t happen, we will never move forward.

Just a little more

- Culture and relationship-building are inextricably linked; consider presenting together.
- Remember, culture relevance is in the eye of the beholder.
- Be patient and kind, but capitalize on “teachable moments” during training.

Talking to teachers about structure and expectations.

- These topics are pretty comfortable for teachers.
- Make connections to behavior basics: these are **antecedent strategies**.
- These strategies will increase the likelihood of appropriate behavior (but won’t **reinforce** the behavior).

Talking to teachers about structure and expectations, continued.

- Coming out of CWPBIS training with a matrix is critical.
- Identifying expectations (and how those expectations look within routines) leads to operational definitions of the behaviors
 - Can be measured
 - Students (**and teachers**) know what’s expected.

Talking to teachers about actively engaging students

- Teachers are also comfortable with this topic.
- Good chance to have increased participation.
- Ensure that teachers see connection between **their behavior** and their students’ behaviors.
 - How do aspects of instruction impact behavior?
 - Changing our behavior = easiest way to impact student behavior.
- Take every opportunity to remind teachers that **academic behaviors** and **social behaviors** are both behaviors.
- Teachers are skilled at introducing, teaching, and helping students build fluency and master with academic skills.
- This same skill set applies to behavior.

Talking to teachers about reinforcement

- Consider using the three-tiered response.
 - Everyone likes being told he or she is doing a good job. Don’t you?
 - Learning occurs as a process of reinforcement.
 - Sometimes, extrinsic motivation is necessary.
- Also, be prepared to address the “red, yellow, green” system and response cost.