

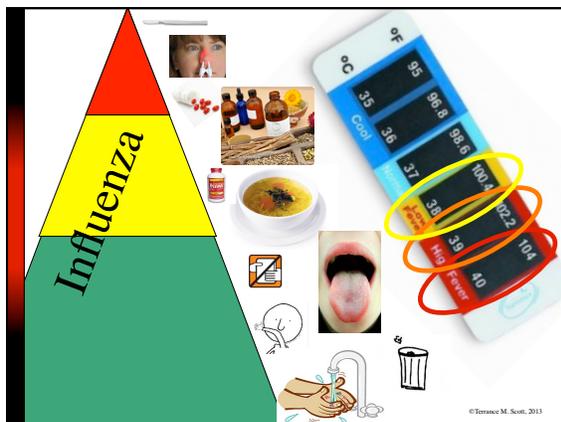
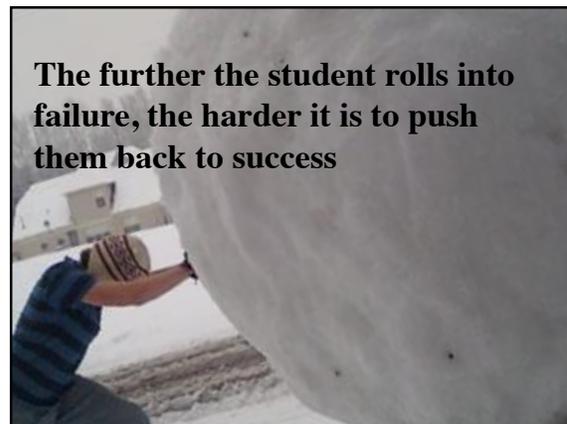
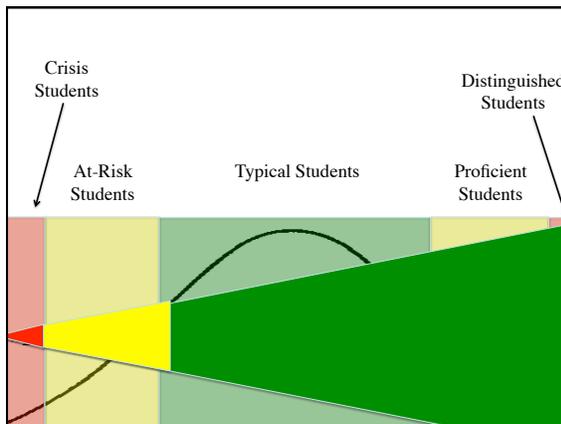
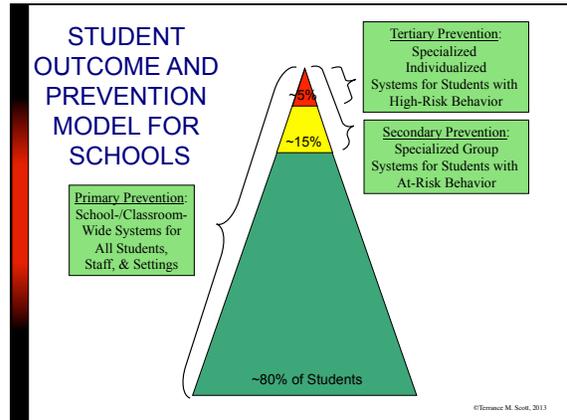
# Promoting Effective Practices for Student Success: Adult Responsibilities in PBIS

Promoting Effective Practices  
for Student Success:  
Adult Responsibilities in PBIS

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### Big Ideas

- Student behavior won't change until adult behavior changes -- **Adults Matter!**
- ALL behavior change is an instructional process -- **Instruction Matters!**
- It's all about probability – what's the simplest way to make a difference in the success:failure ratio of a student?  
-- **Practices Matter!**

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## Underlying Principles of 3-Tiered Prevention Models

### 4 Components

1. What are the predictable failures?
2. What can we do to prevent failure?
3. How will we maintain consistency?
4. How will we know if it's working?

**Same at Every Level!!**

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## Code Sources

- Effective Classrooms Literature from 1970s (e.g., Brophy, Good, Rosenshine, Berliner, et al)
- Effective instruction literature in the area of behavior disorders 1990s - present (e.g., Shores, Gunter, Wehby, Sutherland, Conroy, Stichter, Lewis, et al)
- Meta (e.g.,  $d = 0.0 - 0.15$  What students could achieve without schooling)

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## A Basic Logic

### Student Engagement and Teacher Behavior

David Berliner (1990) suggests that the relationship between academic engaged time and student achievement "has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics." (p. 3)

- Berliner, D. C. (1990). What's all the fuss about instructional time. *The nature of time in schools: Theoretical concepts, practitioner perceptions*. New York and London: Teachers College Press; Teachers College, Columbia University

Robert Pianta describes why teachers must create engagement: "The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship" (p 73).

- Pianta, R.C. (1996). *High-risk children in schools: Constructing sustaining relationships*. New York, NY: Routledge.

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## Probability Equation

$$A + B = P C$$

**A** (Yellow Square): Student Characteristics: skills, history, Family/culture, functional desires,

**B** (Blue Circle): School/Teacher Control: curriculum, expectations, routines, examples, physical arrangements, engagement, prompts, time, feedback

**C** (Red Triangle): Desired State: measurable outcomes (skills, behaviors)

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## Engagement is Chicken Soup

David Berliner (1990) suggests that the relationship between academic engaged time and student achievement "has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics." (p. 3)

- Show and tell students what it is that is expected
- Opportunities to respond
  - Group or individual responses
  - Questions
  - Requests for student behavior
- Frequent Feedback
  - Positive and Negative
  - Correction

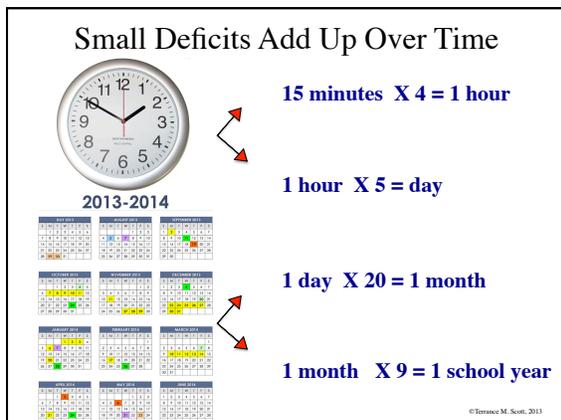
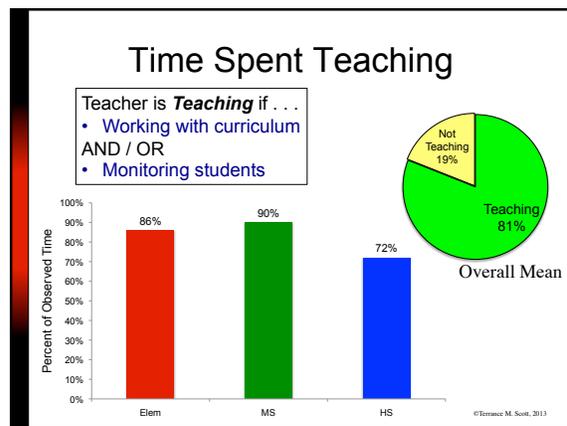
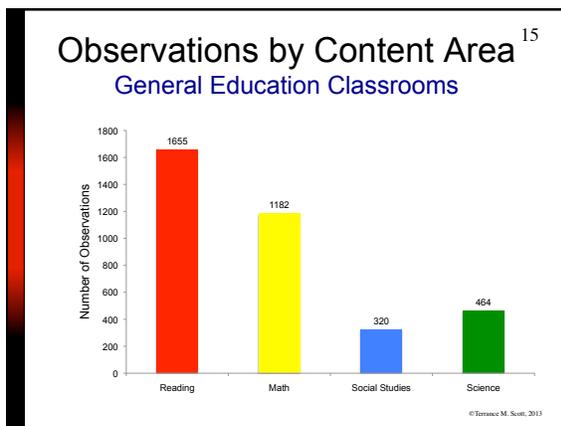
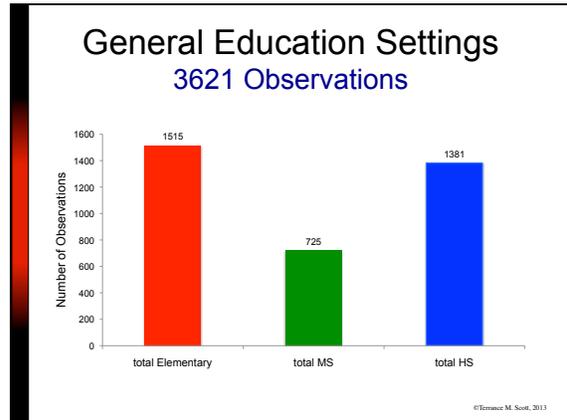
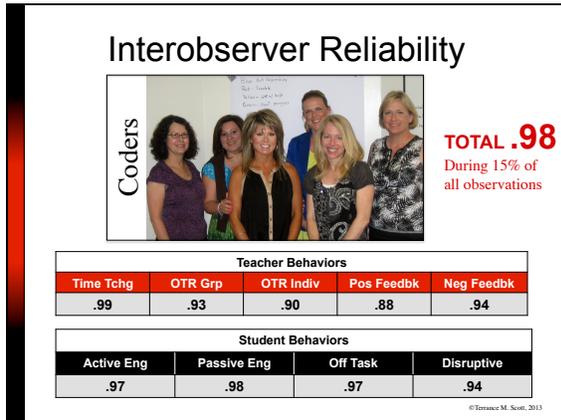
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## Analysis of Instruction is our check of bodily temperature

- Observe how teachers and students interact during typical classroom instructional periods
- 15 minute observations of individual student in context of classroom
- Duration and frequency measures
- Look at descriptive stats, correlations, conditional probabilities, and higher level analyses

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### Extrapolating Across the School Year

**Teaching**

Assuming 5 hour school day, 20 day school month, and 180 day school year

Not teaching = wasted instructional time	% of 15 min "Not Teaching"	Instruction Time Not Used (no teaching or monitoring)			
		Per Hour	Per Day	Per Month	Per Year
Elementary	14%	8.4 min	42 min	2.4 days	25.2 days
Middle School	10%	6 min	30 min	2 days	18 days
High School	28%	16.8 min	1.4 hours	5.6 days	2.52 months

**Definition of Not Teaching:**  
Teacher is not engaging students and is involved in independent task with no interactions with student.