Promoting Effective Practices for Student Success: 
Adult Responsibilities in PBIS

Recommended Practice: OTR

- CEC (1987) Acquisition 4-6 per min @ 80%
- Drill 8-12 per min @ 90%

- See positive effects on student engagement at 3 per minute
- If student responds (Haydon, Mancil, & Van Loan, 2009; Parth, Robertson, Maggin, Oliver & Walter, 2010; Sutherland, Alder & Gunter, 2003)

Opportunities to Respond

Recommended Practice: Feedback

- The field at large recommends somewhere between 3 and 6 positive to every 1 negative (Gable, Hester, Rock, & Hughes, 2009; Kerr & Nelson, 2006; Nafpaktitis, Mayer, & Butterworth, 1985; Scott, Anderson, & Alter, 2011; Stichter et al., 2009; Walker, Ramsey, & Gresham, 2004)
- Mental health (Fredrickson & Losada, 2005)
  - 2.5:1 predicts normal functioning
  - 4.3:1 predicts optimal functioning
  - Tipping point seems to be 2.9:1
- Marriage (Gottman, 1994)
  - Flourishing marriage 4.7:1 actions; 5.1:1 speech
  - Poor marriage .7:1 actions; .9:1 speech

Extrapolating Across the School Year

Definition of OTR (group and individual):
Teacher provides a curriculum relevant opportunity to respond that is directed to the individual or the whole class or small group that includes the target student. Must be instruction related and not a social question, a question within the context of negative feedback or a direction to perform a task.

What About Frequency?
Which rate per/min ratio would you rather have in a Classroom?

4:1
2:1

Feedback

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Extrapolating Across the School Year

Feedback

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

<table>
<thead>
<tr>
<th>School Level</th>
<th>Minimum recommended ratio</th>
<th>Feedback Day Ratio per Hour</th>
<th>Feedback Day Ratio per Month</th>
<th>Feedback Year Ratio per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>.90 .05 (3:1)</td>
<td>-3.6</td>
<td>-18</td>
<td>-360</td>
</tr>
<tr>
<td>Middle School</td>
<td>.04 .05 (4:1)</td>
<td>-6.6</td>
<td>-33</td>
<td>-660</td>
</tr>
<tr>
<td>High School</td>
<td>.03 .05 (6:1)</td>
<td>-7.2</td>
<td>-36</td>
<td>-720</td>
</tr>
</tbody>
</table>

Definition of Feedback (positive and negative): Teacher gives the class or individual student specific feedback on an academic or social behavior that indicates the behavior/response is correct or incorrect. Does not include correction (negative feedback with re-teaching).

SCOA iPad Application

- Includes all effective instruction codes for teachers and students
- New codes may be added
- Duration and frequency data
- Includes walk-through assessment component
- Generates graphs (export)
- Facilitates repeated observations of same teacher/context/student
- Data can be dumped into Excel or SPSS for reliability calculations and complex analyses
- Continuing updates

Full User Manual Available Free Online: www.louisville.edu/education/abri/assessment

PBIS and PLCs (Systems)

Teachers Teaching

“M” Elementary – Central KY

Feedback

“M” Elementary – Central KY

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Big Ideas

- Adults bear the responsibility for student success
  - failures require changes on our part
- Instruction is our fix – we must be thoughtful and purposeful in how we develop our instructional interventions
  - with student success as our guiding goal
- We’ll need a systems approach in the school to maintain fidelity and sustainability with the components of effective instruction
  - as an adult change issue – same as we do for changing student behavior.