Promoting Effective Practices for Student Success: Adult Responsibilities in PBIS

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Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

The further the student rolls into failure, the harder it is to push them back to success

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!!

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, Correy, Stichter, Lewis, et al)
- Meta (e.g., Gottfredson, et al)

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)


- 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).


Probability Equation

\[ A + B = P \]

- **A**
  - Student Characteristics
    - skills, history, family/culture, functional-ecological
  - School/Teacher Control
    - curriculum, expectations, routines, examples, physical arrangements, engagement, prompts, time, feedback

- **B**
  - Desired State
    - measurable outcomes (skills, behaviors)

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

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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Interobserver Reliability

<table>
<thead>
<tr>
<th>Teacher Behaviors</th>
<th>OTR Grp</th>
<th>OTR Indiv</th>
<th>Ppa Feedbk</th>
<th>Neg Feedbk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Tchg</td>
<td>.99</td>
<td>.93</td>
<td>.90</td>
<td>.88</td>
</tr>
<tr>
<td>Student Behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Eng</td>
<td>.97</td>
<td>.98</td>
<td>.97</td>
<td>.94</td>
</tr>
</tbody>
</table>

TOTAL .98
During 15% of all observations

General Education Settings

3621 Observations

Observations by Content Area

**General Education Classrooms**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Reading</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Total Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Observations</td>
<td>1515</td>
<td>1182</td>
<td>320</td>
<td>464</td>
<td>3621</td>
</tr>
</tbody>
</table>

Time Spent Teaching

Teacher is Teaching if...
- Working with curriculum AND / OR
- Monitoring students

Extrapolating Across the School Year

**Teaching**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>% of 15 min &quot;Not Teaching&quot;</th>
<th>Instruction Time Not Used (no teaching or monitoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>Per Hour</td>
</tr>
<tr>
<td>Elementary</td>
<td>14%</td>
<td>8.4 min</td>
</tr>
<tr>
<td>Middle School</td>
<td>10%</td>
<td>6 min</td>
</tr>
<tr>
<td>High School</td>
<td>28%</td>
<td>16.8 min</td>
</tr>
</tbody>
</table>

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

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