

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; Partin, Robertson, Maggin, Oliver & Wehby, 2010; Sutherland, Alder & Gunter, 2003)

For Effective Instruction: Working With Mildly Handicapped Students

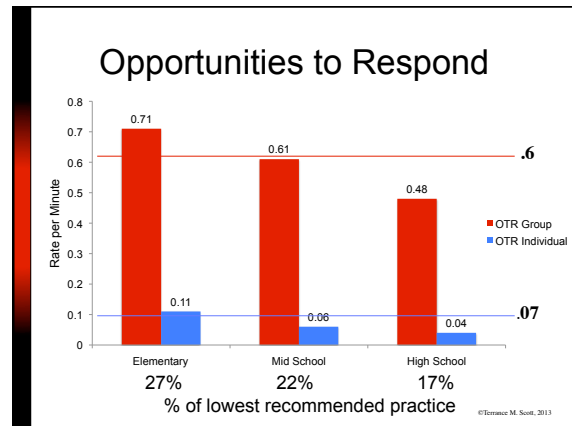
Design and Delivery of Academic Lessons

General guidelines for determining whether a sufficient number of responses have been elicited:

- initial or new learning: 4 - 6 responses in a minute with 80% accuracy
- drill: 8 - 12 responses in a minute with 90% accuracy

distribution should be equal across students.

©Terrance M. Scott, 2013



Extrapolating Across the School Year

OTR

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

Minimum Recommended Rate = 3 per min	OTR Rate per min			Number of OTRs Below Minimum Recommended Rate				
	Grp	Ind	Total	Per min	Per Hour	Per Day	Per Month	Per Year
Elementary	71	11	82	-2.18	-130.8	-654	-13,080	-117,720
Middle School	61	06	67	-2.33	-139.8	-699	-13,980	-125,820
High School	48	04	52	-2.48	-148.8	-744	-14,480	-133,920

Definition of OTR (group and individual):
Teacher provides a curriculum relevant opportunity to respond that is that is directed to the individual or to 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.

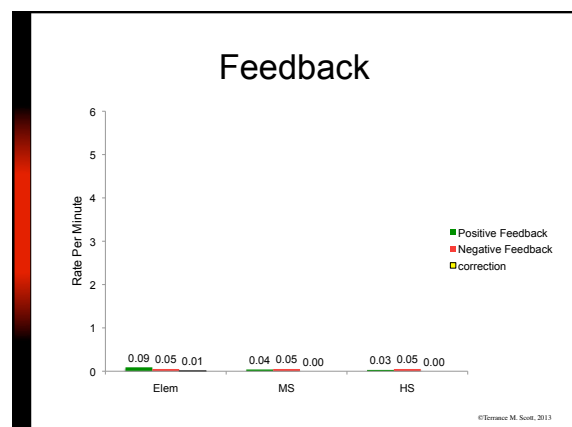
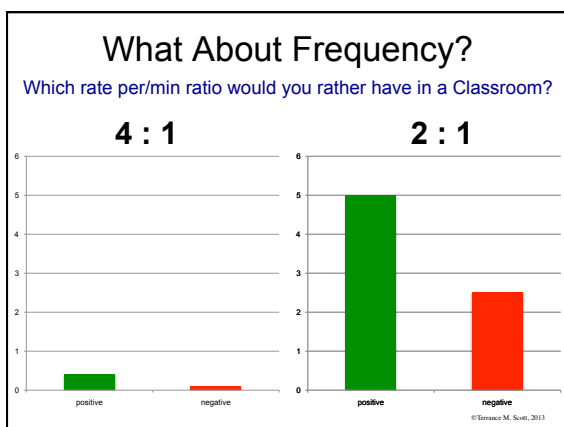
©Terrance M. Scott, 2013

Recommended Practice: Feedback

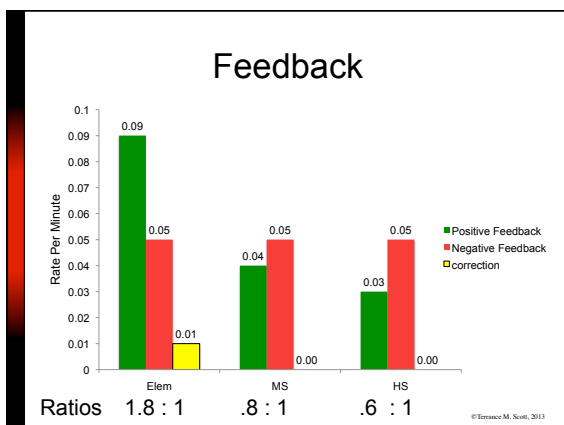
- The field at large recommends somewhere between 3 and 6 positive to every 1 negative (Gable, Hester, Rock, & Hughes, 2009; Kerr & Nelson, 2006; Nafpaktitis, Mayer, & Butterworth, 1985; Scott, Anderson, & Alter, 2011; Stichter et al., 2009; Walker, Ramsey, & Gresham, 2004)
- Mental health (Fredrickson & 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

4:1 ?

©Terrance M. Scott, 2013



Promoting Effective Practices for Student Success: Adult Responsibilities in PBIS



Extrapolating Across the School Year

Feedback

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

Minimum recommended positive to negative ratio of 3:1	Feedback Rate per min		Positive Feedback Deficit compared to Recommended 3:1 Ratio (.05 neg/min)				
	Pos.	Neg.	Per Min	Per Hour	Per Day	Per Month	Per Year
Elementary	.09	.05	-.06	-3.6	-18	-360	-3,240
Middle School	.04	.05	-.11	-6.6	-33	-660	-5,940
High School	.03	.05	-.12	-7.2	-36	-720	-6,480

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)

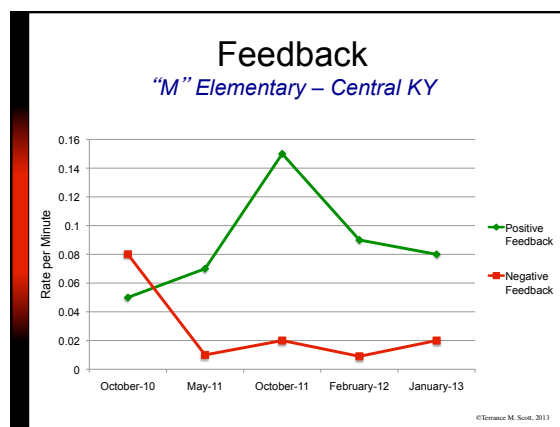
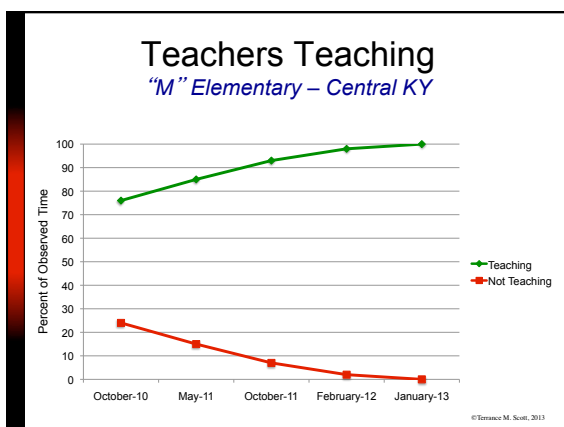
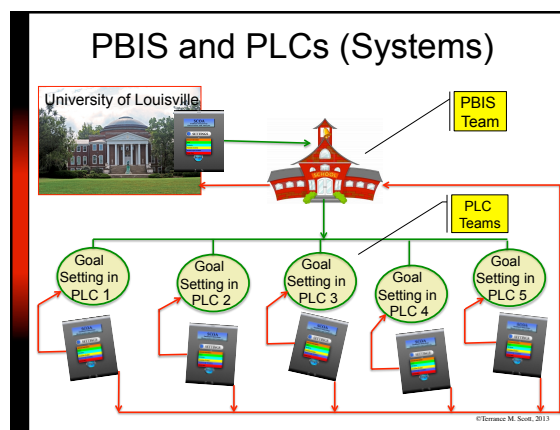
SCOA iPad Application

School/Classroom Observation & Evaluation

- 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

Developed and sold by John Anderson – Vernal Middle School, Vernal, Utah

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



Promoting Effective Practices for Student Success: Adult Responsibilities in PBIS

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.

©Terrance M. Scott, 2013

The University of Louisville

Doctoral Program In Behavior Disorders

Terry Scott

Professor and Distinguished University Scholar

College of Education and Human Development

University of Louisville

Louisville, KY 40292

t.scott@louisville.edu

(502) 852-0576

