Double Branch Elementary Multi-Tiered Systems of Support

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Jenna Sage, PhD, BCBA

Student Support Programs and Services

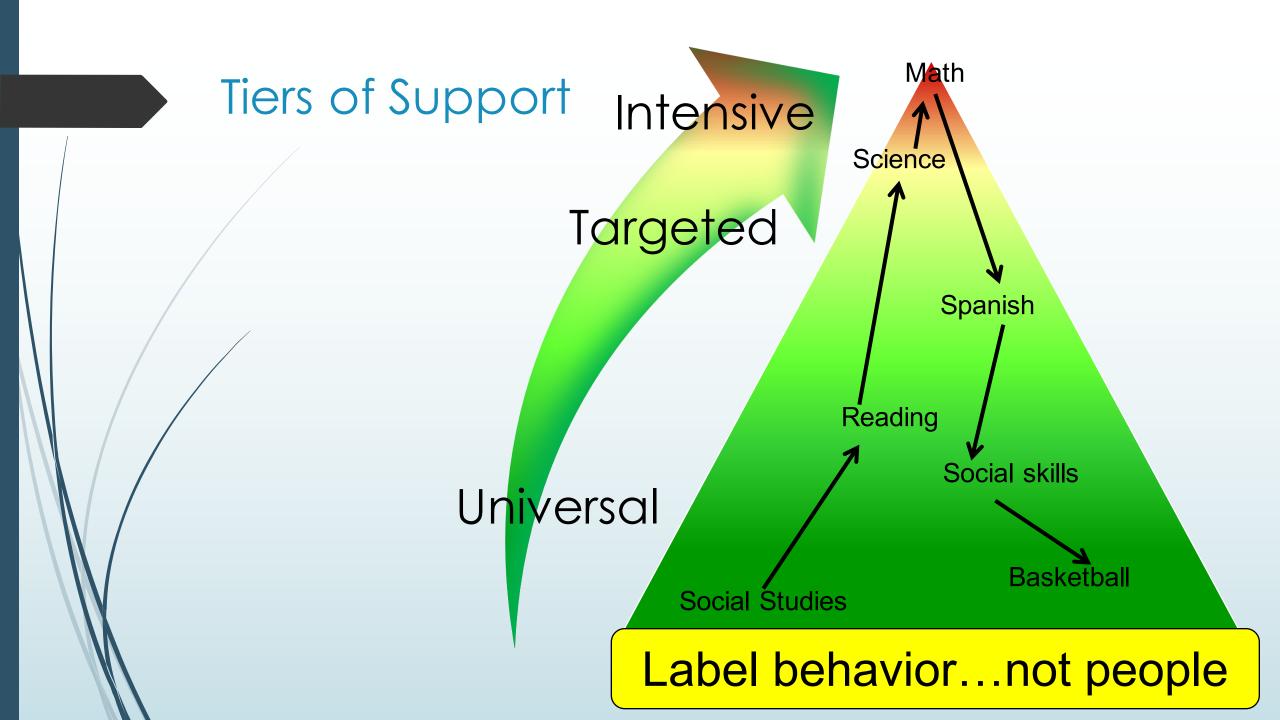
Take a Guess...

■ "The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers."

Attributed to Socrates (470 BC – 399 BC; 5th Century BC) by Plato

Tiers of Support

- Tier 1: Core Curriculum Procedures and processes intended for all students and staff, in specific settings and across campus
- **Tier 1 & 2: Classroom -** Processes and procedures that reflect Tier 1 expectations, coupled with pre-planned strategies applied within classrooms
- Tier 2: Supplemental Supports: Processes and procedures that reflect Tier 1 expectations, designed for groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)
- Tier 3: Intensive Supports Processes and procedures that reflect Tier 1 expectations, coupled with team-based strategies to address problematic behaviors of individual students



School-Wide Behavioral Expectations

2014 Marzano Art & Science of Teaching Framework

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

Design Question 1

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- 1. Providing Rigorous Learning Goals and Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

Design Question 6

What will I do to establish or maintain classroom rules and procedures?

- 4. Establishing Classroom Routines
- 5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question,
Design Question 10: What will I do to
develop effective lessons organized into
a cohesive unit? is contained in Domain
2: Planning and Preparing.

Lesson Segment Addressing Content

Design Question 2

What will I do to help students effectively interact with new knowledge?

- 6. Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process of New Information
- 11. Helping Students Elaborate on New Information
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning

Design Question 3

What will I do to help students practice and deepen their understanding of new knowledge?

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Errors in Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Revising Knowledge

Design Question 4

What will I do to help students generate and test hypotheses about new knowledge?

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

Design Question 5

What will I do to engage students?

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

Design Question 8

What will I do to establish and maintain effective relationships with students?

- 36. Understanding Students' Interests and Background
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

Design Question 9

What will I do to communicate high expectations for all students?

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

School-Wide Expectations (DQ6)

Expectations are a list of broad, positively-stated behaviors and/or beliefs that are desired of all faculty and students.

Expectations should align with the district's vision and school's mission statement and should be clearly & consistently shared with all faculty, students, and families.

School-Wide Expectations

Focusing on violations results in too much attention to problem behaviors and inadequate attention to appropriate behavior

Focusing on adherence to expectations reorients us toward positive beahviors

School-Wide Expectations

Consistency is essential

Classroom Level = Good

Team Level = Better

Grade Level = More Betterer

School-wide = Mostest Bestest!!!!!!

School-Wide Expectations

Setting and Reinforcing Classroom Expectations

■S.L.A.N.T

Class Culture and Expectations

DBES School-Wide Expectations

- **■** Do your Best
- **B**e Prepared
- **■** Eagerly follow Directions
- **■S**how Respect

ACTIVITY

In your table group:

- Review your School-Wide Expectations
- Create a list of specific student behaviors that you intend to see in the classroom
- Identify which Expectation BEST aligns w/ each behavior
- Plan for utilizing the School-Wide Expectations to define classroom rules (specific behaviors)

Factors that Impact Behavior

ACTIVITY

- Think of four of the "preferred" students and four of the "non-preferred" students in your classroom
 - ■Don't share their names!

List what you **know** about each student

■ Discuss your results within your group

Factors that Impact Behavior

- Relational:
 - ■e.g. connections, social skills, attachment
- **■** Environmental:
 - ■e.g. Maslow's Hierarchy of Needs
- Developmental:
 - e.g. language development, brain development, information processing & retention of information



MORALITY, CREATIVITY, SPONTANEITY, PROBLEM SOLVING, LACK OF PREJUDICE, ACCEPTANCE OF FACTS

SELF-ACTUALIZATION

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

ABRAHAM MASLOW



SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT OF OTHERS, RESPECT BY OTHERS

ESTEEM



FRIENDSHIP, FAMILY, SEXUAL INTIMACY

LOVE/BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY

SAFETY



motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

Self-Actualization - A person's



BREATHING, FOOD, WATER, SEX, SLEEP, HOMEOSTASIS, EXCRETION

PHYSIOLOGICAL



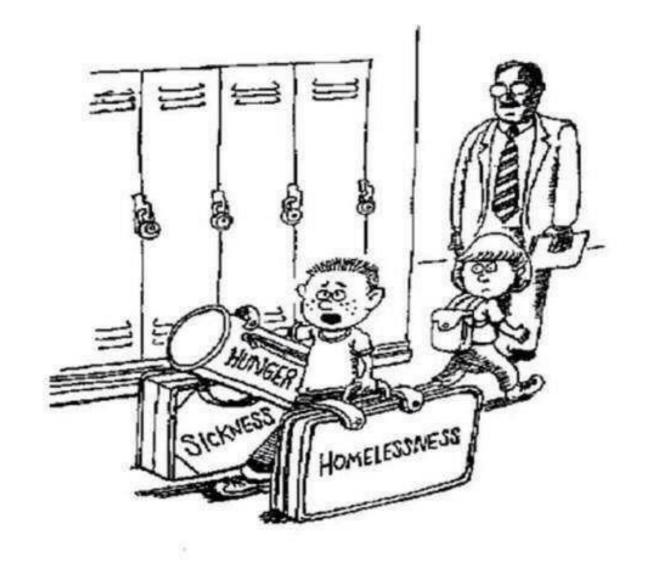


But...

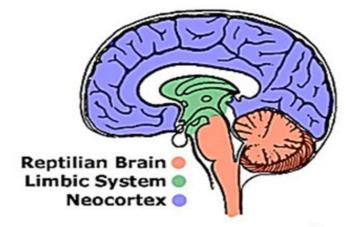
In teaching, you can't do the Bloom stuff until you take care of the Maslow stuff.

→ Alan E. Beck

"Could someone help me with these? I'm late for math class."



Trauma & Brain Development



Typical Development

Cognition

Social/ Emotional

Regulation

Survival

Developmental Trauma

Cognition

Social/ Emotional

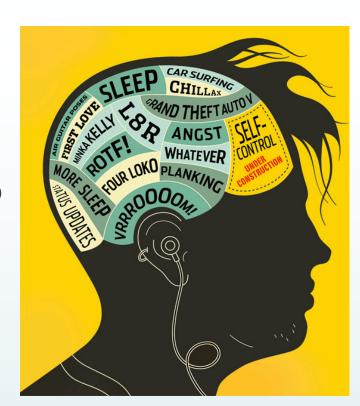
Regulation

Survival

Adapted from Holt & Jordan, Ohio Dept. of Education



- The brain matures from back to front
- Until adulthood the brain is still 'cooking'
- Throughout adolescence people only interpret facial expressions as Happy, Sad or Angry- limiting the understanding and response of facial/social cues



Over one year (11-18 mo.)

- Children in poverty hear 250,000 words
- Children of professionals hear 4 million words (Hart & Risley, 1995)

Over the first 4 years

- Children in poverty hear 10 million words
- Children of professionals hear 40 million words (Hart & Risley, 2003)

■ Behavior is COMMUNICATION

How would a gap in words heard prior to schoolage years impact behavior?

Relational Factors



Relational Factors

In your groups, briefly discuss,

How do you intentionally plan your efforts to develop & maintain positive relationships with your students (if you do that)

■ How would you plan for this if you do not

Relational Factors

Behaviors that build relationships

- Response Opportunities
 - ► Frequent, equitable, positive responses to students
 - Individualized student support
 - Response latency and varied questioning
- Feedback
 - Specific praise for correct responses
 - Empathic listening and responding
- Personal Regard
 - Use of proximity, mutual respect, courtesy
 - Respect for personal space

Behavioral Principles

ACTIVITY

■ Write a brief list (3-6) of some of the common challenging behaviors you see in the classroom

■ Categorize your list into:

- Low to moderate behaviors
- Severe behaviors

Behavior Principles

- Behavior is complex
- Built upon years of science
- We may need to adjust our thinking (or help others to)

Behavior: Long Held Belief

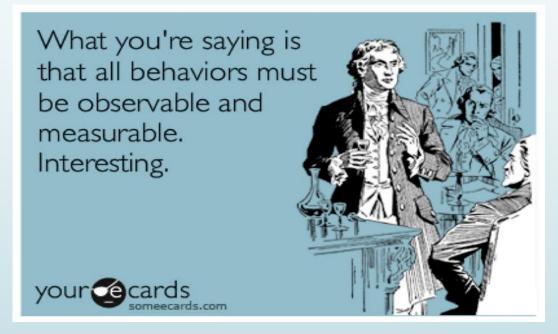


Behavior: After a Change in Understanding



Behavior Is...

- ANYTHING we SAY or DO:
 - Focus on what is observable rather than intentions or feelings
 - Mr. Potato Head Test



Behavior Is...

Behaviors are LEARNED and continue because they serve a PURPOSE or FUNCTION

Behavior Is...

- ► HOW WE REACT to our environment
- We engage in behaviors because we have learned that a 'DESIRED' OUTCOME occurs







Functions of Behavior

Function: Environment

First... identify environmental

changes needed



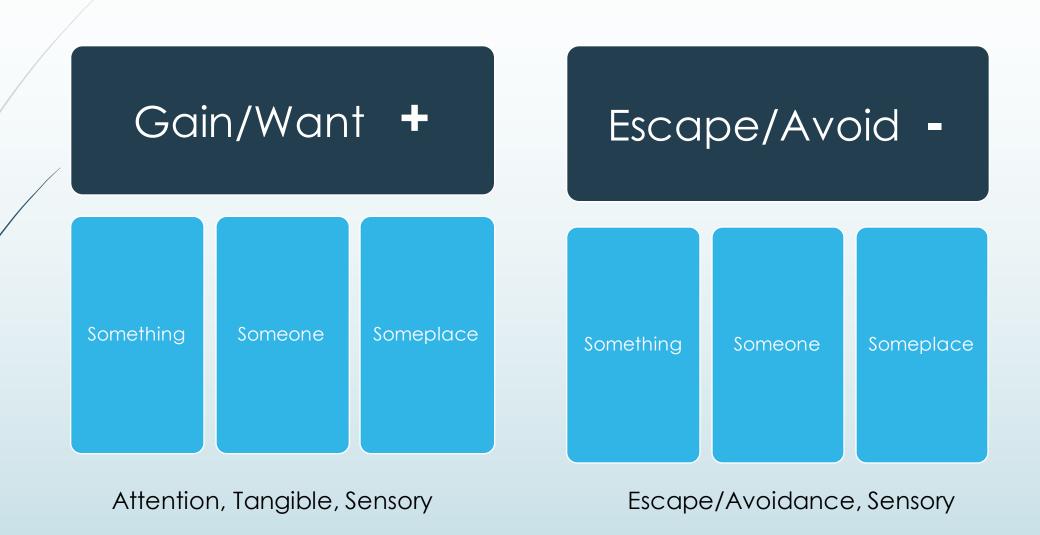
Why Do We Do What We Do?

- To Get Something:
 - attention, task/item/object, sensory
- - attention, task/item/object, sensory

It's as simple as that... right?



Functions of Behavior



Examples?

Gain/Want +

Something

What are items in the class a student may want?

Someone

Who are people in the class a student may want?

Someplace

Where is a place in the class/scho ol a student may want?

Escape/Avoid -

Something

What is a thing/ite m in the class a student may want away from?

Someone

Who is someone a student may want to move away from?

Someplace

Where is a place a student may not want to be?

Function: What to do with it

- Focus on teaching REPLACEMENT behaviors
- Build a system of positive behavioral supports
- Change consequences to match function.

ABCs of Behavior

ABCs

Antecedents

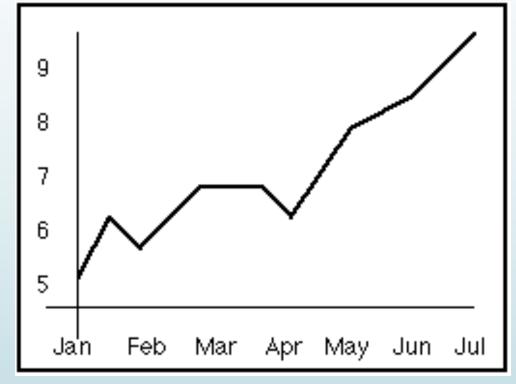
- event/stimulus before the behavior
- Behavior
 - the observable and measurable act

Consequences

what occurs after the behavior that serves to maintain, increase, or decrease the frequency of behavior

ABCs

► ABC's help us to find patterns in behavior



ACTIVITY

Example 1

Example 2

Example 3

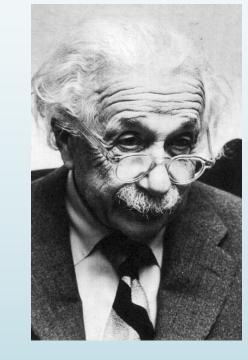
ABCs

If it keeps happening... the 'A' and the 'C' are certainly maintaining it!

Insanity = doing the same thing over and over

again and expecting different results.

Albert Einstein



Antecedents and Consequences

Antecedent Manipulation

→ River Fable (Drum & Figler, 1973)



Antecedent Manipulation



- Manipulate the 'A's
- Create structure, procedures, routines, and culture
- ■Teach, Teach, Teach... and Re-Teach
 - ► Harry Wong says 28 times to re-learn!!!
- → Prompt, Cue, Pre-correct

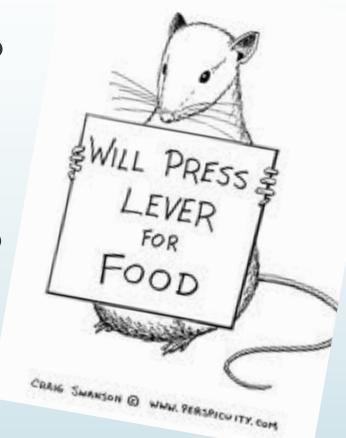
Antecedent Manipulation

	Antecedent	Prevention	
		Strategies	
	Billy got into an argument with his mom before coming to school.	Debrief/build rapport with Billy when he enters room.	
	He put his head down in math instead of doing seat work. Teacher repeatedly asked him to begin task.	Send him out at the beginning to run an errand to preferred adult.	
		Change schedule since Math is most difficult class to later in the day.	

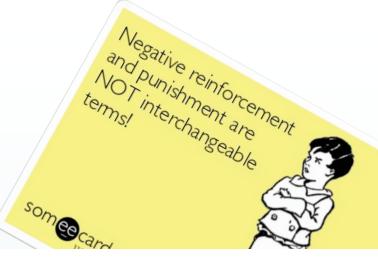
Consequences

(Skinner, 1953)

All we need to know in order to describe and explain behavior is this: actions followed by good outcomes are likely to recur, and actions followed by bad outcomes are less likely to recur."



Consequences



Positive Reinforcement	•	Increase Behavior	•	Give Something	•	Pleasant
Negative Reinforcement	•	Increase Behavior	•	Take Something Away	•	Unpleasant
Positive Punishment	•	Decrease Behavior)	Give Something	•	Unpleasant
Negative Punishment	•	Decrease Behavior	•	Take Something Away)	Pleasant
Extinction	•	Decrease Behavior	•	Take Something Away)	Pleasant

	+	-
Increase Behavior	Positive Reinforcement	Negative Reinforcement
Decrease Behavior	Positive Punishment	Negative Punishment

Consequences: Reinforcement

Positive Reinforcement-adding something to the environment to increase a behavior

EXAWLFESSS

A piece of candy or a ticket/tally mark

 Negative Reinforcement-removing something from the environment to increase a behavior

EXAMbless

Time Out from non-preferred activity

Consequences: Punishment

Positive Punishment- adding something to the environment to decrease the behavior

EXAMble

A loud yell

 Negative Punishment-removing something from the environment to decrease the behavior

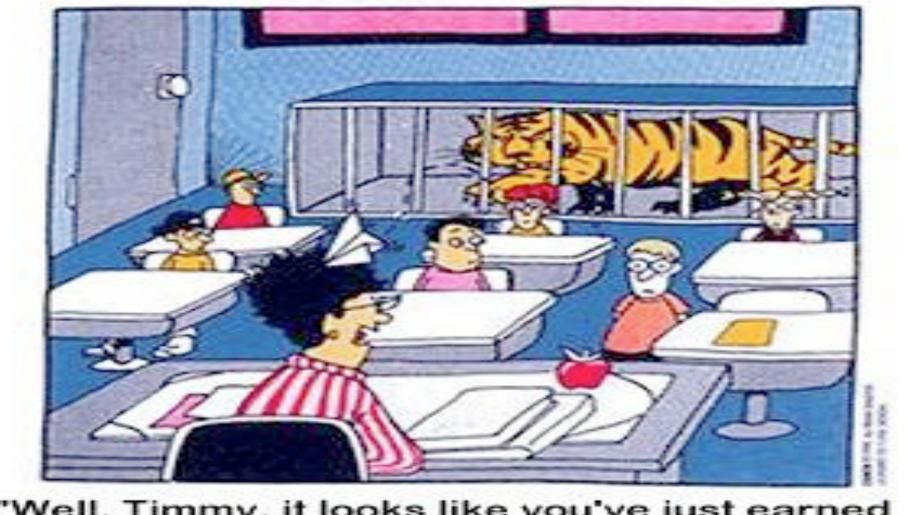
EXAMbles

Removing a preferred video game

Consequences: What is the Reinforcer?



Consequences: What is the Punisher?



"Well, Timmy, it looks like you've just earned yourself 10 minutes with Mr. Whiskers."

Punishers: Things to Think About

- If the behavior does not decrease or stop- it's NOT a punisher!!!
- Schools/classrooms can accidentally create a culture of punishment
- Environments outside of school provide stronger punishers that we CANNOT or SHOULD NOT match
- Learning may take longer using reinforcement (waiting for and rewarding the correct behavior) but it will create more socially acceptable behaviors and provide a better quality of life

Consequences

What we know about exclusion

- Reduces student academic engaged time
- Strong indicator that a student will drop out of school
 - Achilles, et al, 2007;; Cassidy & Jackson, 2005
- Does not appear to be a deterrent for future misconduct
 - Achilles, et al, 2007;; Anderson & Kincaid, 2005; Costenbader & Markson, 1997; Bacon, 1990
- Often used to provide relief to teachers, and doesn't address issues that led to misbehavior
 - Morrison & Skiba, 2001
- Students removed by suspension are often those who, academically, need to be in school
 - Christle et al., 2004

Consequences: Punishment

Commonly used, often ineffective punishers- AND what to do instead ©

- Time Out- only effective if removed from highly preferred activity
- Suspension- often used disproportionately and as negative reinforcer for staff
- Restitution- some kids actually LIKE cleaning the tables in the cafeteria
- Response Cost- taking something away that has already been earned breaks the trusting relationship and eliminates buy-in to program

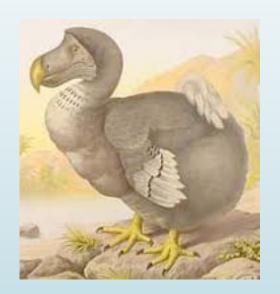
MATCH THE FUNCTION, TURN PUNISHERS INTO REWARDS AND REINFORCE CORRECT BEHAVIOR INSTEAD!!!

Consequences: Immediacy

- Behaviors are repeated because of what happens immediately after whether it is reinforcement or punishment
- ■If you provide the reinforcer or punisher...
- ■If the 'environment provides the reinforcer or punisher...

Consequences: Extinction

- Withholding or discontinuing reinforcement of a previously reinforced behavior, resulting in the decrease of that behavior
- ►Planned Ignoring
- Will produce extinction burst...



Let's Practice...

	Attention	Escape/ Avoid	Tangible	Sensory
Reinforcer				
Punisher				

Consider

- Provide frequent & attainable opportunities for success in the beginning
 - Gets kids used to feeling success and then build towards more challenging behavior
 - You can slowly raise the standard while maintaining a positive and supportive environment
 - Reinforce the desired behavior when it occurs or immediately after it has occurred to maximize the impact

Examples

Social

Time w/ friends

Verbal praise

Activity

Teacher assistant

Art project

School dance

Faculty/student games

Sensory

Lights, temperature, music, seating

Escape

"1-Minute Ticket"

Homework pass

Library pass

Tangible

Edibles

Materials

Praise notes, Pencils, notebooks, stickers, photos, T-Shirt

Tokens

Consider

- Your reinforcement practices must be tied to your classroom <u>expectations</u>, <u>rules</u>, and <u>procedures</u>
- Your classroom system should be tied to your schoolwide system, if there is one
- Your system should be consistent across your team
- Track consistent challenging behavior within your class(es) to identify areas that need more training and reinforcement

Ending Thoughts

- What environmental shifts can you make in your classroom to support ALL students?
- What behavioral changes/responses can YOU change?
- How can you reframe to address trauma and environmental factors?

What is the common thread within these questions?