

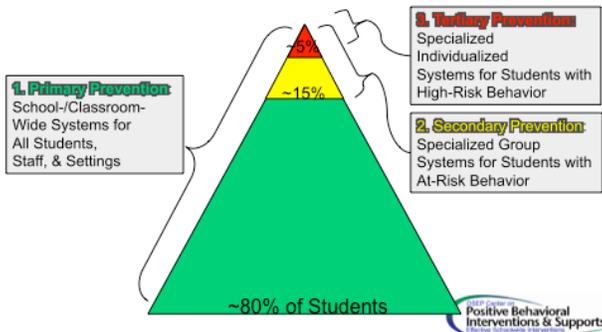
Supporting Teachers' PBIS Practices: Multi-tiered Framework of Professional Development Support for Teachers

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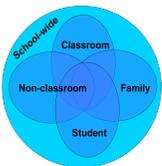
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CRITICAL FEATURES OF PBIS (www.pbis.org)

Continuum of School-Wide Instructional & Positive Behavior Support



PBIS PRACTICES



School-wide

- Clearly stated purpose and approach
- A few positively stated expectations
- Procedures for directly teaching expectations program-wide
- Continuum of strategies for reinforcing expectation following
- Continuum of strategies for correction expectation violating

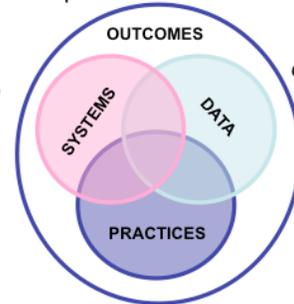
Class-wide

- Maximize structure and predictability
- Establish, post, teach, monitor, and reinforce a small number (3-5) of positively stated expectations
- Actively engage students in observable ways
- Establish a continuum of strategies to acknowledge students for following expectations
- Establish a continuum of strategies to respond when students violate expectations

Critical Features of PBIS

Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting Culturally Knowledgeable Staff Behavior



Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

(Vincent, Randal, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keefe, & Fallon 2012 ab)



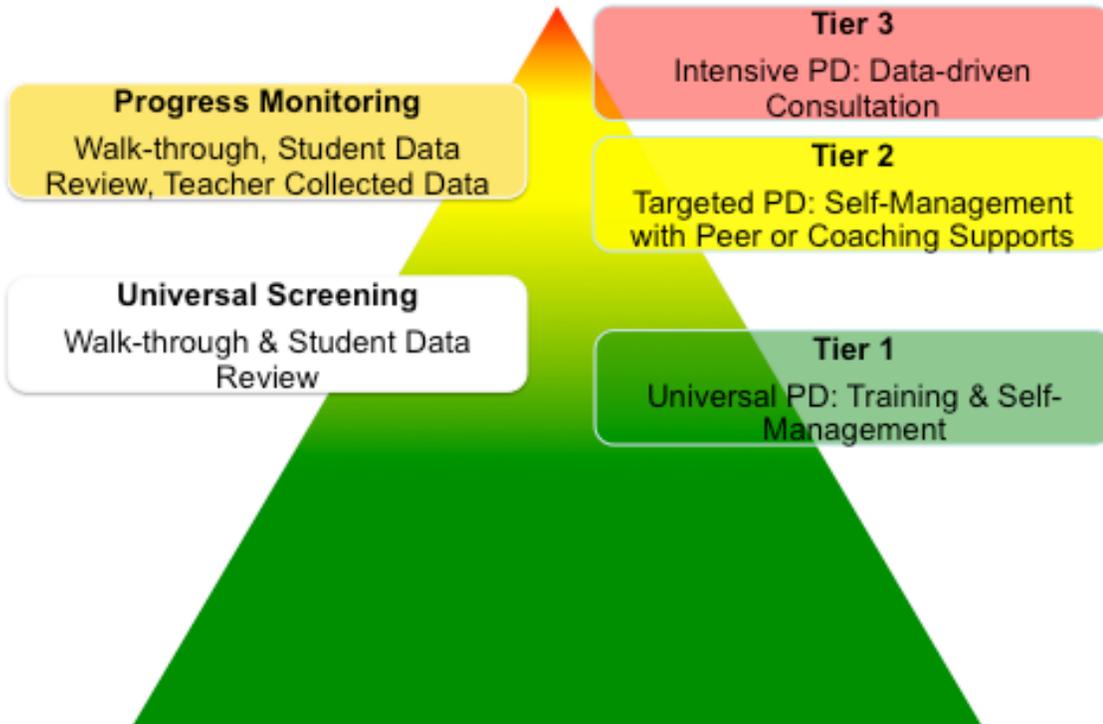
Take away message: Within and across tiers, we use data to (a) identify outcomes and (b) select evidence-based practices. Invest in systems to ensure sustained implementation with fidelity.

Wait...why aren't we doing this? *What do we know from the empirical literature?*

- **Teachers typically receive little pre- or in-service training in classroom or behavior support.** (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)
- **Experienced teachers who receive explicit, intense, and didactic training in discrete skills (OTRs, prompts, and specific praise) required performance feedback before increasing skill use.** (Simonsen, Myers, & DeLuca, 2010)
- **Multi-component training packages (e.g., didactic training + coaching + performance feedback) result in desired behavior change.** (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974).
- **Bottom line: "training by itself does not result in positive implementation ...or intervention outcomes"** (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- **Unfortunately, most teachers receive "sit and get" training (at best) in classroom and behavior support.** (National Joint Committee on Learning Disabilities, 2000; Wei et al., 2010)

So...what do we do? *We can't afford to do everything, but we can't afford to do nothing...*

Multi-tiered Framework of Professional Development Support



(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

Self Management: A promising component of effective and efficient PD support

- **Self-management:** Individuals manage their own behavior in the same manner as they manage anyone else's—"through the manipulation of variables of which behavior is a function" (Skinner, 1953, p. 228).
 - Self-manipulation of antecedents
 - Engaging in other (self-management) behaviors to affect probability of target behaviors
 - Self-monitoring and self-evaluation
 - Self-manipulation of consequences (e.g., self-reinforcement)
- Across three studies, we've found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects (Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation).
 - **Teachers...**
 - Set a **goal** (criterion for self-reinforcement)
 - **Self-monitored** daily
 - Entered data into an Excel **Spreadsheet**, which automatically graphed daily praise rates relative to goal
 - **Self-evaluated** and **self-reinforced**
 - Received **weekly email prompts** to use specific praise and submit data
 - We're happy to share copies of the training scripts, email prompts, and spreadsheets we've developed for tracking praise, prompts, and opportunities to respond



Take away messages: Teachers typically receive minimal training in classroom/behavior support practices. **PD supports organized in a multi-tiered framework** may facilitate teachers' implementation of PBIS practices. **Self-management** may be a helpful PD support within a MTF.