

A Research-Supported Model of Training and Coaching Teachers in Classroom Management Strategies

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Session Objectives

As a result of attending this training, you will be able to:

- ➔ Discuss the **context** in which positive classroom behavioral support (PCBS) practices are implemented
- Identify critical positive classroom behavior support (PCBS) **practices**
- Describe the key elements of effective professional development and implementation **systems** to support staff
- Provide an **overview** of the VT Classroom Behavior Practice Coaching (CPBC) Model
- Provide an example of CBPC in action

Goal of Teaching

Student Achievement
Good Teaching **Classroom Management**

Behavior problems disrupt learning
 Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)

United States, we have a problem!

- 12% of public school teachers leave within 2 years
- 50% leave within 5 years

Why do teachers leave?

Most consistently listed factors:

- Lack of pedagogical training
- School environment
- **Poor student behavior & motivation**

Supporting teachers in classroom PBIS is critical for our teachers, schools, and our state!

Why aren't we doing "it"?

What do we know from the empirical literature?

- **Teachers typically receive little pre- or in-service training in classroom management**
(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)
- **Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective**
(Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Freeman et al., in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)

Strategies Used to Change Teacher Behavior*

Strategy	Percentage
Outside Expert Coaching	46%
Performance Feedback	44%
Didactic Training	37%
Generic Inservice/PPD	24%
Modeling by Trainer	11%
Self-Management	11%
Other	11%
Inside Expert Coaching	6%
Peer Coaching	4%
Video Modeling	4%

*Categories not mutually exclusive (Freeman et al., in preparation)

We can do this!

- We need to support teachers' implementation of evidence-based classroom management practices... and we can!
 - We know what evidence-based classroom management **practices** look like
 - We have a science to support **implementation**
 - We have **tools** to describe and illustrate what implementing evidence based classroom management “looks like”
- So, what are we waiting for?

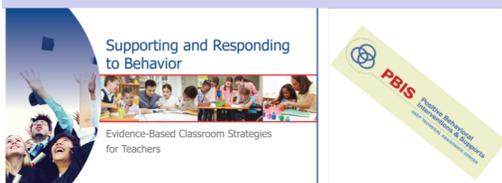
Let's get started!

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Acknowledgements for this Section

(Authors of *Supporting and Responding to Student Behavior*):



- | | |
|-------------------------|-------------------------------|
| • Brandi Simonsen | • Brigid Flannery |
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| • Steve Goodman | • Heather George |
| • Barbara Mitchell | • Bob Putnam |
| • Jessica Swain-Bradway | • Renee Bradley et al. (OSEP) |

PCBS Practices Decision-making Guide: 3 Key ?s

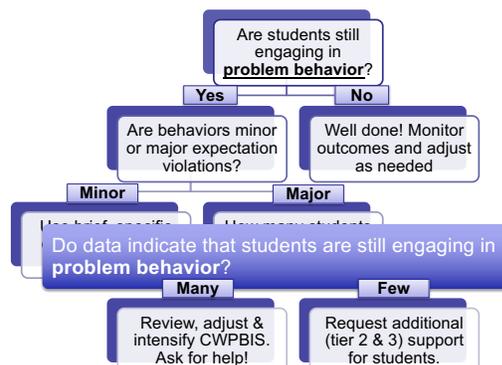
Are the **foundations** of effective PCBS in place?

- | | | | | |
|---|---|--|---|---|
| Effectively design the physical environment of the classroom | + | Develop & teach predictable classroom routines . | + | Post, define, & teach 3-5 positive classroom expectations . |
|---|---|--|---|---|

Are proactive and positive PCBS practices implemented consistently?

- | | | | | |
|---|---|--|---|--|
| Provide high rates of varied opportunities to respond . | + | Use prompts and active supervision . | + | Acknowledge behavior with specific praise & other strategies . |
|---|---|--|---|--|

Do data indicate that students are still engaging in **problem behavior**?



Now, let's focus on teachers.

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PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

When is the purpose of the technical brief? To provide a practical, evidence-based, and evidence-based guide for supporting teachers' implementation of positive classroom behavior support (PCBS) practices in their classrooms. The brief is intended to be used by school and district teams to plan, implement, and evaluate PCBS practices in their classrooms.

What are the purpose, audience, and scope of the technical brief? The purpose is to provide a practical, evidence-based, and evidence-based guide for supporting teachers' implementation of positive classroom behavior support (PCBS) practices in their classrooms. The audience is school and district teams. The scope is to provide a practical, evidence-based, and evidence-based guide for supporting teachers' implementation of positive classroom behavior support (PCBS) practices in their classrooms.

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PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS' IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT



Dr. Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, & Bob Putnam

PCBS Systems Action Planning Guide: 3 Key Questions

Are the **foundational** systems in place to support PCBS practice implementation by all staff?

PCPS implementation is a clear school and district **priority**

School and district **resources** are available to support PCBS implementation

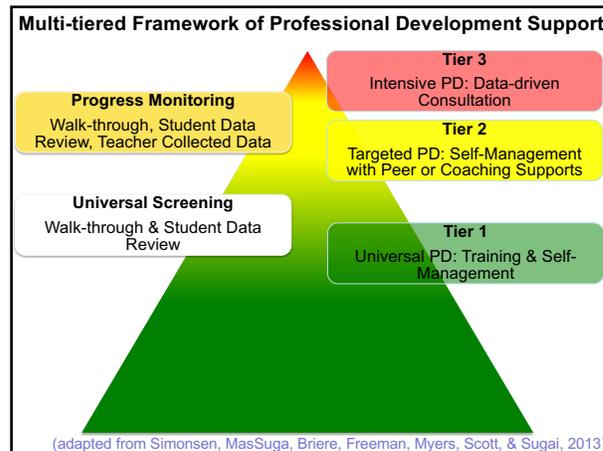
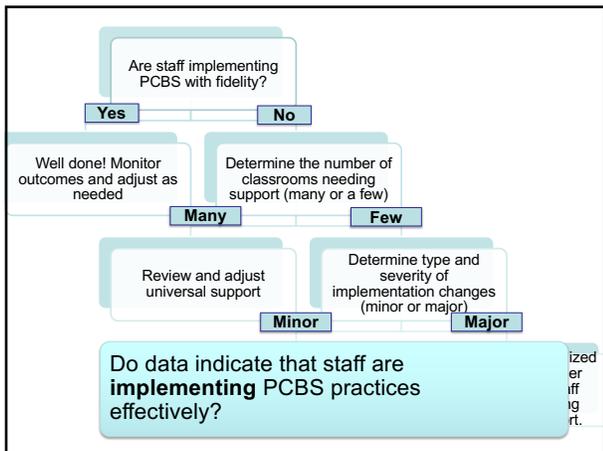
School & district teams considered **alignment and integration** with other district priorities & initiatives

Do all staff know what PCBS practices to implement and if they're doing it **accurately**?

Clear **expectations** and explicit **training** about practices that should be implemented by all staff

Coaching and/or regularly available **performance feedback** on the use of PCBS practices

Do data indicate that staff are **implementing** PCBS practices effectively?



A State-Level Example of Supporting Teachers: Behavior Practice Coaching

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Model

VTPBIS BEST Team

↓

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Classroom Behavior Practice Coaches

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Teachers within school(s)

Three Key Questions

1. What is a Classroom Behavior Practice Coach?
2. Why are CBPC's important?
3. How are CBPC's trained and supported?

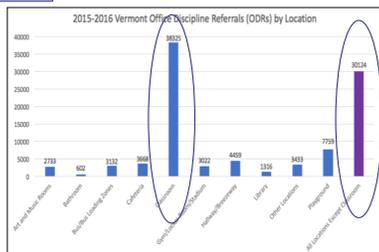
1. What is a Classroom Behavior Practice Coach (CBPC)?



1. What is a Classroom Behavior Practice Coach?

- Support teachers' implementation of evidence-based classroom management practices (e.g., behavior specific praise, opportunities to respond, etc.)
- Provide direct training in specific classroom management skills
- Deliver performance feedback to teachers practicing the skills in the classroom
- Use a problem-solving consultation model to help teachers address specific problem behaviors
- Collect and analyze data to monitor the skills being developed

2. Why are CBPCs Important?



In VT, Classroom ODRs > All other Locations

Implementing PCBS practices result in desired outcomes for schools



(Childs et al. 2016; Mathews et al. 2014)

3. How are CBPCs Trained and Supported?



Overview of Materials

- *Supporting and Responding to Student Behavior*
- *Classroom Management Practice Checklist*
- *PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support*
- *Self-Assessment of Systems to Support PCBS*
- *Action Plan*

VT Behavior Practice Coaching Overview of Training

- Dec** Webinar *Overview for Administrators and Coaches*
 - Jan** In-Person Training Day *Focus on Classroom Practices*
 - Feb** Webinar *Focus on Data*
 - Mar** Webinar *Focus on Coaching*
 - Apr** Webinar *Focus on Problem Solving*
 - May** In-Person Training Day *Focus on Systems to Support Teachers*
 - Jun** Webinar *Intensive Review*
- On-going E-Consultation via Discussion Board and Email**

VT Behavior Practice Coaching Expectations and Timelines

- Develop Multi-Tiered Framework for Supporting Educators' Implementation
- Work with leadership team to develop detailed action plan
- Collect pre-implementation (baseline) data Spring 2018
- Implement starting Fall 2018
- Collect on-going implementation data

VT Behavior Practice Coaching Overview of Evaluation

- Existing Data
 - Classroom Office Discipline Referrals (ODR)
 - Classroom Item on Tiered Fidelity Inventory (TFI)
- Checklists During Training
 - Classroom Management Assessment (CMA)
 - Classroom Systems Assessment (CSA)
- Additional Sources of Data
 - Classroom observations, etc.

A School-Level Example of Classroom Behavior Practice Coaching

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- ➡ Provide an example of CBPC in action

4. What Does CBPC Look Like at Fair Haven Grade School?

Deborah Smith, Assistant Principal

Year One: PCBS Implementation at FHGS



Who are we?
Pre-K – 8th Grade
354 Students
63.5% FRL
20.9% Special Education
3% Foster/kinship care

Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Clear **expectations** and explicit **training** about practices that should be implemented by all staff

July – Emailed teachers articles on **Setting**: Key strategies for designing the physical environment of the classroom to support behavior.

August – Provided overview PCBS training with emphasis on **Foundations** at opening SU in-service (2 sessions)

- Provided overview training at FHGS opening faculty meeting with emphasis on **Routines and Expectations**.

Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Clear **expectations** and explicit **training** about practices that should be implemented by all staff

Provided teachers the afternoon to develop their classroom matrix of **routines** and the **behavioral expectations** within the routines following our school core values of **Respect, Responsibility, and Safety**.

Teachers needed to develop an instruction plan for teaching, modeling, and reinforcing the behavioral expectations and routines.

CLASSROOM ROUTINE	RULE/ EXPECTATION		
	Respect	Responsibility	Safety
Entering the classroom	Enter quietly Appropriate greeting to teacher and peers. voice level 0 - 1 Shut door quietly	Have all materials that will be needed or go back for them right away Read the agenda Begin work as directed OR silently read	Go directly to your seat Place materials on or in desk so aisles and pathways are clear Keep your hands and body to yourself
	One person talks at a time ("has the floor"), others at voice level 0 Everyone focuses on the person who has the floor Choose kind, respectful language	Maintain an organized binder of notes, completed work, and assessments Participate actively, using voice level 1-2 Follow directions/instructions	"All four on the floor" If required, move furniture cautiously Keep your hands and body to yourself
Whole Group Instruction / Small Group Instruction	Ask permission to use chromebook or headphones Voice level 0 - 1 Keep name label on your device Keep it clean	Place device, closed, on center of the table until allowed / directed to use it Stay on expected site Follow Chromebook Student Expectations Return headphones when done Use ALL time allotted to the task	Keep headphone cables off the floor Report any drops or breaks to the teacher Keep your hands and body to yourself
	School Technology use and Read 180 Software time		

CLASSROOM ROUTINE	RULE/ EXPECTATION		
	Respect	Responsibility	Safety
Independent work / Partner Work / Group Work	Do all of your own work Give credit if using a source Share the workload fairly Voice level 0 - 2	Start right away Stay on task Ask questions if you don't understand Maintain neatness Return classroom materials to their place	Stay in your assigned seat Place materials on or in desk so aisles and pathways are clear If required, move furniture cautiously Keep your hands and body to yourself
	Collect table work in one neat pile, all facing the same way One person turns it in to teacher Voice level 0-1	Paper torn from notebooks are free of foobies All parts of the assignment are done First and last name on handouts, full heading on papers Work is turned in on time or taken home to finish by the next day	Keep your hands and body to yourself Use care when passing needed materials around the table (stapler, hole punch, etc.)
Passing in work	Unless it's an emergency go during transitions, reading time, independent work, or snack. Ask permission Enter and exit the room at voice level 0	Leave your cell phone at the sign out station Go promptly and directly to your destination Return promptly and by the most direct route Report any concerns about the bathroom to the teacher at voice level 1	Sign out using full name, time out, and the word bathroom, fountain, or locker Sign back in Keep your hands and body to yourself
	Bathroom, water fountain, locker use		

CLASSROOM ROUTINE	RULE/ EXPECTATION		
	Respect	Responsibility	Safety
Leaving the room (other than bathroom or locker)	Unless it's an emergency go during transitions, reading time, independent work, or snack. Ask permission Enter and exit the room at voice level 0	Leave your cell phone at the sign out station Get a signed pass if going off the floor Go promptly and directly to your destination Return promptly and by the most direct route	Sign out using full name and destination Sign back in Keep your hands and body to yourself
	Off and away Ask permission / Use when directed Use device in a way that doesn't distract others Voice level 0	Place device, face down, on center of the table OR keep in pocket out of sight (not in desk) Use device only as a tool for education, or in approved circumstances, for communication with families Leave on sign out table when leaving class	Stay on program or app requested Keep your hands and body to yourself
Personal technology use (cell or Kindle)	Enter and exit the room at voice level 0 Listen to directions the first time Move within the classroom at voice level 0-1 Push chairs in	Put away or neatly stack materials you are leaving behind Take with you the materials you will need Settle in to your new station/activity and begin working within two minutes	Stay seated until all students are directed to transition Keep your hands and body to yourself Stay to the right when exiting or entering the classroom Rotate clockwise within the classroom
	Transitions between stations or activities		

CLASSROOM ROUTINE	RULE/ EXPECTATION		
	Respect	Responsibility	Safety
Reading Corner	Voice level 0 for independent reading or selecting a book Voice level 1 - 2 for group reading	Have your reading materials and a pencil with you at all times If using books on CD, take CD out of player and stow in sleeve within your reading folder Follow the reading routines posted on the wall in the reading corner Allow the last two minutes for reading logs	Keep your hands and body to you self If necessary, move furniture with care Stay seated until all students are directed to transition
	Voice level 0-1 The teacher dismisses the class, not the clock or the bell	Last class of the day will stack chairs no more than 8 high and put non-stacking chairs on desks If you brought it in, take it out, if you borrowed it, return it, if you didn't finish it, take it home	Stay in seat until dismissed Push chair in, exit one person at a time Keep your hands and body to yourself
Dismissal	Voice level 0-2 (depending on activity) Take down and place 2 classroom chairs before joining circle Be present, positive, and participatory	Take lunch count Listen to announcements, take handouts home Take Chromebook when you leave, return it at 9:10	Keep your hands and body to you self Play games calmly Give yourself a time out if getting overly excited
	TA time		

CLASSROOM ROUTINE	RULE/ EXPECTATION		
	Respect	Responsibility	Safety
Gum, snacks, drinks	Mouth closed when chewing/ eating so you don't cause a distraction	Take a small portion of school-provided snack so others can have some, too	Eat / drink / chew only what you brought (no sharing unless available to all)
	Put it away / throw it out when told	Be neat with food/drinks/ gum and clean up any messes	Carry trash to the can
	Have a "working snack" - volume 0-2, depending on activity	Dump liquids in sink, not trash	Keep your hands and body to you self

Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Clear expectations and explicit training about practices that should be implemented by all staff

Monthly Faculty meetings (1st Tuesday of the month)
- provided training once a month with a new prevention strategy

- September → Prompts and precorrection
- October → Acknowledgement
- November → Opportunities to Respond
Supervision (via email)
- December → Began Response Practices – Error Correction

Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Coaching and/or regularly available performance feedback on the use of PCBS practices

Self Monitoring – after each explicit training with a new strategy, educators set a goal for improvement and used counters to track their frequency, collected data, and evaluated their progress. Data was shared with administration weekly.

Peer – Teacher Leaders would discuss target strategy during their cluster team meetings, review critical features, provide feedback, etc.

The next faculty meeting would begin with a circle discussion (using restorative justice practices) processing how the month went implementing the new strategy.

Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Coaching and/or regularly available performance feedback on the use of PCBS practices

Coaching – Focused on building trust

- Positive Specific Praise Shout-Out Emails
- Golden Falcon Award
- Handwritten Note of positive specific praise in the mailbox
- Faculty meeting give-aways (gift card to Dunkin Donuts)

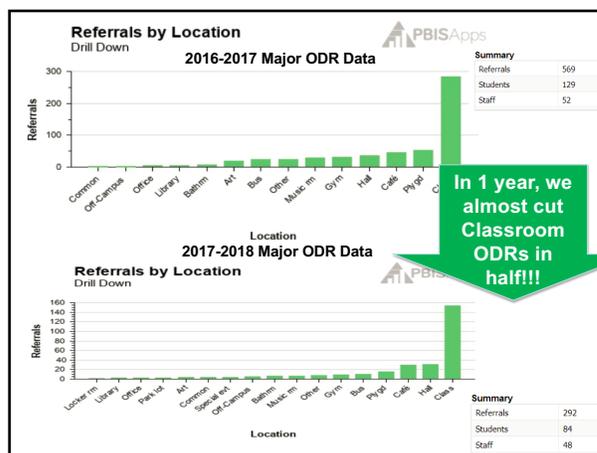
Explicit Professional Development, Coaching, and Performance Feedback Strategies

System Feature Description

Coaching and/or regularly available performance feedback on the use of PCBS practices

Coaching – Focused on building trust and not supervisory feedback

- Provide walk-through observational data to individual teachers
- Encourage teachers to plan for behavioral prompting, and behavioral positive specific praise when designing their lesson plan.
- As a PBIS Leadership Team and Teacher Leader Team, we analyze SWIS data and identify target universal areas that need attention (review, model and reinforce expectations, change routine, etc.)



Next phase of implementation at Fair Haven Grade School

- Team of 10 attending Vermont PBIS – BEST Institute Targeted training.
- Review roles and responsibilities of Classroom Behavior Practices Coaches and establish an action plan for the 2018-2019 school year.
- Plan professional development for additional strategies for responding to problem behavior.
- Plan for new teacher orientation training on the foundations of PCBS.
- Provide teachers time to review/build their matrix of routines and expectations for the 2018-2019 school year and develop lesson plans for teaching the routines and expectations.

Questions?

Thank you!!!

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