



PBSIS

Helping Schools Build Systems of Support

Do You P³&E? Building Staff Capacity to Implement Prevention Practices

The Boggs Center on Developmental Disabilities
Rutgers, The State University of New Jersey

In Partnership with the

Offices of Special Education

New Jersey Department of Education

2018-2019 School Year

RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

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Learning Objectives

Why prevention practices?

- State three reasons why we focus on prevention practices

Getting to know the Prevention Practices

- Name at least three prevention practices

Professional Development Ideas

- Have 1 practice idea, tool or resource that you can use to ‘spread the word’ about using prevention practices at your school





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WHY PREVENTION PRACTICES?



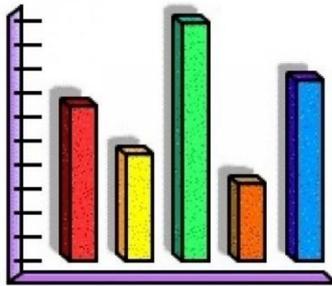
Why Focus on Prevention Practices?

- We believe that the primary focus of the Universal Intervention team is to foster a culture of prevention
- This is accomplished through the use of:
 - data-driven problem solving
 - evidenced-based / evidenced-supported practice embedded within daily routines
 - Meaning, PBIS is more than just expectations and tickets – it's about adopting and using a core set of prevention-oriented practices that bring the expectations to life within daily school routines
- In NJ, we are observing that when changes in practice use occurs at the class level – implementation tends to sustain



Why Focus on Prevention Practices?

EFFECTIVE



PRACTICAL

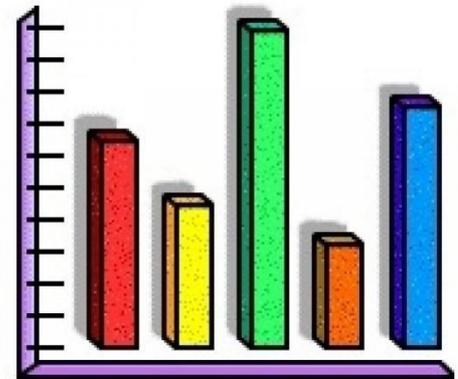


ALIGNED



Prevention/Positive Practices are Effective

- There is an association between the practices we use and the occurrence of wanted/unwanted behavior in the classroom
 - Increases in capacity to implement positive practices are associated with decreases in problem behavior (e.g., Lum et al., 2019; Cook et al. 2018) and increases in positive behaviors (e.g., Allday, et al. 2007)
 - Conversely, a lack of classroom management is associated with patterns of problem behavior (e.g., Epstein et al., 2008)
- Intervention Examples include:
 - Use of praise (see Moore et al., 2019)
 - Tootling (e.g., Lum et al., 2019)
 - Greetings at the Door (e.g., Cook et al., 2018)
 - Video Self modeling (e.g., McNiff et al., 2019)



Prevention/Positive Practices are Practical

- The majority of prevention practices are rooted in how we organize ourselves and interact with students
 - The investment is in getting into the habit of using prevention practices within your daily routines with students
- Studies that include a social validity assessment of practices (e.g., Did you like it? Was it easy?) suggest that participating teachers found use of the intervention doable and helpful
 - Positive greetings at the door (e.g., Cook et al., 2018)
 - Tootling (e.g., Lum et al., 2019)
 - Praise (e.g., Duchaine et al., 2011)



Prevention/Positive Practices are Aligned

- Implementation of prevention/positive practices is aligned with current cross-discipline thinking about how to construct the school environment
- Social and Emotional Learning (see Dusenbury et al., 2015)
- Trauma Informed/Trauma Sensitive Schools (see for example www.traumasensitiveschools.org)
- Culturally Responsive Practices





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DO YOU P³ & E? GETTING TO KNOW THE PREVENTION PRACTICES

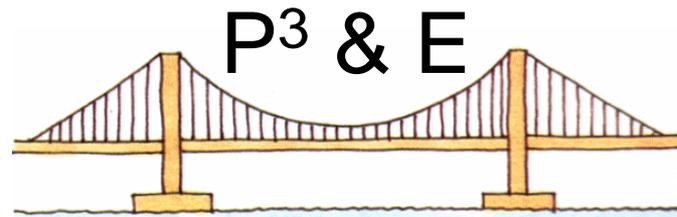


An ounce of prevention is worth a pound of cure!

- There are many different strategies we can use to prevent unwanted behaviors in the classroom
- To help our schools teams to have a way to talk about these practices we have organized them into 4 categories:
 - Being Predictable
 - Being Positive
 - Being Present
 - Being Engaging
- In New Jersey, we call this organization of practices P³ & E



Prevention Practices Are the Bridge



The students' performance is here

Be Predictable

Be Positive

Be Present

Be Engaging



The goal for student performance is here



Core Prevention Practices

P³ & E

Predictable: *Establish Consistency in Routines and Expectations*

- ✓ Post 3-5 expectations in the class/ area
- ✓ Infuse the school-wide expectations into class/area routines, procedures, instruction & curriculum
- ✓ Consistently implement systematic routines and procedures for regularly occurring classroom activities
- ✓ Teach and review expectations / routines / procedures with students of 'teachable moments'
- ✓ Use consistent attention getting signals
- ✓ Use verbal and visual advanced organizers, reminders and scaffolds to help students follow routines
- ✓ Model expectations and routines you want students to perform

Positive: *Use a 4:1 Positive to Negative Interaction Ratio*

- ✓ Use positive framing to communicate expectations
- ✓ Proportion of interactions with students are on a 4 positives to 1 negative/neutral ratio
- ✓ Encourage students to tootle (anonymous positive comments about a peer)
- ✓ Make personal connections with students through greetings, affirmations and expressions of interest in student preferences
- ✓ Distribute school-wide tickets frequently to reinforce positive behaviors
- ✓ Use a behavior specific praise statement when giving tickets

Present: *Use Active Supervision*

- ✓ Positive greetings at the door
- ✓ Continuously move around the area
- ✓ Interact with students as you move around
- ✓ Continuously scan what is happening
- ✓ Attend to signs that a student is having difficulty
- ✓ Actively listen (e.g., orientation, attention)

Engaging: *High Rates of Opportunities to Respond*

- ✓ Vary the selection of students to respond
- ✓ Use a variety of response options, such as...
 - Verbal choral responding
 - Gestural choral responding (e.g., response cards, response manipulatives, thumbs up/down)
 - Use think-pair-share
 - Whip-around
- ✓ Provide affirmative and corrective feedback
- ✓ Use the 10:2 rule - for every 10 minutes of direct instruction allow for 2 minutes of processing
- ✓ Conduct frequent checks for understanding
- ✓ Use multiple methods and materials for engagement
- ✓ Involve students in opportunities to make decisions about the learning experience



Let's Practice:

Reflecting on Our Own Use of P³ & E

- Look over the list of practices
 - Identify 1 practice (or more) that you always use in your routines with students
 - Identify 1 practice that is new or that you don't typically use
 - How would you rate the need at your school for staff and teachers to increase their use of prevention practices?
- Turn to your neighbor and share your reflections





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HELPING STAFF DEVELOP IMPLEMENTATION HABITS



Build a Culture of Prevention

- Professional development should be designed to support teachers and staff to develop implementation habits for using prevention practices
 - Recent research suggestions that follow-up supports or coaching make a difference in teachers' use of practices (e.g., Hagermoser-Sanetti, 2018)
 - More than just an in-service or update, developing implementation habits may need a sustained PD plan that includes a variety of approaches to fluency development



Weekly / Bi-Weekly Check-In

Coaching

Individual Consultation

Problem Solving PLCs

Practice Focused PLCs

A Few Staff

Some Staff

Planning teams (e.g., Departments, grade level, I &RS) reflect on practice implementation as part of their routine conversations

Administrators build conversations about practice use into routine interactions with staff

All Staff

Follow up tips, reminders and 'shout-outs'

All staff receive 'in-service' on specific practices routinely throughout the year

Administrators establish a priority for practice implementation



Lessons Learned

1. **Data Driven:** Use various data (e.g., BoQ, OCR, feedback, etc.) to decide on a focus
2. **Short and Frequent:** Once and done in-services are quickly forgotten. Focus on one or two practices at a time using PD modules that fit within an ongoing schedule (e.g., grade level meetings, PLCs or common planning time)
3. **Focus on Application:** Build the conversation around something the teacher wants to change. (*What behavior do you want to increase in your classroom? How will this practice help you?*)
4. **Ongoing Messaging:** Keep the practice on the radar screen through ongoing messaging about use (e.g., email blasts, shout outs, etc.)
5. **Coaching Discussions:** Build in opportunities to talk about and reflect on practice use (*In what situations did you find your self using the practice? What are you learning by using this practice?*)



PD Ideas for Class Level Practice Use

- **‘Mini Intensives’**
 - 10 minute topics perfect for PLCs and common planning time
 - Focus on a specific practice
 - Use ongoing messaging to encourage habit building
- Let’s look at a sample mini intensive



Mini Intensive Example

Positive Greetings at the Door

- **Description**

- Teacher's daily routine to greet and welcome students each day as they enter class

- **Features of a positive greeting**

- Eye contact
- High five – fist bump – handshake
- *'Good morning + student's name'*

- **Benefits**

- [Cook et al. \(2018\)](#)



Mini Intensive Example: Positive Greetings at the Door

- **Positive Greetings in Action**

- [Welcome to Period 3 Physics](#)



- **Personal Reflections**

- Similar or different than what we are doing now?
- 1 thing that resonates with you
- Questions we have

- **Next Steps**

- Personal agreements to try positive greetings at the door



Sample Monthly Plan

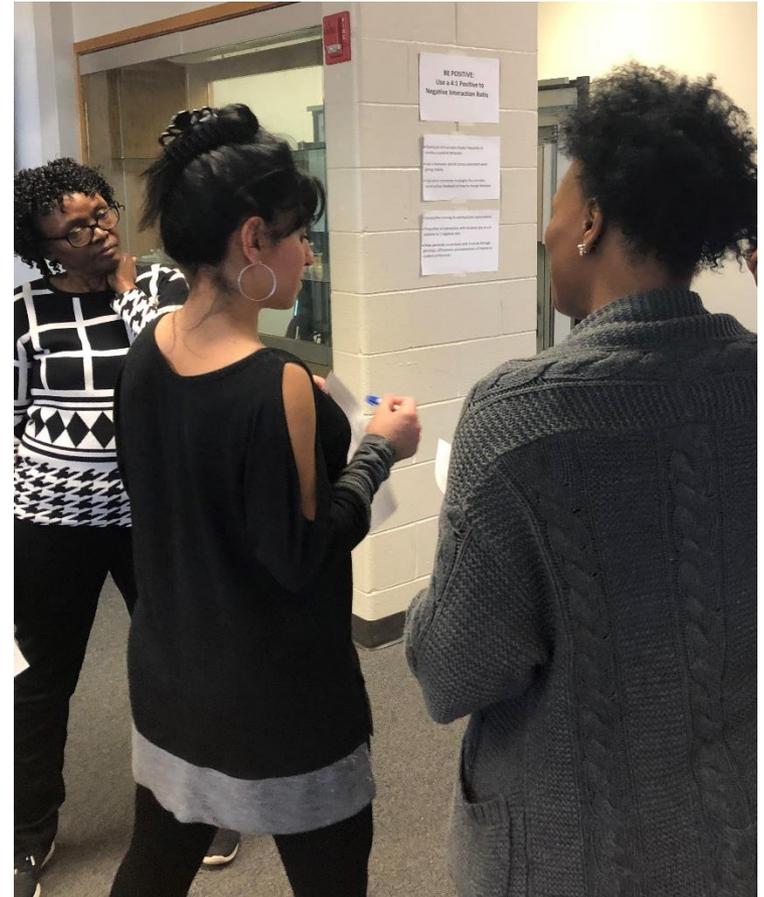
| | |
|----------------------|--|
| <p>Week 1</p> | <p>Introduction: Positive Greetings at the Door (PDG)</p> |
| <p>Week 2</p> | <p>Email Blast: Reminders, encouragement and teacher examples Administrator Acknowledgement: Administrative team walks around at the beginning of the day or during transitions to support PDG and distributes tickets & praise to teachers using PDG Shout Outs: public recognition of teachers using PDG (e.g., during announcements) <i>'Starting the day on a positive note makes all the difference! Let's all give a wise owl hoot for the 3rd grade teachers who have been greeting their students at the door every day this week!'</i></p> |
| <p>Week 3</p> | <p>Email Blast: Reminders, encouragement and teacher examples Administrator Acknowledgement: Administrative team walks around at the beginning of the day or during transitions to support PDG and distributes tickets & praise to teachers using PDG Student Stamp of Approval: 1-2 question survey – How do you like starting your day/class with a PDG?</p> |
| <p>Week 4</p> | <p>Email Blast: Reminders, encouragement and teacher examples Administrator Acknowledgement: Administrative team walks around at the beginning of the day or during transitions to support PDG and distributes tickets & praise to teachers using PDG Debrief: During PLC, staff meeting or Common Planning time reflect on using PDG: Were we consistent? Was is easy? What did we learn?</p> |



PD Ideas for Class Level Practice Use

• Round Robin Learn & Plan

- 60-90 minute sessions
- Teachers select a behavior they want to increase
- They move through stations that have a specific practice focus
- They reflect on the practices using guided prompts and then select practices that support the behavior they want to increase
- In the end they have a plan to support the goal they defined for their class/team



Sample Posters for Setting Up Round Robin Stations

Be Predictable: Establish Consistent Expectations and Routines

Features:

- State expectations positively
- Use action-oriented language
- Task analyze (break into discrete steps) multi-step routines
- Make expectations visible

Rationale:

- Eliminates the guesswork
- Builds on our strength as educators
- Predictability is aligned with both culturally responsive teaching and trauma informed practice principles
- Positive framing is consistent with adult-student relationship building practices
- Positive framing is a natural motivator

Be Predictable: Establish Consistent Expectations and Routines

Examples:

- ✓ Post 3-5 expectations in the class/ area
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Sample Tools for PD Activities

- [P³&E Reflection Checklist to use during round robin sessions](#)
- [P³&E Reflection Checklist to use for individual reflection or as a survey](#)
- [Sample tool to structure teachers' planning of intervention use during the PD](#)



Wrap Up & Walk Away Points

- Prevention practices are effective, practical and aligned with current thinking on school environments
- There are many individual practices, that can be organized into 4 categories: predictable, positive, present & engaging
- Create PD options that are focused on the application of specific practices, use ongoing messaging and offer opportunities for coaching/reflection



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