E2: Classroom High Leverage Practices

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Classroom PBIS

You might know classroom PBIS as positive classroom behavior support, positive and proactive classroom management, or by some other similar sounding name. They’re all different ways of describing the same critical features of PBIS – practices, data, and systems – tailored to create better outcomes in your classrooms.

What Is Classroom PBIS?

In the same way PBIS operates school-wide as a multi-tiered framework, school personnel implement a full continuum of classroom PBIS practices to meet students’ needs. Beyond that, school and district leadership teams offer a tiered approach to training, coaching, and feedback to educators to support their classroom PBIS implementation. By differentiating support levels for all, some, and a few students and educators, leadership teams can effectively support all students and staff.

Why Address PBIS Implementation in Classrooms?

Classroom PBIS is critical to students and school personnel success. When PBIS is implemented in the classroom, individual student outcomes improve.[1] At the school-wide level, schools experience overall improved outcomes and are more likely to sustain their PBIS implementation.[2]

Foundational Elements

There are three foundational elements to classroom PBIS:

- Evidence-based practices
- Systems to support classroom PBIS implementation
- Data to guide decision making about classroom PBIS implementation

Classroom PBIS Practices

Classroom PBIS practices are preventative and responsive. They are strategies you can implement with all students needing support at any tier. When implemented with fidelity, classroom PBIS practices lead to fewer disruptions, improved student behavioral and academic outcomes, and more time spent teaching.

Positive classroom practices include:

- An effectively designed physical classroom
- Predictable classroom routines
Learning Objectives and Agenda

1. Review Challenges providers have in schools
2. What are the high leveraged classroom behavior support practices that most impact on classroom problem behavior?
3. How do we get these high leveraged classroom behavior support implemented in schools?
Who do we have with us today?

- Administrators?
- Teachers?
- PBIS Coaches?
- Mental Health Providers?
- BCBAs?
- Other?
Teachers & Classroom Management
Existing teacher training programs often leave teachers ill-equipped to effectively manage classroom dynamics. (Begeny & Martens, 2006; Chesley & Jordan, 2012)

For decades, teachers have reported classroom management as their highest-needed area for professional development. (Rollin, Subotnik, Bassford, & Smulson, 2008)

Most preservice and in-service teacher training consists one shot professional development - “Train and Hope” rather than “Train and Support” - training plus coaching - “Behavior Skills Training”
Effective Support of Teachers

When teachers receive training and performance feedback in this area, this may increase their preparedness, confidence, knowledge, and competence in implementing classroom management procedures.

(O’Niell & Stephenson, 2012; Piwowar, Thiel, & Ophart, 2013)
Effective School-wide Positive Behavior Supports includes Effective Classroom Supports

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

ALL ~80% of Students

FEW ~5%
SOME ~15%
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

DAT A

PRACTICES

Equity

Supporting Decision Making
Warning

These practices are designed to improve students’ on task behaviors, students’ engagement and direction following.

These practices are not designed for students with dangerous behavior to themselves and others. These students may need a functional behavior assessment and an individualized behavior plan.
Simplest and Most Efficient Teacher Behaviors that Most Impact Academic Engagement/On-task Behavior
Big Takeaways from the Research

- Opportunities to engage with others and the curriculum
- Direct and consistent Instruction
- Active Supervision with focused attention and intensive observations
- A high praise to correction ratio
  - 5:1 for typically developing students
  - 9:1 for SWD
- Opportunities to respond

- Use of response cards
- Peer-tutoring
- Teacher Greetings at the door
- Positive greetings throughout the school day
How did Gardner get these high leveraged classroom behavior support practices implemented in our schools?
Gardner Public Schools & May Institute

• Since September 2020, our district has intensively focused on improving MTSS

• May Institute and Gardner

• Our district looked at this as a three-to-five-year process
It starts from the top

Superintendent Dr. Mark Pellegrino, Gardner Public Schools -
email signature

Positive Relationships and Rigor for Every Child, in
Every Classroom, Every Day...
Gardner Schools

Student enrollment: 2400
4 Schools:
- Elementary PK-4
- Middle School 5-7
- High School 8-12
- Alternative School 9-12
Gardner Public School Demographics

Select Populations
- First Language not English: 12.1%
- English Language Learner: 7.2%
- Students With Disabilities: 22.1%
- High Needs: 70.6%
- Low-Income: 63.8%

Race/Ethnicity
- African American: 3.4%
- Asian: 1.5%
- Hispanic: 26.7%
- Native American: 0.3%
- White: 61.1%
- Native Hawaiian, Pacific Islander: 0%
- Multi-Race, Non-Hispanic: 7%
Why the Need for District Change?

What was the problem?
School Staff Were Always Putting out Fires

- Constant reactive mode
- Staff intervened individually
- Constant walkie talkie
- Dysfunctional system: supported the culture that “we don’t have time to do that”
School Staff Were Always Putting out Fires

Unsustainable
Example of High Rate ODR’s
19-20 SY Elementary School

Over 75th Percentile as compared to other comparison schools nationally with data entered into SWIS
High Rate Special Education Referrals (does not include PK)
Preview of Outcomes/Impact

Fidelity, Student Outcomes, SWD & Race/Ethnicity
Improvements in Outcomes for SWD:

★ Increased Inclusion Trends
★ Increased Graduation Rates
★ Reduced Drop-out Rates
★ Reduced Special Education Referrals
★ Fewer SST Referrals for Social, Emotional, Behavioral
★ Reduced ODR’s for SWD
Improvements in Student Outcomes with Fidelity of Implementation:

★ Exclusionary Discipline Reduction (ODR’s, suspensions, restraints) for ALL students
  • SWD
  • Race/Ethnicity groups

★ Attendance

★ Tier 2 & Tier 3 Effectiveness
How did we do it?

What did Gardner do to get these outcomes?
Tier 1 at the Classroom Level

Focusing in at the classroom level

Teachers are at the forefront and if we can equip them with the right supports in ALL classrooms at tier 1, we can prevent a lot of the need for more intensive supports at tier 2 and tier 3
Why Did We Focus on the Classroom?

Why the focus on Classrooms?

- District ODR data indicates most ODR’s are coming from classrooms
- District ODR data indicates top behavior across the district for ODR’s is elopement/cutting class
- Teachers have expressed needing more support for SEB in the classrooms

**It is a GPS expectation that**

- Evidence based Tier 1 practices are implemented in every classroom, every day with all students
- Teachers consistently use instructional practices that are likely to motivate and engage most students in the content of the lesson.
Outcome Goal

1) Increase student engagement in the classroom

Evidence Based Interventions that address problem location, problem behaviors identified

Tier 1) Implement classroom support system (i.e., high leverage classroom practices) across district
1st Focused on Tier 1 Implementation

- First, the focus was on developing Tier 1 fidelity.
  - Ensure that basic PBIS Tier 1 classroom practices were in place
    - School Wide Positive Expectations posted
    - Expectations taught
    - Acknowledgement system being distributed for following the expectations
1st Focused on Tier 1 Implementation
- Ensured Access for SWD

In **ALL** classrooms!

Including substantially separate classrooms
HLCBS Practices: What are they?

Following Tier 1 PBIS Implementation, we wanted to ensure that our High Leverage Classroom Behavior Support (HLCBS) practices were in place. Did we have the appropriate levels of:

1) Instructional Activities
2) Proactive monitoring/active supervision
3) Praise to error correction ratio
4) Opportunities to respond

_to maximize on-task behavior, build better student-teacher relationships as well as academic performance_
HLCBS Practices -

The Goal: Increase student on task behavior

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>On Task</td>
<td>ENGAGED: On-task by attending to teacher instruction or another student who is speaking about academic-related material, completing class assignments, talking to teacher or peer about academic-related material.</td>
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<td></td>
<td>ACADEMIC RESPONSE: Providing the teacher with an appropriate answer to academic questions posed to an individual student, group, or the class (i.e., response to teacher behavior of “soliciting academic response”).</td>
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HLCBS Practices: 1) Instructional Activities

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| INSTRUCTIONAL ACTIVITIES (“Instruction”) | **INSTRUCTING:** Teacher presentation of information related to academic contents to the whole class, small groups, or individual students.  
**SOLICITING ACADEMIC RESPONSE:** Teacher requests an explicit verbal, written, or physical response from a student or group of students during whole class instruction. |
HLCBS Practices: 2) Monitoring

<table>
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<tr>
<td>MONITORING</td>
<td>PROACTIVELY scanning beyond the immediate area or student he/she is working with or circulating from one area of the classroom to another while watching students.</td>
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HLCBS Practices:
3) 5:1 or better Praise to Error Correction

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<tr>
<td>PRAISING (reinforcing appropriate behavior)</td>
<td>Positive statements, overt gestures, or actions that are presented contingent upon appropriate academic or non-academic behaviors demonstrated by an individual or the class.</td>
</tr>
<tr>
<td>BEHAVIOR CORRECTION</td>
<td>Statements or gestures that are presented contingent to inappropriate student behaviors directed at individual students, groups, or the class.</td>
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### HLCBS Practices: 4) Opportunities to Respond

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| Provides Opportunity to Respond       | Student is presented the opportunity to respond  
  ● E.g. In a large or small group activity by raising hand, response cards or other means; during independent work by completing a paper or working on the computer. |
Lets chat! Turn and Talk about theses Practices

- How can you support teachers about the implementation of these in your buildings and classroom?
  - What you see?
  - What you’ve done?
  - Ideas moving forward
- 4 brave souls to share out :)

HLCBS:
- Instruction
- Monitoring
- Praise to Behavior Correction Ratio
- Opportunities to Response
Systems Approach to HLCBS Practices

- Provided brief training on
  - HLCBS practices (emphasizing how they improve student on task behavior)
  - how the classroom observation system works
- **Used the Classroom Observation Tool** (Handler & Putnam 2020)—to measure the HLCBS in a 10 minute observation
- Using data from the tool, provided graphical performance feedback on these practices to the instructional staff
How we Obtained BUY IN for the Classroom Observation System

- Tested validity
- Utilized teacher efficacy scale to further test validity
- Conducted the PD
- Shared results
- Results indicated: validity in identifying good versus needing support with HLCPs which helped obtain buy in at the building level

Improved on task behavior at the building level, helped obtain buy in at the district level
Important for Buy In

- **Separate** the use of the system from the instructional staff district evaluation system - this data is to be used only by the behavior coaches

- **No surprises** - observations only conducted at instructional staff’s preferred times

- Only focus on the **positives** - what instructional staff are doing right
Start with the willing

- Those who might be interested
- Your friends
- Administration who want to improve academic performance and reduce problem behaviors
- Use your data
Brief Training & Performance Feedback
Classroom #1

- Instruction: 80%
- Praise: 20%
- Behavior Correction: 10%
- OTR: 100%
- Active Supervision: 10%
- On Task: 100%

Ratio: 2.5:1
Brief Training & Performance Feedback
Classroom #2
Barriers Despite our Best Efforts

- “Observation” = anxiety
- Teachers began to question how they were being identified for these “observations”
- Union started to get involved

We needed to make some adjustments and provide more clarification building upon our “No Surprises” Motto
Adjustments to System

• “Classroom Observation Tool” to “Classroom Support System”

• Identity teacher concerns

• Developed District Wide Process/Procedures to clarify any questions/areas of concern
District Wide Process/Procedures for Classroom Support System

★ Why the focus on classrooms?
★ What is the purpose?
★ Who receives the PD?
★ How long does it take?
★ Who conducts the PD?
★ What is the criteria to identify a classroom for support/coaching cycle?
★ Can an Admin request a CR be identified for support?
★ What is the timeline and follow-up schedule once identified?
★ What happens to the data/who has access?

| Why the focus on Classrooms? | ➢ District ODR data indicates most ODR’s are coming from classrooms  
➤ District ODR data indicates top behavior across the district for ODR’s is elimination/outing class  
➤ Teachers have expressed needing more support for ODR in the classrooms  

It is a GIPs expectation that  
➢ Evidence based Tier 1 practices are implemented in every classroom, every day with all students  
➢ Teachers consistently use instructional practices that are likely to motivate and engage most students in the content of the lesson. |
| What is the Purpose? | To improve teacher wellness by having students follow directions and be on task better. If students are better engaged, for teachers it improves  
1. Teacher wellness as well as  
2. Teacher efficacy which leads to  
3. Less teacher burnout and  
4. Thus less teacher turnover  
5. In turn this helps support really good teachers from potentially deciding to leave the field altogether  
6. Better outcomes for improving teacher evaluations  

For students, it improves:  
1. On task behavior  
2. Academic engagement  
3. Academic Success |
| Who receives the Professional Development | ➢ All teachers are trained in the evidence based practices by External Coach during all staff PD  
➤ All teachers may be part of coaching/support cycle as part of Tier 1 Title high leverage practices. |
| How long does it take? | ➢ The classroom observation takes about 10 minutes and is scheduled ahead of time with the coach. No surprise. If the scheduled time is not good, the CR teacher can ask the coach to come back another time.  
➤ The follow up feedback and data share takes about 15-15 minutes. This is when the data is shared with the teacher and support is provided for areas of teacher choice. |
Classroom Support System
New Advancements/Modifications 2022/2023

★ Tier 1 Screener for EVERY classroom (Fall and Spring)
★ Guiding Questions for Data Based Decision Making at the Systems Level
★ Developmentally appropriate definitions of ON-TASK for integrated preschool and students with Autism in our ABA programs
★ Train the Trainer model at each school
Training consisted of the following:

1. Review of the observations, tool and teacher and student definitions
2. Three classroom practice observations each followed by a scoring debrief to improve IOA and calibrate how the definitions are interpreted
3. Ending debrief to enter scores into graphing templates and role play teacher feedback using performance feedback graphs

So that when there is turn over in MH staff the practices are sustained
District Wide Agreements and communicated expectations for Admin and MH staff with timelines and accountability
HLCBS Practices Success Data

Individual Student, Classroom Level and Schoolwide
Classroom Support System

Individual Student Level Success

1st Grader (SWD)

2nd Grader (w/SWD)
Classroom Support System
Used as Screener - Example of HLCBS by Grade
Classroom Support System
School Wide Growth (Fall 22 vs Spring 23)

GES 22-23 Building Wide High Leverage Classroom Practices

- Instruction: Fall 66%, Spring 67%
- Praise: Fall 26%, Spring 31%
- Behavior Correction: Fall 19%, Spring 21%
- OTR: Fall 46%, Spring 56%
- Active Supervision: Fall 49%, Spring 41%
- On Task: Fall 82%, Spring 85%
HLCBS Practices Impact on Learning Walk Data for Academics

- Elementary School had a **38.6% Increase in Student Engagement** as measured by the districts rigor rubric from 44% of classrooms (fall of 2022) to 61% (fall of 2023) of classrooms having 80% or better on task behavior.

- High school had a **29% Increase in Student Engagement** from fall 2022 to fall 2023.
Next Steps for Gardner and these HLCBS Practices

**Progress Monitoring - Effectiveness at School and District Level**

**Classroom Support Coaching Cycles**

- What % made progress
  
  (*increased % student’s on task/engaged*)

- What % met on task goal
  
  (*80% of students on task/engaged*)

- What % of Total Teacher Population have made progress

- What % of Total Teacher Population have met 80% on task/engaged goal
District MTSS Success Data Across Areas
As more PBIS/MTSS Strategies/Supports were put into place with fidelity following 20/21SY to 22/23SY we saw Risk Ratio’s in ODR’s decrease among marginalized populations:

- 84% decrease for Black/AA population
- 48% decrease for Asian population
- 36% decrease for Hispanic/Latino population
- 13% decrease for Multi Racial population across years
Time Gained from Decrease in ODR’s

Waterford St. School
Major Office Discipline Referrals
Time Gained
September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

• 20 student instructional minutes lost per ODR*

• 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022

• 459 ODRs x 20 minutes = 9180 instructional minutes gained, or 25.5 instructional days gained

Administrator processing time per ODR

• 10 minutes used to process each ODR*

• 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022

• 459 ODRs x 10 minutes = 4590 administrative minutes gained, or 12.75 administrative days gained

*Scott & Barrett (2004)
Decrease in Risk Ratio for ODR’s for Race/Ethnicity Multi-Years Elementary

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- 84% decrease for Black/AA population
- 48% decrease for Asian population
- 36% decrease for Hispanic/Latino population
- 13% decrease for Multi Racial population across years
97% decrease in Risk ratio for Black/African American Population across the 22-23 SY
Decrease in Suspensions

GES Suspensions 22-23 SY

37.5% decrease
Gardner Vs. State: In School Suspensions

Gardner is well below the state (MA) average for all subgroups for In School Suspensions.
Reduction in Chronic Absenteeism (10%+ more school days missed) for SWD

- 14.7% Decrease in chronic absenteeism for SWD from March 2022 to March 2023
- Closing the gap between Gardner and the MA State Average
Improved Teacher Retention

PBIS Implemented with Increased Fidelity

Teacher Retention Rates

- Gardner
- State

2018 2019 2020 2021 2022
Student Voice: Elementary and High School Students indicated culture and climate areas to be positively higher for overall culture/climate as compared to National Student Averages for this survey.
SWD Drop Out Rates

SWD Drop Out Rate Percentage Gardner vs State (MA)

Year

2019  2020  2021  2022

Gardner  9.9  6.2  2.3  2.4
State  3.1  2.6  2.4  3.4
District Fidelity of Implementation Improvements

District Tiered Fidelity Inventory (TFI 2.1)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Spring 2022</th>
<th>Spring 2023</th>
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</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>Tier 2</td>
<td>43%</td>
<td>48%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>17%</td>
<td>37%</td>
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Average (across all 4 schools)
Decrease in ODRs for SWD
Key Takeaways/Considerations

• First Implement core elements of PBIS
• Identify “high leverage classroom practices”
• Align PD and Coaching for schools - identify district support to facilitate capacity building at schools (e.g., classroom visits with shadowing and inter-rater reliability checks)
• Standardize PD resources on prioritized high leverage practices
Thank you for attending.
Any questions?
We would love to hear from you!

For further information on the Classroom Observation Tool and System, please reach out to Dr. Robert F. Putnam from the May Institute at Bputnam@mayinstitute.org