**Teacher-Student Interactions**

- Teachers play a huge role in the predictability for student success
  (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008)
- When teachers have positive relationships with the students, those students have greater achievement
  (Cornelus-White, 2007; Roorda, Koomen, Spilt, & Oort, 2011)
- Students that receive more positives/negatives from teacher are seen as more positive/negative by peers
  (White, Sherman, & Jones, 1996)
- Teachers that positively interact with student have students that are more actively engaged during instruction
  (Pianta, Hamre, & Allen 2012)

**A Basic Logic: The Teacher’s Responsibility**

Robert Pianta describes why teachers must create engagement:

“The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship” (p 73).

---

**Common Area Observations - % of Time**

Social engagement between adults and students:
- 17% of observed time at the elementary
- 11% of observed time at middle
- 2% of observed time at the high school

---

**Common Area Observations - Rate**

Elementary School
Hear positive every 5.8 minutes, hear negative every 1.8 minutes

Middle School
Hear positive every 25 minutes, hear negative every 1.6 minutes

High School
Hear positive every 43 minutes, hear negative every 23 seconds
Feedback Rates

N= 6,730 Elementary, 1,544 Middle, 1,983 High

<table>
<thead>
<tr>
<th>Feedback to Student</th>
<th>Ratio</th>
<th>Ratio</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.165</td>
<td>0.054</td>
<td>0.165</td>
</tr>
<tr>
<td>Elem</td>
<td>0.047</td>
<td>0.003</td>
<td>0.047</td>
</tr>
<tr>
<td>Middle</td>
<td>0.039</td>
<td>0.004</td>
<td>0.039</td>
</tr>
<tr>
<td>High</td>
<td>0.042</td>
<td>0.004</td>
<td>0.042</td>
</tr>
</tbody>
</table>

Simple Acknowledgement!

OTR, Positive Feedback, and Student Success

Rates of Group OTR and positive feedback found to be significant predictors of both suspension (neg relationship) and academic achievement (pos relationship)

Instructional Variables Predicting Suspension Rate

<table>
<thead>
<tr>
<th>Parameter</th>
<th>beta coefficient</th>
<th>s.e.</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Feedback</td>
<td>-0.169</td>
<td>0.073</td>
<td>-2.312*</td>
<td>0.030</td>
</tr>
<tr>
<td>Group OTR</td>
<td>0.130</td>
<td>0.051</td>
<td>2.556*</td>
<td>0.018</td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .000. Overall, there were 32 elementary schools. F-statistic: 2.341 on 8 and 23 DF, p = 0.053, Adjusted R2 = 0.257

Instructional Clusters Predicting Percentage of Students Proficient in Reading and Math

<table>
<thead>
<tr>
<th>Instructional Cluster</th>
<th>beta coefficient</th>
<th>s.e.</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>0.308</td>
<td>0.093</td>
<td>3.325**</td>
<td>0.003</td>
</tr>
</tbody>
</table>

* p < .05, ** p < .01, *** p < .000. Overall, there were 32 elementary schools. F-statistic: 34.54 on 4 and 27 DF, p = 0.000, Adjusted R2 = 0.812

Coaching Teachers

- Without coaching and support, evidence-based practices likely will not be used with fidelity or sustained (McIntosh, Mercer, Nese, & Ghennouai, 2016)
- Coaching needs to occur weekly or bi-weekly at the least (Jarner, 2008)
- Most teachers in a coaching model receive coaching monthly or less (Smith, Schneider, & Kreader, 2010)

Professional Development

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Increase Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>- Demonstration</td>
<td>35%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>- Practice and Feedback</td>
<td>60%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>- Coaching in Elabscents</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002

Cautions/Considerations

- PD cannot be effectively delivered via self-study or sit and get – explicit, authentic examples, facilitated engagement of group with common goals
- Normed feedback may be unhelpful – must be goal-focused
- Must be tied to school-focused goals – requires leadership
- Frequent coaching and personal feedback is necessary

(Darling-Hammond & McLaughlin, 1996; Heady & Vall, 1999; Hess, 2006; Kager & Dalles, 1996; Ryan et al., 2017; Shute, 2008)

Coaching Teachers

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The L-DEEP Model of Professional Development

| Logic: Realize the problem and see solution as realistic |
| Discrimination: Understand the key features of effective solution application |
| Engagement: Engage in content collaboratively with colleagues |
| Evaluate: Collaborative observation and coaching with colleagues |
| Perfecting: Sustain and fine-tune practices as part of school culture |

Change = (A x B x C) > X, where

A = shared dissatisfaction of the current state by a critical mass
B = shared vision of the desired state
C = knowledge of the practical steps for getting there
X = the cost of change

Garmston & Wellman, 1996, p. 248

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Introduction

- District-wide Behavior Consultant in suburban district with 23 schools
- Invited to attend PLC meetings at an elementary school to discuss behavior supports
- Left with a list of over 50 students who were “in crisis” (school population – 475 students)

Data Collection

- District-level
  - Safe Schools Coordinator (PBIS)
  - Special Education Consultant
  - School Psychologist
  - Director of Special Education
  - Susan Robertson, Academic and Behavioral Response to Intervention (ABRI) School Liaison
- Building-level
  - Classroom observations
  - Principal
  - Counselor
  - Instructional Coach

Becoming the BEST

- Committee involving district and building-level personnel to develop tiered staff support plan
- Use of PBIS walk-through data, classroom observations, anecdotal teacher report during PLCs to identify target areas for training
- Use similar data sources and administrative team to identify teachers for additional tiered support

Tier 1

- Whole staff training after school
- Focused on best practice instructional strategies
  - Pre-teaching expectations
  - Behavior-specific praise
  - Precorrection
  - Positive relationship building
  - Opportunities to Respond
- Inclusion of antecedent strategies
**Tier 2**

- Identification of BEST cohort – process of selection
- Three areas of criteria

<table>
<thead>
<tr>
<th>Leadership skills/status</th>
<th>Need for support</th>
<th>Disposition (likelihood of fidelity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC leads</td>
<td>Teacher request</td>
<td>Teacher request</td>
</tr>
<tr>
<td>Team/department chairs</td>
<td>Classroom observations</td>
<td>Admin. referral</td>
</tr>
<tr>
<td>Vocal staff members</td>
<td>PBS walk-throughs</td>
<td>PLC meetings</td>
</tr>
<tr>
<td>BCTA representative</td>
<td>Number of office referrals</td>
<td>Response to training</td>
</tr>
<tr>
<td>SBDM members</td>
<td>Admin. referral</td>
<td></td>
</tr>
</tbody>
</table>

**BEST Cohort**

- Teachers invited to join – not required
- Selling our “product”
- Eventual goal - build capacity in selected teachers, who will then train/coach other staff in similar fashion
- PD at the beginning of the 2017-2018 school year presented to BEST subcommittee will be presented to entire school at the beginning of the 2018-2019 school year - trained/coached staff will train grade level/department teams

Support committee included:
- behavior consultant, special education consultant, school psychologist, safe schools coordinator, principal, instructional coach, ABR school liaison, educational cooperative behavior consultant, director of elementary schools, director of special education

**Teaching Expectations**

Incorporate instruction in expectations and behaviors into lesson plans
- Instruction included school-wide and classroom specific expectations that are positively stated
- Focus on explicit instruction, structured practice, prompts in the form of pre-cueing/precorrection

Walkthroughs and observations looking for specific practices in action
- PBIS
- Research-based practices

**Tier 2 Support Plan**

Meet monthly to discuss specific Tier One practices and Tier Two interventions
- Meet as a cohort to receive PD in specific research-based practice
- Discuss overall effectiveness of strategies and BEST cohort
- Discuss articles & specific topics

Consultation meetings with individual staff to discuss Tier Two & Three students to assist with identifying and implementing differentiated interventions
- Review classroom observation data
- Discuss student-specific concerns

Attend PD as a cohort that focuses on tiered classroom management practices

Self-monitoring tools coupled with videotaped lessons

**Tier 3**

- Teachers selected from BEST cohort
- Three methods of identification:
  - Disposition and/or fidelity deficiency
  - Self-referral
  - Admin. referral

<table>
<thead>
<tr>
<th>Disposition and/or fidelity deficiency</th>
<th>Self-referral</th>
<th>Admin. referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive change in ORs</td>
<td>Request for additional assistance during 1:1</td>
<td>Admin. Request for additional assistance for specific staff member</td>
</tr>
<tr>
<td>Observations note lack of strategy implementation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Assessed through participation in cohort meetings, 1:1 meetings, observations, committee meetings

**Tier 3 Support Plan**

Goal setting coupled with self-monitoring & consistent positive feedback
- increase and encourage self-reflection
- Use of electronic data collection tool (e.g., Google Forms)

Weekly meetings to discuss progress and data
- Include data reflection
- Multiple sources of data, including teacher self-reports, observations, PBIS walk-throughs, ORs

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Additional Tier 3 Supports

Coaching/assistance developing tiered intervention plans and conducting informal FBAs
- Student-specific
- Training in FBAs utilizing online modules
Increase in frequency of observations and feedback
- Inclusion of modeling to encourage use of specific strategies

Essential Features

- District and building-level support
- Desire/readiness for change
- Identified target areas (data-based decision making)
- Fidelity in coaching
- TIME (min, of one day per week in building)
- Resources (specialists, materials, money for outside PD)

How did it go?

| Your plan | Reality |

Reflection — Lessons Learned

- Include other support staff in the day-to-day
- Less subjective data collection measuring the effectiveness of the intervention
- Consistent structure – commitment to each event/meeting
- Ensure prioritization

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