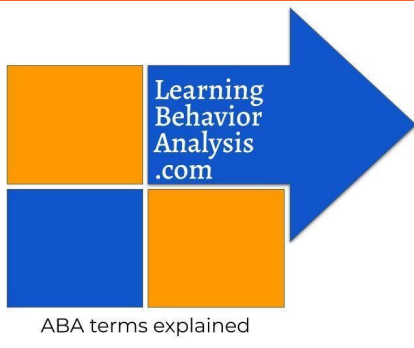

Coaching Teachers on Universal Classroom Practices



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Introductions

Clelia

- Paraprofessional and special education teacher (2 years + 3 years)
- Practicum student, predoctoral intern, postdoctoral fellow in public, private, and high intensity school and clinical settings
- Former Mandt® trainer
- Currently BCBA-D and school psychologist doing severe behavior work, psych evals, and pursuing training in PBIS facilitation
- Half of Learning Behavior Analysis (we do cool stuff!)

Patrick

- Special education teacher (7 years)
- K-12 district special education coach (2 years)
- Currently a BCBA for an elementary school district in Illinois
- CPI trainer
- Provide individual student behavior consultation, staff coaching within the PBIS framework, and provide systems level analysis
- The more organized half of Learning Behavior Analysis

Learning Targets



The participant will identify evidence-based **universal classroom procedures** they can use when coaching teachers.

The participant will identify practical **strategies for coaching teachers** in classroom management strategies.

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What are **universal** **classroom practices?**

Universal Classroom Practices

Decades of research in real K-12 classrooms tell us that there are **key things educators can do** to create a healthy classroom environment and dramatically increase appropriate learning behavior from students.

Those key things are usually called **universal classroom practices**. Some of these may seem like common sense. Others may be less intuitive.

The purpose is to make both **learning** and **teaching** easier, healthier, funner (well, okay, maybe not always), and more sustainable over time.

KEY POINT

Think of these practices as *things educators do* to create **predictable, inclusive environments** for kids and adults.

Continuum of support starts at the foundation!



Universal classroom practices must exist within a continuum of supports for students with higher levels of need.

However, *there is no replacement for the universal tier!*

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Universal practices can **save educators massive amounts of time** and **increase impact**.

(No, seriously. A lot of time.)

2 primary reasons:

1. Universal practices reduce challenging behaviour and teach self sufficiency, so educators don't need to spend as much time dealing with small problems
2. Universal practices allow individual students to get some of their needs met in a way that's embedded within the classroom environment, so interventions are more impactful and efficient.

KEY POINT

...think of universal classroom practices as a framework of *foundational instruction*, **similar to academics.**

The specifics!

- Clear schedules and expectations
- Class attention signal
- Precorrects (prompts to engage in skill)
- Opportunities to Respond (OTRs)
- Behavior Specific Praise (BSP)
- Structured system of acknowledgement
- Active supervision/staff proximity

Basically...

One

Make sure kids know specifically what the expected skill looks like.

Two

Remind kids of the skill expected right before practice opportunity.

Three

Acknowledge the skill kids are showing you.

Example...

One

“During individual work, bodies stay at your desk. Let’s practice”

Two

“We are moving to individual math time. Remember, I’m watching for bodies at your desk.”

Three

“WOW!!!!!! I see your body at your desk, friend. Way to go!”

One. Predict/Clarify Expectations

- Day and Period Schedules
- Classwide Behavioral Expectations
- Standard Operating Procedures/Routines
- Task Specific Directions
- Physical Environment Arrangement

Two. Prompt/Remind Expected Behavior

- Attention Signal
- Precorrects

Three. Acknowledge/Reinforce Expected Behavior

- Specific Praise
- Structured Acknowledgement System

Be Present!

- Continuous Active Supervision/ Staff Proximity

Classroom practices work together in a logical thread to create healthy classroom behaviors and teach skills!

Clear schedules and expectations

Schedule posted for the day/class period

- Big and highly visible
- Clear, understandable for age/grade

Directions posted for current activity

- Big and highly visible
- Clear, understandable for age/grade

Behavior Expectations Matrix

- Big and highly visible
- Aligned to school-wide expectations
- Clear, understandable for age/grade
- Positively stated (what to do)

Physical layout of space supports expected behavior

- Materials are available/accessible
- Students are placed in a way that makes sense for the activity

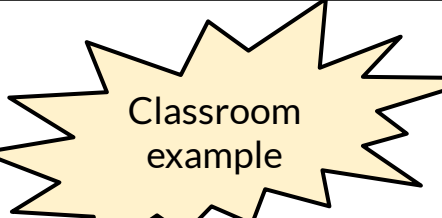
Standard Operating Procedures (SOPs)/Routines

- Explicitly taught
- Examples:*
- Entering room/arrival
 - Exiting room/departure
 - Transitioning from activity/space within room
 - Others?

Behavior expectations matrix

Multiple components

- (1) The **core behavioral expectations** for building/class
 - (a) 3-5 key values we want community members to embody
 - (b) Popular examples are *safe, respectful, responsible*
- (2) The **settings/contexts** where expectations apply
 - (a) e.g. individual work, groups watching video, free time, etc.
- (3) What the expectations **look like** in each setting

 <p>Classroom example</p>	All the time in this room	Group work	Individual work	Free time
<p>Be responsible</p>	<p>Clean up after self</p> <p>Keep belongings in cubby when not in use</p> <p>Check the posted schedule</p>	<p>Listen to teacher</p> <p>Look at posted directions</p> <p>Ask for help if stuck</p>	<p>Look at directions</p> <p>Ask for help if stuck</p>	<p>Talk about topics that are friendly for others</p>
<p>Be respectful</p>	<p>Use kind words with self/others</p> <p>Listen to others</p> <p>Apologize for mistakes</p>	<p>Raise hand for attention</p> <p>Use a quiet voice</p>	<p>Raise hand for attention</p> <p>Use a whisper voice</p>	<p>Say “excuse me” for attention</p> <p>Include others</p>
<p>Be safe</p>	<p>Body and things to self</p> <p>Walking feet</p> <p>Stay on school appropriate websites</p> <p>Tell teacher if something is wrong</p>			

Standard Operating Procedures (SOPs)/Routines

- All daily routines should have a clear set of expectations about how they happen.
 - Examples: entry into classroom, exit from classroom, transition from group to individual and vice versa, needing to leave the room, etc.
- It is essential to:
 - Write these down
 - Post them in an obvious spot
 - Explicitly practice the expectations.

How I Transition Out of Class

1. Stop and look at teacher when I hear attention signal.
2. Check my work planner. Write down what I need to know, like homework assignments or where I left off.
3. Raise my hand if I need teacher help with knowing what to write in my planner.
4. Put belongings away in my backpack (laptop, notebook, pencil, etc.) and throw away my trash.
5. Walk to door and stand in line with peers.
6. Say "thank you" and "bye" to teacher.
7. Walk to next class.

Example of SOP

Classroom Attention Signal

- Exactly what it sounds like...a way for staff to get everyone's attention at the same time. *Explicitly define what you expect students to do in response.*
- Needs to be taught, practiced, and reinforced like any other skill.
- No one will do this if it's only used to deliver reprimands or be grouchy! Use it mostly for positive things!
- Examples:
 - "1, 2, 3, eyes on me" (students reply: "1, 2, eyes on you.")
 - Clapping rhythm
 - Flash room lights (watch for diversity factors)
 - Others?

Precorrects (prompts to use skill)

The pre is the key!!

Precorrects are not nags! They are not corrections!

They are proactive. They happen right before the child has an opportunity to engage in the skill.

They reference the posted and practiced expectations.

Examples: before all transitions, before directions.

Opportunities to Respond (OTRs)

Academic engagement and challenging behavior are linked.

OTRs = active learners.

Two uses:

1. Keep students actively engaged in their learning
2. Provide information to educator about in-the-moment learning needs of students

Opportunities to Respond (OTRs)

Before instruction, decide:

- The learning goals. *What do students need to know/be able to do?*
- How you will ask questions/give OTR prompts.
- How students will respond.

During instruction:

- At least 3 OTRs per minute.
- Give feedback based on student responses.

Direct Instruction curricular tools can really help with OTR planning, at the individual or group level.

Opportunities to Respond (OTRs)

Examples of OTR implementation:

- Choral responding
- Individual student whiteboards
- Non-vocal responses
 - Fist to 5, raise hand, etc.
- Technology
 - Poll Everywhere, Zoom chat, Kaboom, etc.

Behavior Specific Praise (BSP)

Right after observing an expectation being followed:

1. Get student attention
2. Name specific behavior
3. Provide praise (let them know you liked it)

Behavior Specific Praise (BSP)

- Praise at least 4 times for every 1 correction.
- Provide at least 6 praise statements per 15 minutes of instruction. (*More is better! Praise is free - sprinkle it everywhere!*)

Structured System of Acknowledgement

Token economy for the classroom or building; teaches money management and *delayed gratification*.

- Literal tokens
- Tickets with praise statement written on them
- Fake “money”
- Must have a menu of *meaningful* backup privileges (social time, toys, etc.)

This practice is only important in the context of the others. Material “stuff” will **not help unless we are committed to the rest of the work!**



Active Supervision/Staff Proximity

Exactly what it sounds like!

Staff should **physically move around** and **be there** during individual/ group times.

- Check for understanding and support needs
- Provide PRAISE!
- Discourage challenging behavior through simple presence
- Catch issues early

Coaching Teachers

Using Behavioral Skills Training (BST) to build capacity

How do we support teacher skills?



Many teachers come to the classroom without formal training or mentorship in classroom management practices.

Behavioral Skills Training (BST) sessions can be a time-effective and supportive way for BCBA's to have a school-wide impact by empowering teachers.

Steps of BST:

- **Instruction** (tell learners what they will learn and why, and agree on mastery criteria)
- **Modeling** (show learners how to do the skill by doing it yourself)
- **Rehearsal** (have learners practice the skill)
- **Feedback** (give immediate feedback on the skill during practice)
- **Continue rehearsal and feedback until mastery criteria are met**

Yeah, I know BST. But who has the time?!



School-based practitioners tend to be a busy bunch, so we'll model out a way to conduct BST during a typical tier 1 coaching cycle. We have found in our practice that utilizing BST cuts down on the time spent training staff, because staff repertoires expand more efficiently when we utilize evidence-based practices.

Behavior Skills Training with Teachers

- Step 1: Identify target teacher skill to increase
- Step 2: Explain skill and agree on mastery criteria
- Step 3: Co-teach a period/model skill
- Step 4: Observe teacher practicing and take data
- Step 5: Provide feedback, repeat until mastery

...let's use the example of coaching on the skill of giving more praise!



Example: BST for Behavior Specific Praise

Step 1:

Identify target teacher skill to increase

- Observe teacher to initiate a coaching cycle
 - Or have the teacher ID a strategy they want to implement
- Identify increasing behavior specific praise (BSP) as a top priority (collaboratively with the teacher!)



Example: BST for Behavior Specific Praise

Step 2:

Explain skill and agree on mastery criteria

- Meet with the teacher during prep period
- Provide didactic training on praise
 - Definition of Behavior Specific Praise, examples/non examples
 - Determine mastery criteria (4:1)



Example: BST for Behavior Specific Praise

Step 3:

Co-teach a period/model skill

- Model the use of Behavior Specific Praise with teacher's own class
 - Be sure to do it the way you taught the teacher during the previous step!
- Teacher should be fully present and watching you model



Example: BST for Behavior Specific Praise



Step 4:

Observe teacher practicing and take data

- Answer any questions/clarifications about your model from previous step
- Teacher takes over and implements Behavior Specific Praise with their class
- Be fully present, watch the teacher performing the skill
- Take data on key elements

Example: BST for Behavior Specific Praise



Step 5:

Provide feedback, repeat until mastery

- At the end of the period, provide teacher with feedback on how they did compared to mastery criteria
- Collaboratively identify areas of strength and need in order to fully meet mastery
- Additional sessions as needed until mastery fully met

To summarize...

- ✓ Know **what** teachers can do to manage their classrooms
- ✓ Know **how** to support them in getting there

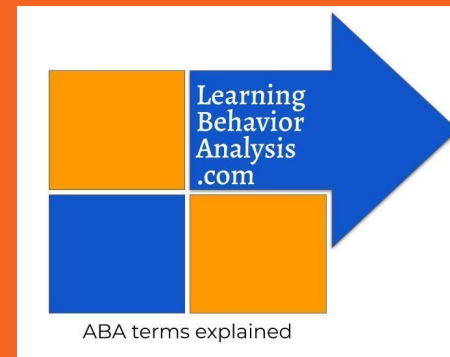


Thank you so much for your time,

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