

First Steps, Next Steps, and Missteps: What I've Learned from Training Teachers in CWPBIS

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Classroom management is hard.

- Around half of all teachers leave within their first five years of teaching.
 - "Those schools that do a far better job of managing and coping with and responding to student behavioral issues have far better teacher retention," Dr. Richard Ingersoll (Penn State educational sociologist) says.
- Of course, there are other factors – but managing and responding to student behavioral issues is an area where we have some empirically-supported solutions that can be implemented by educators.



Ingersoll, 2011; Rigg, 2013

Why is classroom management hard?

- Training is often insufficient and inefficient.
 - EPPs provide limited focused instruction and are not drawing from research.
 - PD often "train and hope" with limited follow up.
- We do not follow the same instructional best practices for teachers that we do with students.



National Council on Teacher Quality, 2014

Why is classroom management hard?

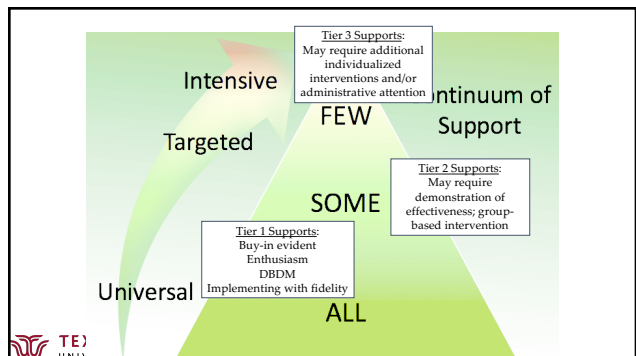
- The more a learner practices a behavior, the more efficient and effective the behavior becomes at meeting the learner's needs.
 - Applies to teachers and students.
- Behavior change can be slow.
 - Applies to all behaviors (academic and social).
 - Errors will be made when learning new behaviors.
- We sometimes give mixed messages about the behaviors we expect.



SWPBIS: Foundations

- Schools traditionally provide behavior support only to those students who demonstrate problem behaviors.
- SWPBIS is based on the public health model of preventive, multi-tier intervention:
 - Tier 1 (universal): Delivered to everyone
 - Tier 2 (targeted): Received by at-risk groups
 - Tier 3 (individualized): More intensive

Everyone wants to know about THOSE KIDS.



Talking to teachers about behavior

- Traditional classroom management training shortchanges teachers on foundational knowledge of behavior mechanisms.
- Understanding how behavior works is critical to planning CWPBIS systems and responding appropriately to behavior errors.
- Applied examples clarify concepts.

Talking to teachers about behavior

- Teachers need to understand the following concepts in order to be effective classroom managers:
 - How antecedents increase or decrease the likelihood of certain behaviors;
 - How consequences impact the future rate of behavior;
 - How setting events impact the value of consequences;
 - Extinction; and
 - Function.

Just a little more

- Remind teachers that **social behavior change is not different from academic change.**
 - It may be slow.
 - There may be many errors.
 - Teachers need to prompt, provide feedback, and reteach as necessary.
- Behavior is predictable and lawful.
- Behavior followed by pleasant consequences **will be repeated.**

Talking to teachers about culture.

- This can be challenging.
- You will hear broad generalities.
- You will hear "I don't see color."
- Be brave. Difficult conversations may be unpleasant, but if they don't happen, we will never move forward.
- Be mindful of your audience.

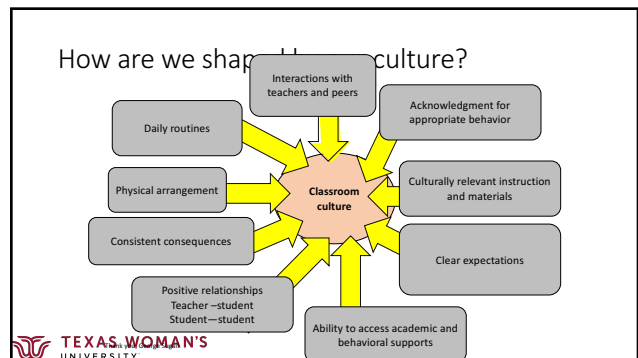
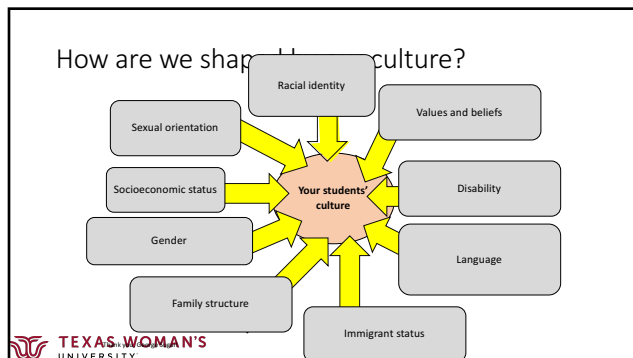
Behavioral perspective on culture

- "No degree of knowledge about the characteristics of groups or cultures can **substitute for** the analysis of the actions of a given individual in their historical and cultural context because **no two members** of any group behave the same way" (Hayes & Toarmino, 1995).
- What does that mean?

Use sibling example.

How are we shaped by culture?





Just a little more

- Culture and relationship-building are inextricably linked; consider presenting together.
- Remember, cultural relevance is in the eye of the beholder.
- Be patient and kind, but capitalize on “teachable moments” during training.

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Talking to teachers about structure and expectations.

- Make connections to behavior basics: these are **antecedent strategies**.
- These strategies will increase the likelihood of appropriate behavior (but won't **reinforce** the behavior).
- Coming out of CWPBIS training with a matrix is critical.
- Identifying expectations (and how those expectations look within routines) leads to operational definitions of the behaviors
 - Can be measured
 - Students (**and teachers**) know what's expected.

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Talking to teachers about actively engaging students

- Teachers are also comfortable with this topic.
- Good chance to have increased participation.
- Ensure that teachers see connection between **their behavior** and their students' behaviors.
 - How do aspects of instruction impact behavior?
 - Changing our behavior = easiest way to impact student behavior.

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Talking to teachers about actively engaging students

- Take every opportunity to remind teachers that **academic behaviors** and **social behaviors** are both behaviors.
- Teachers are skilled at introducing, teaching, and helping students build fluency and master with academic skills.
- This same skill set applies to behavior.

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Talking to teachers about reinforcing appropriate behavior

- Often, the first question is: “Why give rewards?”
- Seriously, why are we giving what they’re supposed to do? **Inevitable question.**
- Well, natural reinforcers may not be cutting it.



Talking to teachers about reinforcement

- Consider using the three-tiered response.
 - Everyone likes being told he or she is doing a good job. Don’t you?
 - Learning occurs as a process of reinforcement.
 - Sometimes, extrinsic motivation is necessary.
- Also, be prepared to address the “red, yellow, green” system and response cost.
- Finally, be sure to address what to do with those who perceive Sr+ as unfair.



Talking to teachers about responding to inappropriate behavior

- Remind teachers that academic behaviors and social behaviors are both behaviors.
 - Learners will make mistakes.
 - Teachers will need to provide feedback and check for understanding.
 - Some students will continue to struggle despite our best efforts.
 - Behavior errors are errors. Treat accordingly.
- Emphasize attention for what is done correctly.



Other considerations when responding to problem behavior

- Negative consequences cannot be used in isolation; we must also teach and reinforce the appropriate behaviors that we expect from our students.
- We cannot assume that traditional punishments will reduce problem behaviors.
- Frequent use of punishment can lead to a hostile learning environment.



Simpson & Myers, 2015

Words of advice

- Model the practices you’re teaching whenever possible.
- Remind teachers that “**those kids**” will benefit from Tier 1 (i.e., CWPBIS interventions).
 - Tier 2 and Tier 3 apply same behavioral principles.
 - Similar interventions (e.g., antecedent manipulation, token economies), but implemented more frequently, individually, intensively.



Final words of advice.

- Frame “bullying” as a behavior.
- Be sure teachers understand that any PBIS system is about changing the environment and changing adult behavior.
- Remind teachers that generalization is the goal of all teaching.
 - Students behaving well in your classroom is good.
 - Students exhibiting appropriate behaviors in all settings is the goal of CWPBIS.

