



PBS Classroom Series *Instruction*

January 22, 2014
Online Adobe Chat

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Florida Department of Education
Dr. Eric Smith, Commissioner



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Classroom PBS

MTSS Tier 1 PBS Classroom Coaching Guide

1. Assist coaching facilitators and teachers in implementing PBS in the classroom with fidelity
2. Develop, sustain, and evaluate an effective classroom environment
3. Aligned with...
 - a. Benchmarks of Quality Classroom Systems (42-48)
 - b. Classroom Management that Works, Marzano, Marzano, Pickering, 2009
 - c. Enhancing Professional Practice: A Framework for Teaching, Danielson, 2007
4. Replaces the Classroom Consultation Guide

Available Soon on the PBS Website!

Classroom Coaching Guide

Objectives

1. Effectively use data within a 4-step problem solving process to identify and analyze classroom behavior concerns
2. Implement evidence-based strategies for effective classroom management
 - a. Environment
 - b. Curriculum
 - c. Instruction
3. Monitor and evaluate student outcome and implementation data

Overview of Guide

1. Introduction
2. Step-by Step Guide Using Data-Based Problem Solving
3. Environment
 - a. Ecological Factors
 - b. Classroom management systems
4. Curriculum
 - a. Behavioral expectations and rules
 - b. Lesson planning for teaching social, emotional and behavior skills
- 5. Instruction**
 - a. Explicitly teaching academics and behavior**
 - b. Effectively engaging students**
6. Data Collection Tools and Resources

Objectives

Participants will:

1. Identify and define a variety of instructional strategies that can be used for a highly effective classroom
2. Identify why the instructional strategies are important for effective classroom management
3. Review the Classroom Assistance Tool (CAT) for effective implementation

http://flpbs.fmhi.usf.edu/resources_classroom.cfm

Classroom PBS

Research

- Evidence-based behavior strategies, implemented with fidelity, result in positive student outcomes in the classroom. (Simonsen, Myers, DeLuca, 2010; Christenson, Reschly, Appleton, et.al. 2008; Trussell,2008).

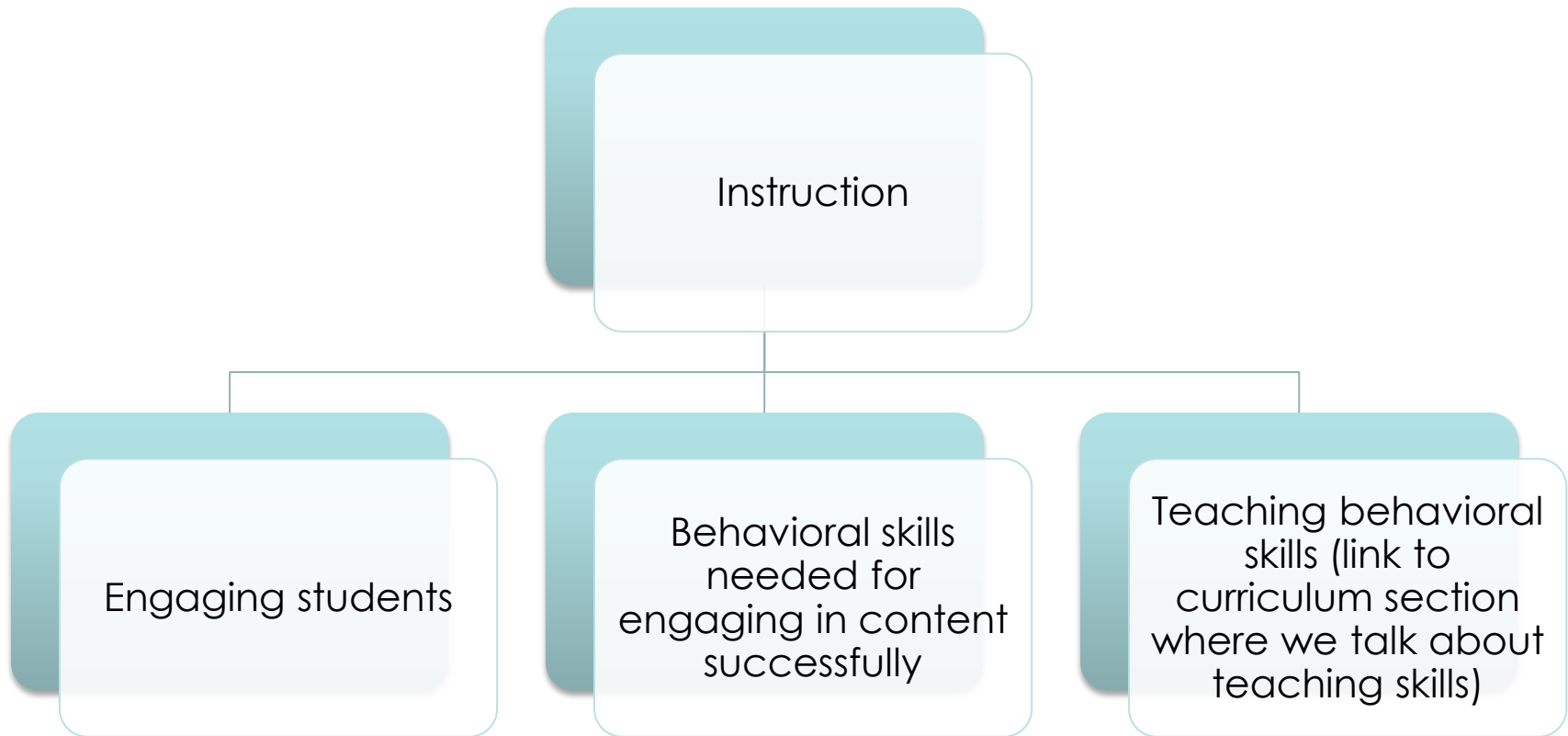
Improve

1. Academic engaged time and academic success
2. Socially appropriate behavior
3. Positive classroom climate

Reduce

1. Classroom disruptions and problem behavior
2. Discipline referrals
3. Referrals for intensive supports or ESE services

MTSS Classroom Coaching Guide



Graphic in Fileshare Pod



CLASSROOM ASSISTANCE TOOL

Classroom/Teacher: Click here to enter text.

Date: Click here to enter a date.

School: Click here to enter text.

Self-Assessment:

Observer: Click here to enter text.

Comments: Click here to enter text.

http://flpbs.fmhi.usf.edu/resources_classroom.cfm

Directions:

1. Check the appropriate box for each question noting whether the item is 'In Place', 'Somewhat in Place', or 'Not in Place'.
2. Total the number of checks for each column and write that score in the Summary section, Page 4.
3. Note strengths and areas needing enhancement for each classroom system.
4. Develop a Classroom Management Plan based on the most significant areas needing enhancement.

3. CURRICULUM AND INSTRUCTION:

Effective instructional strategies & relevant curriculum help increase appropriate behavior & decrease problem behavior.

A. Instructional Planning and Delivery - Teaching activities are planned and implemented to optimize student learning. *^	In place	Some what in place	Not in place
1. Lesson objectives and materials are matched to student levels of function. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assignments are relevant and meaningful to students. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A variety of teaching methods and materials are used. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appropriate time is allotted for completion of assignments. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructional pace meets the needs of all students. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Frequent checks for understanding are conducted after directions are delivered and while task is being completed. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Choices are offered within and/or across tasks. ^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Specific academic praise is provided during guided and independent practice. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Corrective feedback is provided promptly and positively during guided practice. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Curriculum modifications and/or adaptations are made to meet student needs. *^	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Variables

What are instructional variables?

- Strategies that are used to deliver the curriculum.
- 8 categories of instructional strategies
 - Peer Collaboration/Cooperative Learning
 - Concept Maps/Graphic Organizers
 - Debates/Perspective-Taking
 - Generating/Testing Hypotheses
 - Student Demonstrations and Responses
 - Metacognitive Strategies
 - Games
 - Questioning

Why are instructional variables important?

1. Serve as a powerful setting event (prevention)
2. Increase student engagement in the curriculum
3. Supports the use of Florida Standards
4. Helps to identify social skills that need to be taught
5. Augments curricular and instructional strategies

Instructional Strategies

Step 1: Identify the standard

Step 2: Identify the skills (do) and concepts (know)

Step 3: Identify the Implied Skills (behavioral/social skills)

Step 4: Identify instructional implications

Step 5: Identify the Essential Question

Step 6: Determine content of lesson

Step 7: Determine instructional strategies to teach the content

Planning Questions

- Pacing
- Intensity and Enthusiasm
- Teacher-Student and Peer Relationships
- Verbal Feedback
- Physical Movement
- Humor
- Games and Inconsequential Competition
- Friendly Controversy
- Unusual Information

Planning Questions

- Questions and Response Rates
- Students' Lives
- Students' Life Ambitions
- Application of Knowledge
- Progress
- Examples of Self-Efficacy
- Self-Efficacy

Sample: Planning Questions

Games and Inconsequential Competition	What Will I Do?
Is there content I can effectively review using games?	
What types of games best fit this content?	
Friendly Controversy	What Will I Do?
Could I incorporate friendly controversy into any of the addressed content?	
What strategy will I use to stimulate friendly controversy? <ul style="list-style-type: none"> • Class vote • Debate model • Town hall meeting • Legal model • Perspective analysis 	
Unusual Information	What Will I Do?
Could I incorporate unusual information into any of the addressed content?	
How will I use unusual information? <ul style="list-style-type: none"> • To introduce a lesson • To allow students to research and collect interesting facts • By inviting guest speakers 	

Instructional Strategies

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Table of Instructional Strategies

Instructional Strategies

Example of effective vs. non-effective strategies: <http://www.youtube.com/watch?v=UIJXYwWRGUQ>

Inspirational Video: <https://www.teachingchannel.org/videos/teach-for-the-fire>

Instructional Strategy	Examples	Description	Citation	Sample Video/Website Resource
Peer Collaboration/ Cooperative Learning	Modified Reciprocal Teaching	Small groups of students (Predictor, Clarifier, Questioner, Summarizer) are provided a beach ball with five sections identified as who, what, when, where, and how on the ball. Students pass the ball around asking and answering questions based on the section of the ball their hand touches when catching the ball.	Myers, 2005	
http://www.youtube.com/watch?v=aFjn2uqbCbc	Turn and Talk	Read/work on an activity, turn and discuss questions with neighbor, then share with the large group.	Gambrell, Morrow, Neuman, & Pressley, 1999	https://www.teachingchannel.org/videos/increasing-student-collaboration
X (guided reading)	Peer Partners	Pairs of students read a story and then discuss what the story is about. After sharing students write or draw what the text is mainly about, ask them the following questions (Harvey & Goudyis, 2000): 1. How do you know this? 2. What details can you find, list or draw to support your conclusions about the main idea?	Harvey & Goudvis, 2000	https://www.teachingchannel.org/videos/increasing-student-collaboration https://www.teachingchannel.org/videos/facilitating-student-collaboration?fd=1
	Think, Pair, Share, -or- Think, Pair, Share, Write	Think: The teacher prompts the students with a question. Pair/Share: Students pair up to discuss responses. Write: Students write thoughts on paper, white board, or graphic organizer.	ISBE, 2012	http://teachertube.com/viewVideo.php?video_id=254288&title=Think Pair Share https://www.teachingchannel.org/videos/analyzing-text-brainstorming https://www.teachingchannel.org/videos/think-pair-share-lesson-idea

Instructional Strategies

Step 1: Identify the standard

Step 2: Identify the skills (do) and concepts (know)

Step 3: Identify the Implied Skills (behavioral/social skills)

Step 4: Identify instructional implications

Step 5: Identify the Essential Question

Step 6: Determine content of lesson

Step 7: Determine instructional strategies to teach the content

SOCIAL SKILLS	INSTRUCTIONAL STRATEGIES							
	Peer Collaboration	Concept Maps/Graphic Organizers	Debates/Perspective-Taking	Generating/Testing Hypotheses	Student Demonstrations and Responding	Self-Monitoring	Games	Questioning
Listening (A, E)	X	X	X	X	X		X	X
Starting/Beginning a Conversation (A, E)	X		X					
Having a Conversation (A)	X		X					
Convincing Others (A)	X		X	X				
Negotiating (A, E)	X		X	X				
Using Self-Control (A, E)	X	X	X					
Responding to Persuasion (A)	X		X					
Contributing to Discussions(E)	X	X	X		X			
Asking a Question (A, E)	X	X	X	X				X
Giving a Compliment (A, E)	X							
Accepting a Compliment (E)	X							
Asking for Help (A, E)	X	X		X	X	X	X	X
Giving Instructions (A, E)	X							
Following Instructions (A)	X	X	X	X	X	X	X	X
Apologizing (A, E)	X							
Expressing Your Feelings (A, E)	X		X		X			
Understanding Feelings of Others (A, E)	X		X		X			
Dealing with Your Anger (E)	X					X	X	X
Dealing with Someone Else's Anger (A, E)	X						X	
Helping Others (A)	X	X		X	X			
Standing Up for Your Rights (A)	X		X		X			
Answering a Complaint (A, E)	X							
Responding to a Complaint (A)	X					X	X	
Dealing with Contradictory Messages (A)	X		X	X				X
Dealing with an Accusation (A, E)	X							
Dealing with Group Pressure (A, E)	X							
Saying Thank You (A, E)	X							
Bringing Materials to Class (E)	X	X	X	X	X	X		
Offering Help to a Classmate (E)	X	X		X	X		X	

Case Examples

A. Instructional Planning and Delivery- Teaching activities are planned and implemented to optimize student learning. *^	In place	Some what in place	Not in place
1. Lesson objectives and materials are matched to student levels of function. *^	<input type="checkbox"/>	X	<input type="checkbox"/>
2. Assignments are relevant and meaningful to students. *^	<input type="checkbox"/>	<input type="checkbox"/>	X
3. A variety of teaching methods and materials are used. *^	<input type="checkbox"/>	<input type="checkbox"/>	X
4. Appropriate time is allotted for completion of assignments. *^	<input type="checkbox"/>	X	<input type="checkbox"/>
5. The instructional pace meets the needs of all students. *^	<input type="checkbox"/>	X	<input type="checkbox"/>
6. Frequent checks for understanding are conducted after directions are delivered and while task is being completed. *^	X	<input type="checkbox"/>	<input type="checkbox"/>
7. Choices are offered within and/or across tasks. ^	<input type="checkbox"/>	<input type="checkbox"/>	X
8. Specific academic praise is provided during guided and independent practice. *^	X	<input type="checkbox"/>	<input type="checkbox"/>
9. Corrective feedback is provided promptly and positively during guided practice. *^	<input type="checkbox"/>	X	<input type="checkbox"/>
10. Curriculum modifications and/or adaptations are made to meet student needs. *^	<input type="checkbox"/>	<input type="checkbox"/>	X

Additional Observations

- 9th grade high school English literature class
- High % students level 1 & 2 FCAT
- Each period has 3-4 students with disabilities, 3-4 students ELL
- 20 minutes lecture, 20 minutes round robin reading, 15 mins worksheet
- Students know procedures (85%), SW expectations (75%), class rules (90%)
- 5 classroom rules, referred to by teacher 3 times
- Reviews rules every 9 weeks & mid-progress reports
- Links characters in readings back to expectations
- Passes out 5 Ram bucks day, uses specific/generic praise
- Class disruption: talk to neighbor, pass notes, hide cell phone behind book, making noises, head on desk
- 70% completion of worksheet, 2 incomplete

Predicted Hypothesis

Based on data provided, what is your best guess about what is going on?

Predicted Hypothesis

Minor behaviors are occurring during whole group instruction time because the students are not engaged in the lesson. Students displayed disruptive behavior during class to avoid listening to the lecture or to avoid reading aloud during round robin reading. Some of the students may have avoided the reading aloud and worksheet due to the difficulty level of the text in comparison to their reading level.

8 Categories of Instructional Strategies

- Peer Collaboration/Cooperative Learning
- Concept Maps/Graphic Organizers
- Debates/Perspective-Taking
- Generating/Testing Hypotheses
- Student Demonstrations and Responses
- Metacognitive Strategies
- Games
- Questioning

Critical Element	<u>Step 1:</u> What is the problem, issue, or task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
Classroom	<ul style="list-style-type: none"> • 24 referrals for minor behavior 			
	<ul style="list-style-type: none"> • Students are not engaged in the classroom activities 			
	<ul style="list-style-type: none"> • Students are trying to avoid the task/activity 			
	<ul style="list-style-type: none"> • Little differentiation is being used despite the mixture of the class 			

Critical Element	<u>Step 1:</u> What is the problem, issue, or task to be addressed?	To-Do List	Persons Responsible	Follow-Up or Completion Date
Classroom	1. 24 referrals for minor behavior 2. Students are not engaged in the classroom activities	1. Review the instructional strategies grid in the classroom guide. Select 1 possible strategy from each category to use and watch the video.	Mr. Z	2/23
	3. Students are trying to avoid the task/activity 4. Little differentiation is being used despite the mixture of the class	2. Select 2 strategies to try. Prior to trying them review social skills grid to determine if I need to review any social skills. Teach the social skills.	Mr. Z	2/23
		3. Talk to Ms. Kinny to see about the possibility of observing a few of the other teachers for ideas for instructional strategies.	M. Ramirez	2/21
		4. Review FCAT data, ELL plans, IEPs to identify areas of strength, need and accommodations	M. Ramirez, Mr. Z	3/1

Upcoming Online Chats

1. Model Schools

- Thursday, January 30, 2014
- 2:00 – 3:00 pm EST
- 1:00 – 2:00 pm CST

2. Using Your Data

- Tuesday, February 4, 2014
- 2:30 – 3:30 pm EST
- 1:30 – 2:30 pm CST

Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
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- Website: <http://flpbs.fmhi.usf.edu>
- Facebook: www.facebook.com/flpbs
- FLPBS on Twitter: [@flpbs](http://www.twitter.com)

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org