



Implementing PBS:MTSS

Importance of Social Skills in Context of Florida Standards for Achievement

1



Florida Department of Education
Dr. Eric Smith, Commissioner

USF
UNIVERSITY OF
SOUTH FLORIDA

This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Housekeeping

- Poll
- Screen Review/Orientation
- Tech Support

Overview

1. PBS:MTSS as a foundation for school improvement.
2. Reciprocal relationship between academic skills and social/emotional behaviors
3. Unpacking standards to find behaviors important for achievement

Objectives

1. Recognize the evidence in support of PBS as a foundation for student learning achievement and the reciprocal relations between academic and behavior skills.
2. Learn one process for using the Florida Standards to facilitate buy-in & collaboration for PBS implementation at the classroom level.



WHAT IS THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND BEHAVIOR FROM YOUR EXPERIENCE ?



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Cycle of Academic and Behavioral Failure:

Aggressive Response

(McIntosh, 2008)

So, which is it...

Academic problems lead to
behavior problems?

or

Behavior problems lead to
academic problems?

Not sure...

Probably a combination of
both

Student's
academic
skills do not
improve

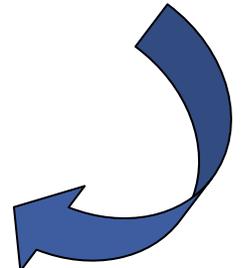
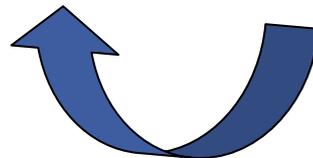
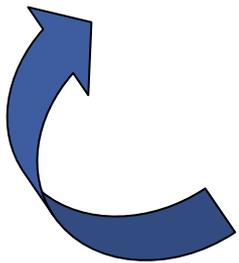
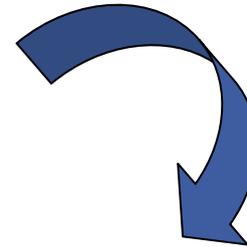
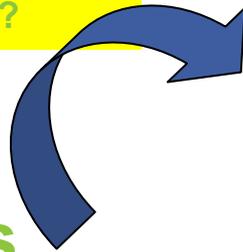
Teacher
presents
student
with grade
level
academic
task

Student
engages
in problem
behavior

Student
escapes
academic
task

Teacher
removes task
or removes
student

6



Highly Effective Practices: Research

High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (*Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006*)

Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (*Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006*)

Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (*McIntosh, 2008; McIntosh, Sadler, & Brown, 2010*)

The evidence of a transactional relationship (confined, collateral, combined) with reading and behavioral interventions. (*Bruhn⁷ & Watt, 2013; Cook et al., 2013*)

School-wide Behavior & Reading Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model

(Stewart, Benner, Martella, & Marchand-Martella, 2007⁸)



BEHAVIOR SUPPORTS IN THE CLASSROOM INSTRUCTIONAL ENVIRONMENT



Characteristics of Effective Instructional Environments

(e.g, Brophy et al., 1999; Elliott et al., 2000)

- Expectations for Student Learning
- Expectations for Student Behavior
- Classroom Routines
- Orientation to Lessons
- Developmentally Appropriate Instruction
- Instructional Grouping
- Progress Monitoring
- Review & Reteaching
- Increased Learning Time
- Interactions Between Teachers and Students ¹⁰
- Use of Incentives and Rewards

Model of Skill Relationships

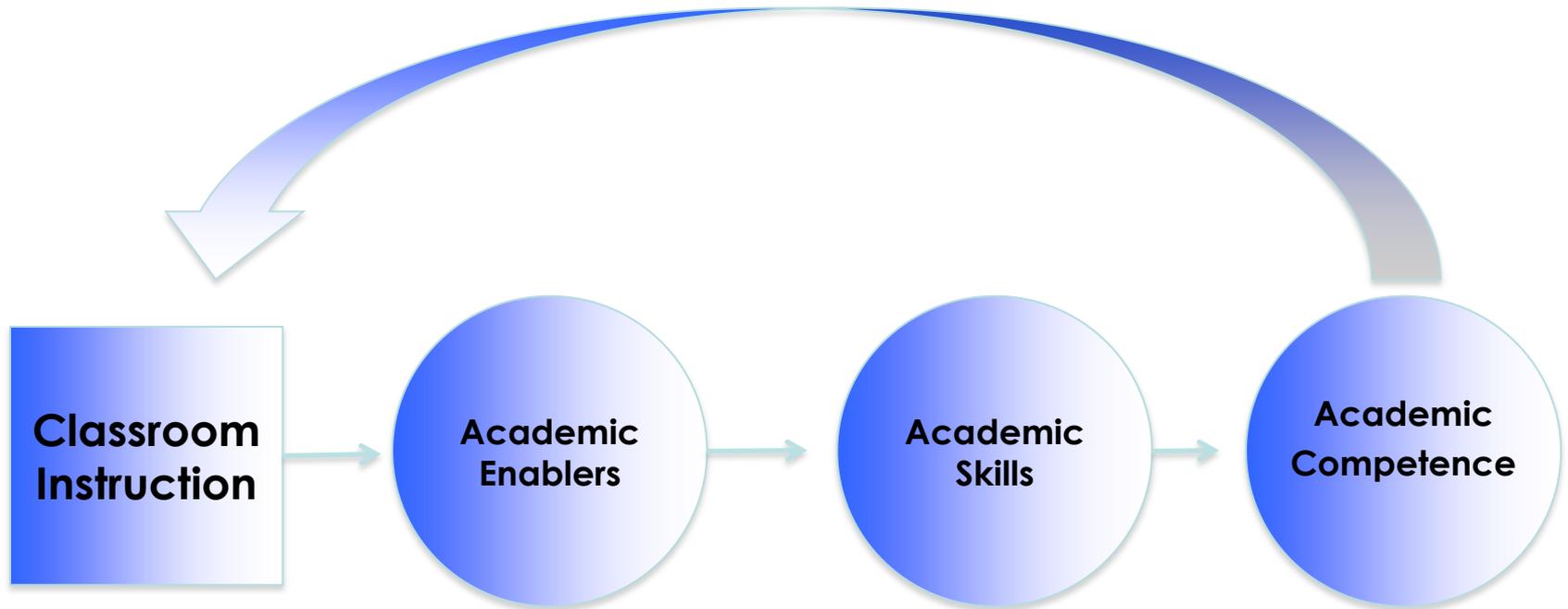
(DiPerna & Elliott, 2000; Elliott, DiPerna & Shapiro, 2001)

Academic Competence:

- Multidimensional construct composed of skills, attitudes and behaviors of a learner that contribute to academic success in the classroom
 - Academic Skills:
 - Basic and complex skills that are a central part of academic curricula in schools.
 - Academic Enablers:
 - Students' attitudes and behaviors that allow the student to benefit from classroom instruction.

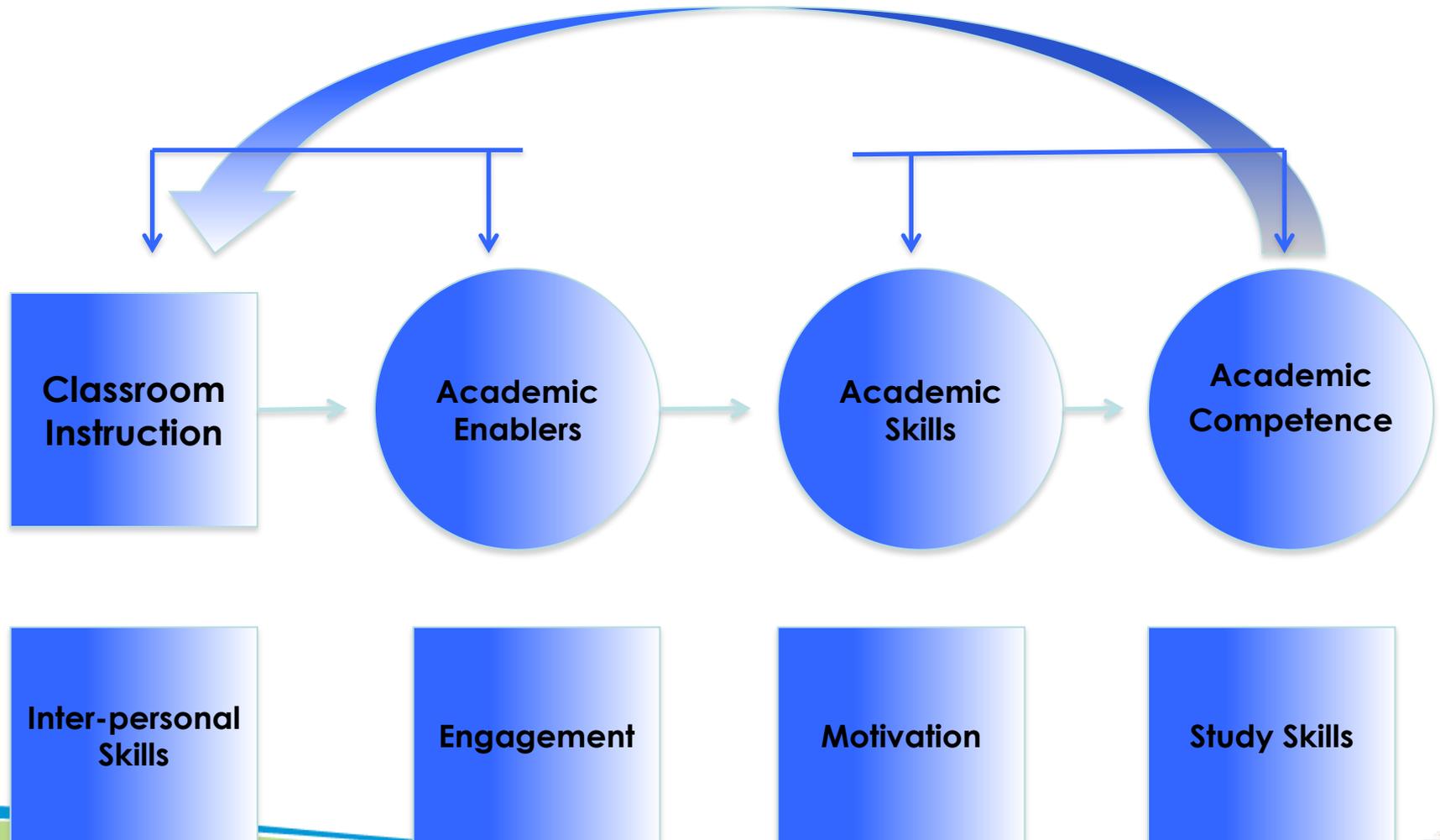
Model of Skill Relationships

(DiPerna & Elliott, 2000; Elliott, DiPerna & Shapiro, 2001)



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Inter-Personal Skills

(Elliott, DiPerna, & Shapiro, 2001)

- Follows classroom rules
- Corrects inappropriate behavior when asked
- Expresses dissatisfaction appropriately
- Accepts suggestions from teachers
- Works effectively in a large group activity
- Interacts appropriately with adults
- Listens to what others have to say
- Gets along with people who are different
- Works effectively in small group activity
- Interacts appropriately with other students

Engagement

(Elliott, DiPerna, & Shapiro, 2001)

- Speaks in class when called upon
- Asks questions about tests or projects
- Participates in class discussions
- Volunteers answers to questions
- Assumes leadership in group situations
- Volunteers to read aloud
- Initiates conversations appropriately
- Asks questions when confused

Motivation

(Elliott, DiPerna, & Shapiro, 2001)

- Is motivated to learn
- Prefers challenging tasks
- Produces high-quality work
- Critically evaluates own work
- Attempts to improve on previous performance
- Makes the most of learning experiences
- Persists when task is difficult
- Looks for ways to academically challenge self
- Assumes responsibility for own learning
- Is goal-oriented
- Stays on task

Study Skills

(Elliott, DiPerna, & Shapiro, 2001)

- Completes homework
- Corrects own work
- Finishes class work on time
- Prepares for tests
- Prepares for class
- Turns in homework on time
- Takes care of materials (e.g., textbooks, desk)
- Pays attention in class
- Completes assignments according to directions
- Takes notes in class
- Reviews materials



LESSON STUDY AND UNPACKING FLORIDA STANDARDS



Lesson Study as the Vehicle for Unpacking Standards

What is Lesson Study?

Lesson Study is a peer-to-peer, job-embedded, collaborative form of professional development that engages small teams of teachers in:

- Setting long and short term learning goals for their students
- Researching problem areas in the content and pedagogy related to their subjects
- Planning an instructional unit and research lesson related to the chosen content focus
- Teaching the research lesson to students and collecting student data on their interactions with the lesson
- Discussing the data on student learning and improving the lesson, and
- Reflecting on their professional learning within the context of the lesson study cycle.

Florida Standards Numbering System

LACC.K. SL.1.1



Subject	English Language Arts: Comprehension and Collaboration
Grade	Kindergarten
Domain	Speaking and Listening
Cluster	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Standard	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Unpacking Standards

The unpacking process allows teachers and administrators to determine what matters most (i.e. pacing, assessment, critical focus areas)

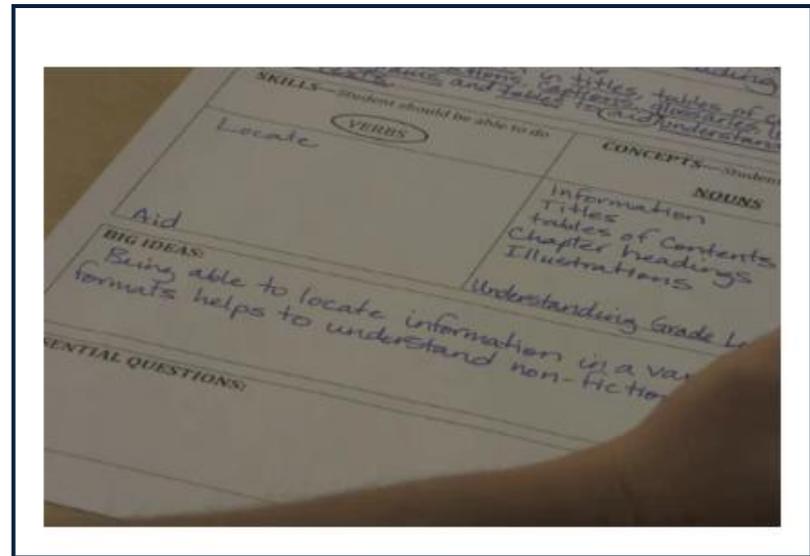
• **Clarity**

• **Alignment**

• **Continuity**

• **Integration**

• **Baseline**



K-12 Literacy Anchor Standards (see handout)

- An “anchor standard” is a skill that high school graduates should have in order to be ready for entry into the world of work or postsecondary education. Basically, an anchor standard is an answer to the question, “What should a 21st century diploma holder be able to do in order to flourish?”
- Whether you teach kindergarten or 12th grade, an anchor standard is the target.
- Because literacy tasks involve various modes of operation, there are several sets of anchor standards. They are: Reading, Writing, Speaking and Listening, and Language.

Unpacking Steps

Step 1	Select a standard or a set of standards.
Step 2	Circle the verbs and action phrases (skills-Do). Record.
Step 3	Underline the nouns and noun phrases (knowledge and understanding-K and U). Record.
Step 4	Determine pre-requisite skills implied within the standard. Record.
Step 5	Determine instructional implications of the standard. Record.

KG ELA Standard- Comprehension and Collaboration	Explicit Skills	Implied Skills
<p>LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 	<ul style="list-style-type: none"> • Active listening skills • Understand, follow rules • Initiation skills • Planning and problem solving skills • Develop verbal communication skills • Appreciation of diversity • Perspective taking • Critical thinking skills • Organization and synthesis of orally and visually presented information • Interpretation and utilization of non-verbal communication cues • Focus, attention, and self-regulation • Negotiation and conflict resolution (when necessary)

Step 5: Instructional implications of the standard.

Review/Reteach students how

- Active listening skills
- Understand, follow rules
- Initiation skills
- Planning and problem solving skills
- Develop verbal communication skills
- Appreciation of diversity
- Perspective taking
- Critical thinking skills

Review/Reteach students how

- Critical thinking skills
- Organization and synthesis of orally and visually presented information
- Interpretation and utilization of non-verbal communication cues
- Focus, attention, and self-regulation
- Negotiation and conflict resolution (when necessary)

11th-12th ELA Standard- Comprehensio n and Collaboration	Explicit Skills	Implied Skills
<p>LACC.1112.SL.1.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete 	<ul style="list-style-type: none"> • Summarization and integration of orally presented ideas and information • Understand what the important aspects of informational text are; • Understand that an author's point of view influences how events are described (e.g., tone, presentation of opinions and facts); • Read and comprehend informational text proficiently and independently • Foundational reading skills sufficient to support comprehension of text (decoding, fluency, vocabulary, comprehension strategies) • Active listening skills (initiating, clarifying, summarizing, repairing, asking open ended questions, etc.) • Initiation skills • Planning and problem solving skills • Persistence and stamina • Clear expressive communication skills • Appreciation of diversity • Perspective taking • Critical thinking skills • Organization and synthesis of orally and visually presented information • Inferencing • Interpretation and utilization of non-verbal communication cues • Focus, attention, and self-regulation • Negotiation and conflict resolution (when

Step 5: Instructional implications of the standard.

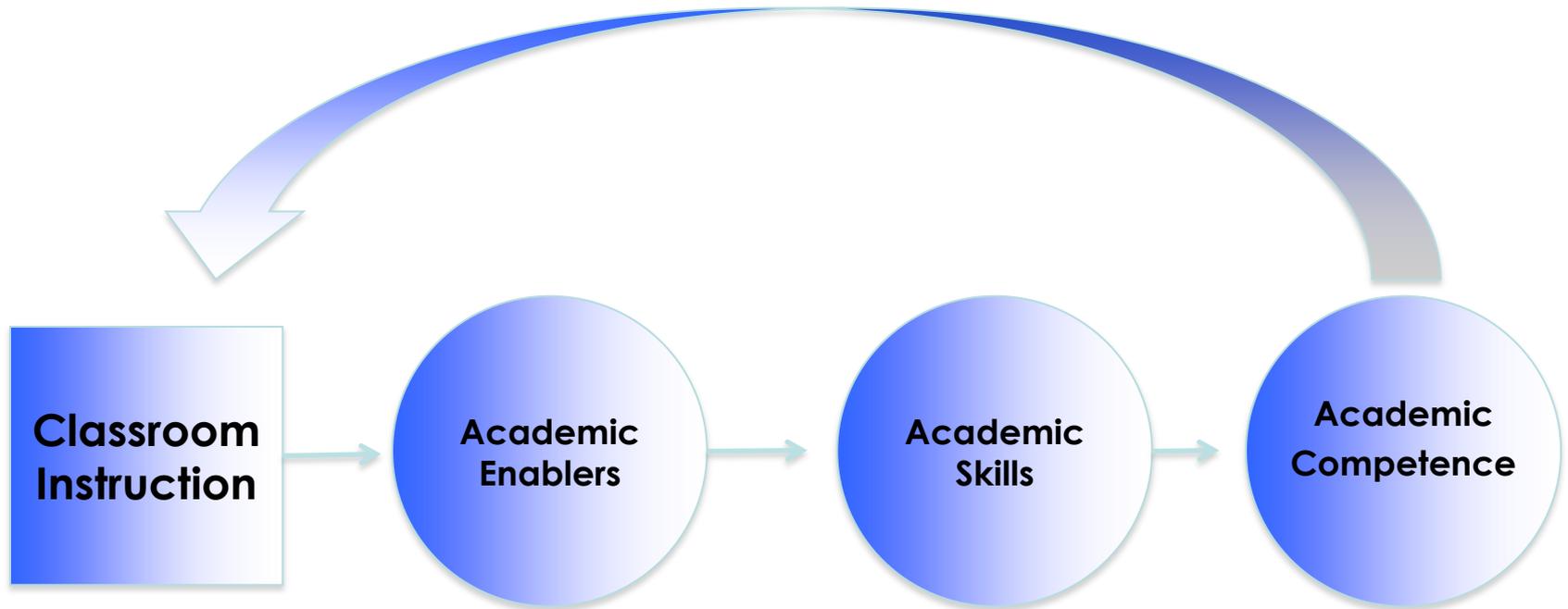
Review/Reteach students how

- Summarization and integration of orally presented ideas and information
- Understand what the important aspects of informational text are;
- Understand that an author's point of view influences how events are described (e.g., tone, presentation of opinions and facts);
- Read and comprehend informational text proficiently and independently
- Foundational reading skills sufficient to support comprehension of text (decoding, fluency, vocabulary, comprehension strategies)
- Active listening skills (initiating, clarifying, summarizing, repairing, asking open ended questions, etc.)
- Initiation skills

Review/Reteach students how

- Planning and problem solving skills
- Persistence and stamina
- Clear expressive communication skills
- Appreciation of diversity
- Perspective taking
- Critical thinking skills
- Organization and synthesis of orally and visually presented information
- Inferencing
- Interpretation and utilization of non-verbal communication cues
- Focus, attention, and self-regulation
- Negotiation and conflict resolution (when necessary)

Problem Solving



Academic Enabler Strategies

(Elliott, DiPerna & Shapiro, 2001)

Intervention	Interpersonal	Engagemen †	Motivation	Study Skills
<u>Fundamental Strategies</u>				
- Modeling	✓	✓	✓	✓
- Coaching	✓			
- Behavioral Rehearsal/Practice	✓	✓	✓	✓
- Positive Reinforcement	✓	✓	✓	✓
- Reductive Procedures	✓	✓	✓	✓
- Match Instructional Level		✓		
- Antecedent Control & Reinforcement	✓			

Academic Enabler Strategies

(Elliott, DiPerna & Shapiro, 2001)

Intervention	Interpersonal	Engagement	Motivation
<u>Specific Strategies/Tactics</u>			
Cueing/Prompting	✓		
Peer Initiations	✓		
Peer Tutoring		✓	
Work Groups		✓	
Self-Mgmt Strategies		✓	
Cooperative Learning	✓		✓
Differential Reinforcement	✓		
Social Problem Solving	✓		
Self-Monitoring		✓	

Resources

PBS Classroom Coaching Guide:

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

- Folder 3- Instruction
- Folder 4- Curriculum

Discussion

1. What new information have you learned today and how will it help you with implementing PBS in your current role?
1. What additional information or resources might you need to further promote PBS implementation in your current role?

Upcoming Online Chat

Universal Screening
Tuesday, October 7
3:15 pm EST/2:15 pm CST

<http://usf.adobeconnect.com/openta/>

Thank You



Contact Information and Resources

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OSEP TA Center on PBIS

- Website: www.pbis.org



Association on PBS

- Website: www.apbs.org

