"At-Risk" Teachers?

**Why?**
1. Inadequate teacher preparation
2. Lack of effective teaching training
3. Lack of classroom management training
4. "Telling" training does not mean can do
5. New often given difficult assignments
6. Slow acquisition of complex and many skills
7. Quick turn over within 5 years before expert
8. Low budgets for staff development
9. Asked to do too much at one time before fluent

**Objectives**

Assessment of 3 strands necessary for learning

1. Academic skills are appropriately taught
2. Positive Behavioral Expectations are Taught
3. Teacher Responses to Inappropriate Behavior are Consistent and Accurate

**Proactive Teaching**

A better way to manage student behavior

**STEP ONE: Are Academic Skills Taught Appropriately?**

Are many children given effective instruction to learn the task?

**Rationale:**
Many students obtain low accuracy and score within frustration scores = behavior problems

When students have frequent opportunities to respond with few criticism and few failures = minimum student behavior problems
(Binder 1996; Heward et. al. 1995).

**Basic effective instruction steps**

- Planning
- Managing
- Delivering
- Evaluating

**Planning instruction:** degree to which teaching goals for performance are stated clearly and are understood by the student

**Managing instruction:** degree to which classroom management is efficient, effective, and positive

**Delivering instruction:** degree which there is an appropriate match, lessons are presented clearly, support is provided for individual students, sufficient but efficient instructional time, and high response opportunities

**Evaluating instruction:** degree to which the teacher actively monitors and evaluates progress and alters instruction appropriately
**Simple Assessment of appropriate teaching**

**PLANNING:** Wrote and met objectives on board
**MANAGING:** Time spent on academic/management
**DELIVERING:** Review work for success percentage @ 80%. Retaught if low success?
**EVALUATING:** Check if in grade book, graded, collected

---

**Assessing Academic Time**

**EXAMPLE:**

<table>
<thead>
<tr>
<th>1</th>
<th>Off</th>
<th>AA</th>
<th>BM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>3</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>4</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>5</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>6</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>7</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>8</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>9</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>10</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
<tr>
<td>11</td>
<td>Off</td>
<td>AA</td>
<td>BM</td>
</tr>
</tbody>
</table>

Observe teacher and class for 10 seconds. After 10 seconds look at a student.

Circle **OFF** if you see the child not doing what they were asked, talking out, out of seat or touching others at any time during the 10 second interval. (momentary sampling)

Circle **AA** if teacher is instructing or students are engaged in an academic activity at any time during the 10 second interval. (partial sampling)

Circle **BM** if teacher is managing materials, rule/non-academic behavior, or transitioning at any time during 10 second interval. (partial sampling)

---

**Assessing Academic Skills Taught Appropriately?**

**Provide students with missing steps.**

1. Determine missing steps to add
   - YES NO Objectives clear
   - YES NO Told how to do task with steps
   - YES NO Teacher modeled
   - YES NO Checked for understanding
   - YES NO Short practice for all students
   - YES NO Gave independent practice
   - YES NO Monitored work
   - YES NO Evidence of feedback for work

2. Estimate if all steps used would work for target student

3. If increased score, develop treatment plan with teacher

**Assessing if Academic Skills were taught Appropriately**

Provide students with missing steps.

1. Determine missing steps to add
   - YES NO Objectives clear
   - YES NO Told how to do task with steps
   - YES NO Teacher modeled
   - YES NO Checked for understanding
   - YES NO Short practice for all students
   - YES NO Gave independent practice
   - YES NO Monitored work
   - YES NO Evidence of feedback for work

2. Estimate if all steps used would work for target student

3. If score does not increase, test out growth with “slice back” options on next slide

---

**Work Accuracy after lesson:**

Target child score: 67%

**Work Accuracy after lesson:**

Target child score: 81%
WHEN EFFECTIVE TEACHING IS NOT WORKING
CONSIDER “SLICE BACK” OPTIONS:

1. teach at instructional level
2. decrease number of steps learned & practiced
3. Check basic “tool” skills
can he write numbers, letters, sentences, etc?
4. Briefer practice sessions to:
give less material practiced at a time
more times given feedback/praise

Rathen suggestions: 191-195, 210, 217, 222, 158-177

GRADE: 4 (70 to 100)

Correct           Errors     Percent correct questions Level
Probe 1  20  15  0 frustrational
Probe 2  15  6  10
Probe 3  19  5  7
MEDIAN SCORE  15.5 19

GRADE: 3 (70 to 100)

Correct           Errors     Percent correct questions Level
Probe 1  20  12  0 frustrational
Probe 2  19  7  7
Probe 3  19  5  7
MEDIAN SCORE  19.5 13

GRADE: 2 (40-60)

Correct           Errors     Percent correct questions Level
Probe 1  44  3  3/3 instructional
Probe 2  40  6  3/3
Probe 3  33  9  2/3
MEDIAN SCORE  40  6  3/3

INTERVENTION OPTIONS:

Was Academics appropriately taught?
☐ If most students are < 80%, target child score is low, and some instructional steps are missing
   SOLUTION: Add missing steps and briefly test with CBA or a similar assignment to see if child score improves. If so, then this could be your intervention.

☐ If many students are under 80%
   SOLUTION: Reteach missing steps to the class.

☐ If target child’s score is low, most other students are < 80%, and 100% of instructional steps used
   SOLUTION: Consider instructional range or “slice back” options (decrease steps learned, check basic “tool skills, briefer practice sessions with more frequent feedback.
   Try this out using one of the slice back options and briefly test with CBA or a similar assignment to see if child score improves.
   Rathen suggestions: 191-195, 210, 217, 222, 158-177

INTERVIEWS
Witt’s book
Edward Shapiro’s book

OBSERVATION FORMATS
TIES (Ysseldyke)
SECONS (in Shapiro’s book)
B.O.S.S. for details on level of engagement, student-teacher interactions

To more complex assessment:

INTERVENTIONS
Witt’s book
Edward Shapiro’s book

Instructional Strategies
that also decrease behavior problems

1. Errorless learning with acquisition (time delay)
2. Instructional pace
3. Choice
4. Timed work sessions
5. Goal setting
STEP TWO: Assessing if Positive Behavioral Expectations are Taught

Differences between effective and ineffective teachers was not what they did after the behavior occurred but what they did before the behavior occurred.

THESE TEACHERS:
• Organized routines
• Taught routines
• Provided practice with specific feedback and praise

Assessing academic learning time

Amount of time allocated to subject area during which students are actively engaged in instructional activities includes: actual instruction time, engaged time and success rate.

Effective classroom management strategies and routines are designed to conserve instructional time.

Transitions

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Begin</th>
<th>End</th>
<th>Total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10:15</td>
<td>10:19</td>
<td>4 min</td>
</tr>
<tr>
<td>(between lecture and group)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>10:34</td>
<td>10:44</td>
<td>10 min</td>
</tr>
<tr>
<td>(between reading and math)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>11:01</td>
<td>11:02</td>
<td>1 min</td>
</tr>
<tr>
<td>(between lecture and SW)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IDEAL TIME: less than 2 minutes

Easier option: Assessing Transitions

Getting students from one place or activity to another in short amount of time.

- Between lessons
- Moving into groups
- Switching from lecture to independent seatwork
- Collecting papers
- Getting into line
- Entering the classroom
- Cleaning areas

Beat the Buzzard: An Intervention for TRANSITIONS

- Signal to get attention
- Tell students what to do
  - behavior
  - academic
- Set timer
- Monitor
  - walk, visually scan, give feedback
    - praise compliance, redirect or prompt non-compliance
- Feedback about routine
  (frequent comments and corrective works better than criticism or threat to punish)
- Begin next lesson within 2-4 minutes

Teach effective transitions if:

Almost all transitions are > than 2 minutes

RATIONALE

The longer the transition, more behavior problems occur. Children do not sit and idle well.

Students change activities about 15 times per day. If ten minutes per transition, then 150 minutes a day is spent getting ready.

Transition can consume 20% of the school day.

Active supervision improves behavior moving and looking around the class, being close to students, and interacting with students.
**TRAINING**

- Learn transition definition and goal
- Learn 6 teacher transition steps
- Observe transitions in a classroom
- Practice Transition steps
- Discuss how to train students
- Learn how to shorten transitions by organizing routines

**What if only some transitions are consistently more than 2 minutes?**

Determine what type of activity is occurring when the transition is taking longer.

*Is it taking longer to pass out paper or to clean up?*

Design a well-planned routine to decrease the transition time.

Examine routines if some transitions are greater than 2 minutes.

**ROUTINES**

- Pencil Sharpen
- Pass in papers
- Getting teacher attention
- Small Group movement
- Independent seatwork rules
- Clean up procedures
- Bathroom
- Line up

**ROOM USE**

- Teacher’s desk organized
- Student’s desk organized
- Lesson Materials organized
- Storage areas organized
- Sink and Counter tops areas organized
- Chalkboard neat

**BEGINNING OF THE SCHOOL DAY**

**Goal**

All students will put book bags and materials in the designated location, check for sharpened pencils, and begin working on the posted work assignment within five minutes after the bell rings.

**Preparation**

- Ensure daily assignment is posted on board prior to students entering the room.
- Prepare work materials for your morning classes.
- Check for needed equipment, the correct number of copies of you have worksheets, any materials you may need for hands-on experiments, etc.

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**How to organize a routine**

1. Why do I need this routine?
   - Provide a goal for each routine

2. What do I need to do during the routine?
   - Decide on teacher steps for each routine

3. What do my students need to do?
   - Decide on student steps and training needs

4. How do I get assistance or feedback?
   - Use a classroom checklist that lists each step.

---

**COACH CARD**

**BEGINNING OF THE SCHOOL DAY**

*Approximate time: 5 minutes*

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WRITE the morning work on the board</td>
</tr>
<tr>
<td>2</td>
<td>STAND at the classroom line area</td>
</tr>
<tr>
<td>3</td>
<td>TELL student to put away materials, sharpen pencils, place homework on desk and begin work on board</td>
</tr>
<tr>
<td>4</td>
<td>MONITOR</td>
</tr>
</tbody>
</table>
| 5    | PROVIDE FEEDBACK  
*Praise if compliant*  
*Practice during free time if non-compliant*  
*COMPLETE ADMINISTRATIVE DUTIES* |
Behavior Class Overhead
Beginning of the School Day

TELL
students what is expected.
1. Walk to the lining up area quietly.
2. Look and listen.
3. Walk into classroom when admitted.
4. Put away school materials.
5. Check to make sure you have 2 sharpened pencils.
6. Place homework on desk.
7. Work on board assignment until told to stop.

SHOW
Teacher models the routine: Students volunteer to model the routine as the teacher provides feedback.

DO

<table>
<thead>
<tr>
<th>Practice Times</th>
<th>Steps Correct</th>
<th>Steps Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP THREE: Assessing teachers responses to inappropriate behavior

Rationale for effective classroom management procedures

Teacher knows exactly what to do for appropriate and inappropriate behavior

Students know how to behave

“Tough” students may need a reason to behave

Taking students out of the regular classroom to teach appropriate behavior without fixing the classroom environment, will only find these students regressing to previous levels of behavior.

STEP THREE: Assessing teachers responses to inappropriate behavior

• Write down the teachers classroom rules and consequences
• Observe students violating any classroom rules or “standard” rules and its consequence
• Record the behavior violation and the consequence under one of three columns:
  Match = a rule was violated and the appropriate consequence was given
  Deviation = a rule was violated and some consequence was given
  No Response = a rule was violated and there was no consequence

Rationale for a High Rate of Positive Teacher-to-Pupil Interaction
Positive behavior change responds better to Positive than Negative consequences.
Reduces negative side effects of punishment only approach
Where the ratio of negative to positive interactions is never greater than 1 ‘negative’ to every 8 ‘positives’, student behavior is more appropriate. (Latham, 1997)

However:
1,000,000 students dropping out of school per year report they want to avoid a coercive school environment. (Sidman, 1993)
90% of all appropriate behaviors to go unrecognized
Teachers are 2-5 times more likely to pay attention to that behavior than appropriate behavior.
82% of students with disabilities never receive positive feedback when they comply w/teacher requests and Disapproval statements outnumber approval statements 15-1 (Shores, Gunter, & Jack, 1993).
### Observable Rules

<table>
<thead>
<tr>
<th>Rules</th>
<th>Response matched</th>
<th>Response matched</th>
<th>No Response</th>
<th>Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow teacher’s directions</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Raise hand to request teacher help</td>
<td>√</td>
<td>√</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Keep hands and feet to oneself</td>
<td>√</td>
<td></td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Stay in seat</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Additional information from this data:

- Frequency of interactions already conducted by the teacher: 24 interactions / 40 = 36 interactions / hour
- Ratio of positive and corrective teacher interactions: (matched + deviation) / praise = 15/9
- or 15 * 60 / 40 = 22 / hour and 9 * 60 / 40 = 14
- Ratio of interactions with target and peers
Developing a classwide behavior management plan

1. Determine target behaviors (rules)
2. Develop recording system (e.g., weekly conduct card)
3. Choose classroom reinforcers
4. Determine schedule of reinforcement
5. Determine punishment procedures
6. Display rules & consequences in front of the classroom
7. Train students!!! Train students!!! Train students!!!
8. Evaluate student behavior & begin fading process

INTERVENTION OPTIONS:
Were teachers responses to inappropriate behavior consistent and accurate?
- If many checks are in match column, then plan is ineffective
  SOLUTION: work on rules/plan and maybe implement behavior game, my
time game, and/or overcorrection
- If many checks are in deviation column, then plan is not used
  SOLUTION: implement plan with prompts at first
  Or if plan is too difficult or does not work then develop management
  rules/plan and maybe implement behavior game or my time game and/or
  overcorrection.
- If many checks are in no response column, ignoring does not work:
  SOLUTION: If plan is too difficult or does not work, then develop
  management rules/plan and maybe implement behavior game or my time
  game and/or overcorrection.
- If few checks are in praise column and there are many checks in match,
deviation, and/or no response
  SOLUTION: If behavior game or my time game is used with reward, may
  consider fading rewards but increasing praise to a 1 corrective statement
  to 8 praises ratio.

Possible Consequences for Serious Student Behavior Problems**

Arrange with another teacher to have the opportunity to send the student to
another classroom for 10 minutes for serious behaviors.
- Send the student with academic work.
- Ask the other classroom teacher direct the student to do the work.
- The student should not participate in fun activities.
- If possible, send the child to an older classroom.
- Send the student to the principals office with another student.
  Before reentering the classroom, the student will need to apologize
  and write a plan that will improve the behavior.
  The student will sit near the teacher for the day.
  Have the student call the parent(s) at home or work to tell the
  parent the problem, what he/she will do to improve the problem,
  and to expect a progress note to be sent home that day.
  Provide in-school suspension.

Response to Inappropriate Behavior That Is Consequential

Occasionally, students will do things in class that are so disruptive and potentially
dangerous, they can’t be ignored. If responded to appropriately
  (remaining calm, voice low, empathy look and statement, close proximity)
81% of such incidents are over within 30 seconds or less
94% are over within 1 min. 45 sec. (Latham, 1996).

When given coercive and angry responses, the student rage will continue
escalating with each angry exchange between student and teacher.
Avoid
1. Criticism: finding fault
2. Sarcasm: meaning to make fun of a student through ridicule
3. Threats: meaning to warn students of some hostile action by the teacher
4. Questioning: meaning asking students to explain why they misbehave
5. Logic: trying to reason with students in an attempt to improve behavior
6. Arguing: trying to convince students that the teacher is right, student wrong

Class Assignment

• Observe a class for 40 minutes during at least one full
  lesson. Try to get a lesson that is difficult for your client.
• Complete observation sheet to gain information on:
  Appropriate academic lesson
  Positive behavioral expectations
  Teacher responses to inappropriate behaviors
  Record data on Environmental Context Observation
  Data Recording Sheet
  Select Intervention options
  Write hypothesis, intervention selection options, and
  rationale for intervention that will be given to the teacher

Environmental Context Observation Data Recording Sheet

<table>
<thead>
<tr>
<th>Basic teaching steps conducted?</th>
<th>Was academics appropriately taught?</th>
<th>Was positive behavioral expectations taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clear Objectives</td>
<td>% of the class had 85% or greater accuracy</td>
<td>Was most time spent on academic rather than class management?</td>
</tr>
<tr>
<td>b. Told how to do task with steps</td>
<td>_% correct for target child</td>
<td>Time spent: Less than 2 minutes?</td>
</tr>
<tr>
<td>c. Teacher modeled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Checked for understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Short practice for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Gave independent practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evidence of feedback for work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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  parent the problem, what he/she will do to improve the problem,
  and to expect a progress note to be sent home that day.
  Provide in-school suspension.


Data Interpretation

Hypothesis:

Solution(s):

Rationale for teacher: