

Implementing Critical Classroom Management Skills for Students with EBD

Amanda Lannie, PhD, BCBA-D
Barry McCurdy, PhD, BCBA-D
Adrea Truckenmiller, MS

March 10, 2011
APBS Conference, Denver, CO

Students with Emotional/Behavioral Disorders

Facts:

- Comprise ~8% of all students identified with disabilities
- Incidence over past 10 years: ~16% increase
 - Incidence for all students receiving special education services: ~24% increase
- Males outnumber females
- Disproportionately African-American
- Less than 50% identified in elementary years (unlike other students with disabilities)
- 91% studies indicated substantial academic deficits for students with EBD (Trout, Nordness, Pierce, & Epstein, 2003)

Address Dual Deficits

Behavioral Instruction Strategies

- Direct Instruction
- High opportunities to respond
- Performance feedback
- Class-wide peer tutoring
- Academic progress monitoring

Begeny & Martens, 2006

Behavior Management Strategies

- Preventative measures (Emmer & Stough, 2001)
 - Structured environment
 - Active supervision
 - Clear rules & routines
- Reinforcing appropriate behavior
- Discouraging inappropriate behavior
- Data-based decision-making

Oliver & Reschly, 2010

ereux

Pre-service Training

- 27% devoted an entire course to classroom management
- Inadequate compared to other areas of training
- Greater emphasis on reactive and reductive techniques for behavior management
- 42% programs had no mention of preventative strategies (i.e., creating behavioral rules)

Oliver & Reschly, 2010

Objectives

By the end of today's session, participants will:

- Be able to describe Evidence-Based strategies for classroom management
- Understand several efforts to coach these strategies
- Gain knowledge of a model for “*Strengthening Emotional Support Services*”

Classroom Management Practices

Evidence-based strategies for classrooms of students with EBD

Literature Review

- Previous literature reviews
 - Lewis, Hudson, Richter, & Johnson, 2004
 - Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008
- Studies published 2005 – 2010
 - Classroom context (general education or special education)
 - Included 2 or more students
 - Focus on increasing appropriate or decreasing inappropriate behavior
 - Published in peer-reviewed journal


Evidence-based Strategies

- Maximizing structure
- Teaching behavioral expectations
- Engaging students in observable ways
- Using a continuum of strategies for appropriate behaviors
- Using a continuum of strategies for inappropriate behaviors

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

Devereux

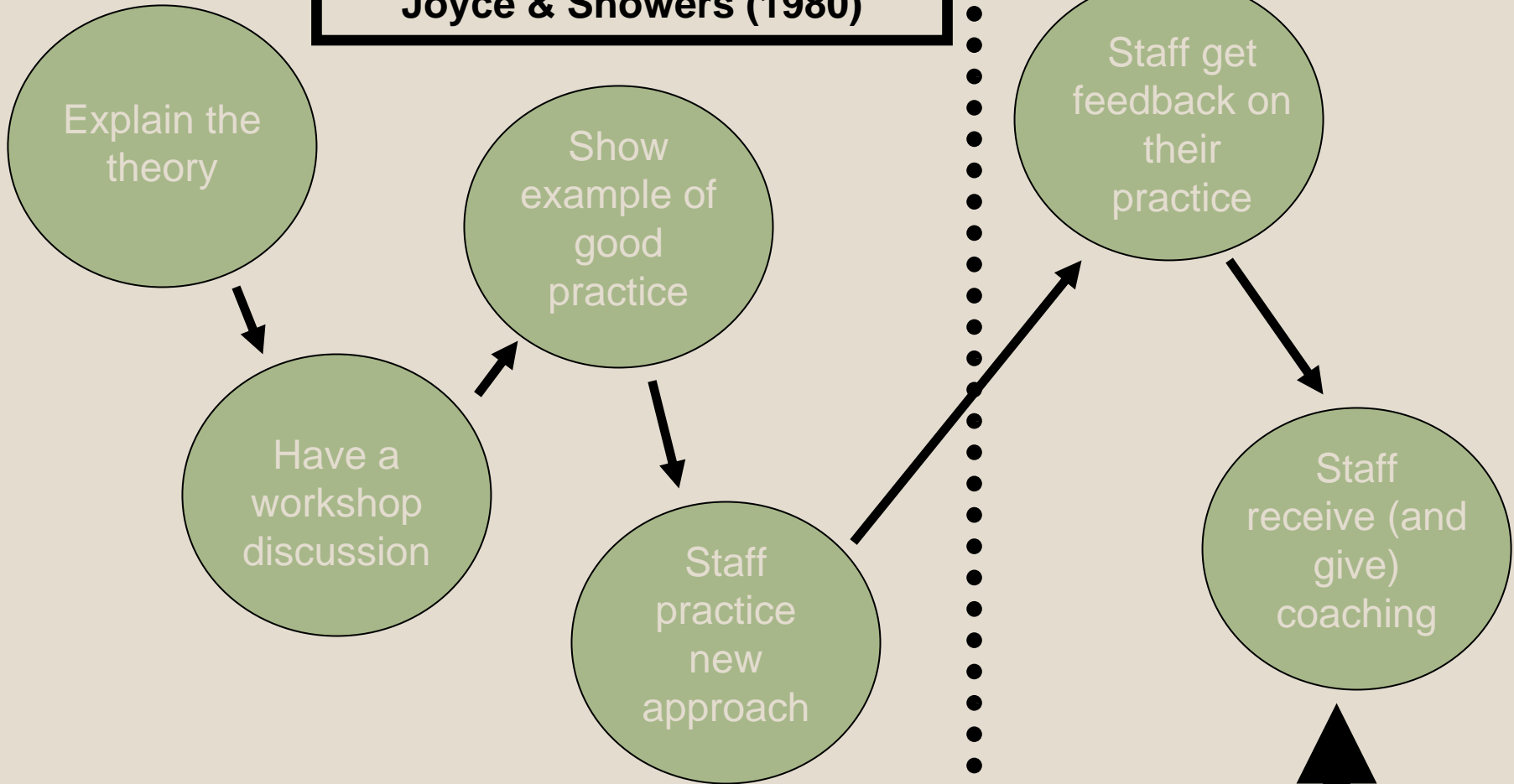
Center for Effective Schools

General Strategies	Specific Strategies
Maximizing structure	Increase space; Reduce distractions
	Antecedent strategies: proximity control, high rates of opportunities to respond, high-probability requests, and choice-making
Post, teach, monitor, review, and reinforce expectations	Procedures consistent with a classroom-based positive behavior support framework
	Social skill curricula
	Color wheel
	Active supervision
	Video modeling
	Rules & routines
Actively engage students in observable ways	Choral responding
	Response cards
	Computer assisted instruction
	Direct Instruction
	Class-wide peer tutoring
	Guided notes
Continuum of strategies for appropriate behaviors	Contingent praise
	Group contingencies
	Behavior contracting
	Token economies
	Self-management
Continuum of strategies for inappropriate behaviors	Error correction
	Performance feedback
	Differential reinforcement & planned ignoring
	Response cost
	Time-out from reinforcement
Function-based intervention planning	

Coaching Classroom Management Skills

A Summary of Empirically-Supported Practices

Joyce & Showers (1980)



There is no measurable impact on classroom practice up to this point



There is a large, measurable impact on classroom practice now, especially if coaching is provided

The Role of Coach

- Supervision
- Teaching
 - Opportunities for practice
- Provision of feedback
- Emotional support

Spouse (2001)

Treatment Integrity*

- “...the extent to which essential intervention components are delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention”
(Hagermoser Sanetti & Kratochwill, 2009a)
- Dimensions
 - Adherence
 - Dosage
 - Quality of the program/intervention delivery
 - Participant responsiveness
 - Program differentiation

* AKA: treatment fidelity, intervention integrity

Assessing Treatment Integrity

Pre-Implementation

- Discussing, teaching, and rehearsing procedures

During Implementation

- Self-report
- Direct observation
- Permanent product review

Post Implementation

- Performance feedback

Performance Feedback

Process

- Observing and monitoring behavior by an objective individual
- Providing feedback to individual on performance

Mode

- Verbal
- Visual
- Written

Verbal Performance Feedback

- Verbal report of implementation
 - Number of steps of intervention completed
 - Accuracy of completion
 - Number of target behavior exhibited
 - Behavior-specific praise (Sutherland, Wehby, & Copeland, 2000)

Visual Performance Feedback

- Recording number of steps implemented
- Providing graph to participant
 - Number of steps of intervention completed
 - Behavior support plans (Hagermoser Sanetti, Luiselli, & Handler, 2007)
 - Number of target behavior exhibited
 - Behavior-specific praise (Reinke, Lewis-Palmer, Martin, 2007)
 - Student outcome data (Noell et al., 2000, 2005)*

Written Performance Feedback

- Written description of implementation
 - Praise
 - Corrective feedback
 - “You met your goal!”
 - Classroom management practices

Which Mode is Most Effective?

Which of 3 follow-up strategies result in greater integrity of implementation?

❖ Procedural strategies:

- 1) *Weekly Follow-Up*: Brief meeting about perceived implementation and student improvement (no data)
- 2) *Commitment Emphasis*: Weekly follow-up + social influence
- 3) *Performance Feedback*: Review data, identify missed steps

❖ Results from a randomized field trial

- Performance feedback produced significantly better implementation
- Integrity was significantly better one week after Implementation, compared to 2 and 3 weeks

Additional Considerations

- Goal setting
- Modeling
 - **Video modeling** (Catania, Almeida, Liu-Constant, DiGennaro Reed, 2009; DiGennaro Reed, Coddling, Catania, & Maguire, 2010)
- Behavioral rehearsal
 - Increased effectiveness when combined with meeting cancellation contingency (i.e., negative reinforcement; DiGennaro, Martens, & McIntyre (2005))
- Reinforcement

Target Behaviors

- **Praise** (Martens, Hirallal, & Bradley, 1997; Reinke, Lewis-Palmer, Martin, 2007)
- **Individual student behavior intervention plan**
(DiGennaro, Martens, & McIntyre, 2005; Hagermoser Sanetti, Luiselli, & Handler, 2007)
- **Programwide behavior management plan for the classroom** (Coddling, Livanis, Pace, & Vaca, 2008)
- **Individualized classwide intervention plan** (Reinke, Lewis-Palmer, & Merrell, 2008)
- **Classroom management skills for teachers of students with EBD** (Jeffrey, McCurdy, Ewing, & Polis, 2009; Sawka, McCurdy, & Mannella, 2002)

Development of SESS Model

Laying the Groundwork

Initial Project

- **Funding:** Philadelphia Mental Health Care Corporation
- **Setting:** Large urban school district
- **Participants:**
 - 64 staff (teachers, instructional aides) received training
 - 15 teachers received follow-up support
- **Project Components:**
 - **Teacher training curriculum**
 - 4 full-day content modules
 - Presented across 3 month time span
 - **Consultation/technical assistance**
 - Focus on skill mastery of trained procedures
- Posttest-only comparison group design

Sawka, McCurdy, & Mannella, 2002

Devereux

Center for Effective Schools

SESS Model

- Classroom Environment

- Rules
- Organizing space
- Schedule
- Transitions
- Group meetings

- Basic behavior management

- Praise
- Token economy
- Warnings
- Logical consequences

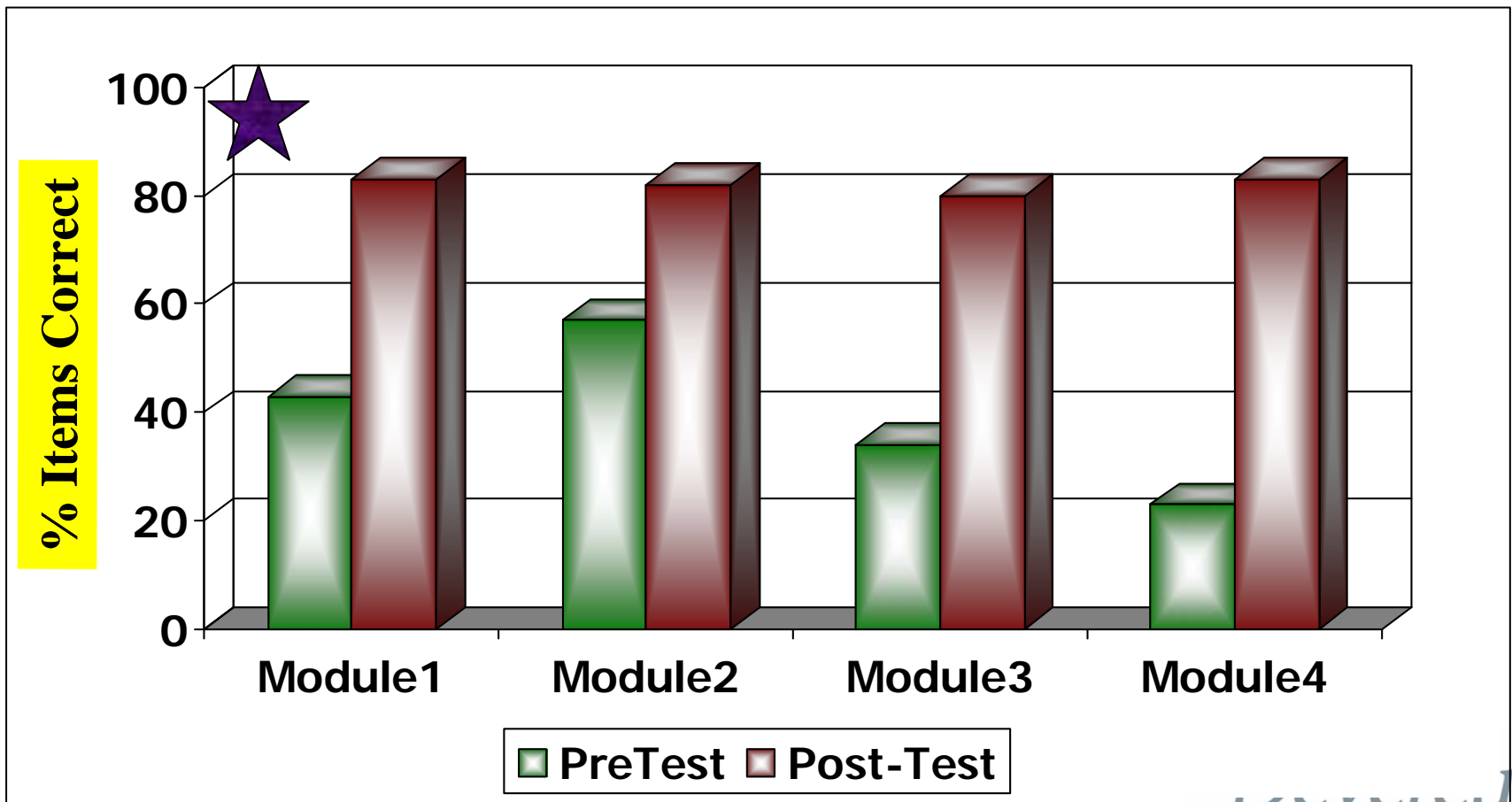
- Academic assessment/intervention

- Curriculum-based measurement
- Direct instruction
- Peer tutoring
- Cooperative learning

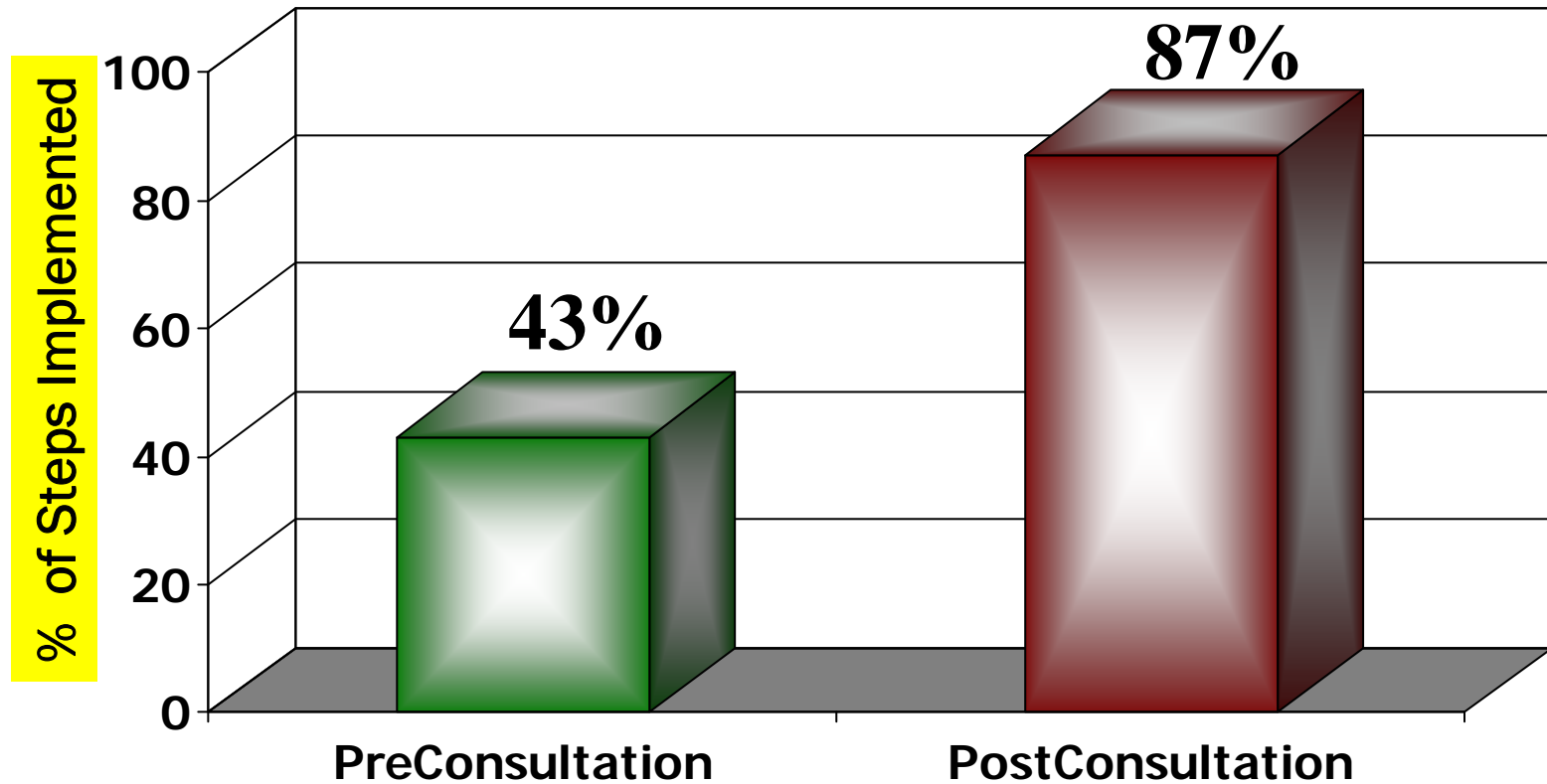
- Advanced behavior management

- Function-based intervention
- Group contingencies
- Behavioral contracting
- Self-management
- Data-based decision-making

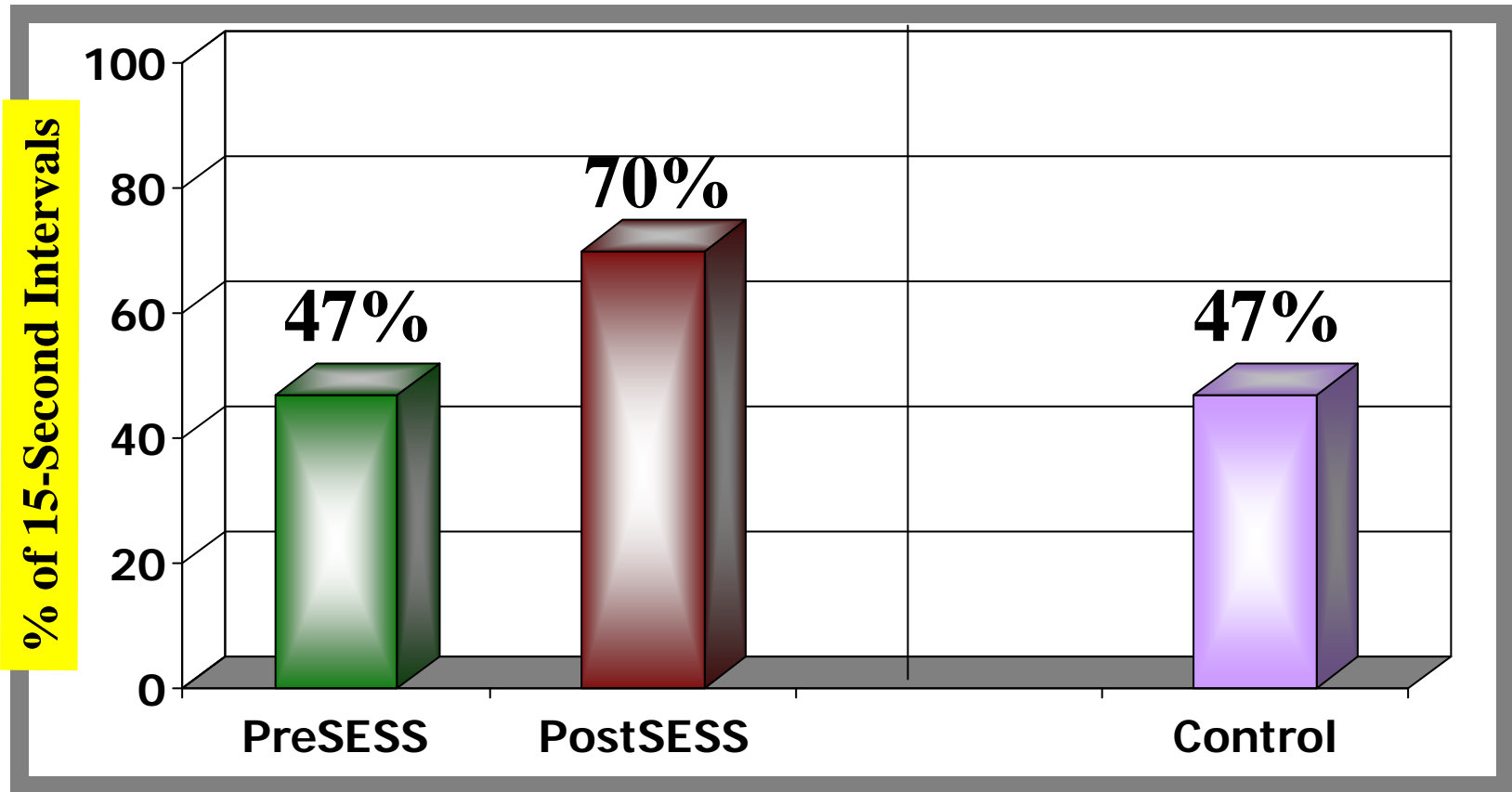
SESS Knowledge Tests



Post-Training Skills Check



Student Academic Engagement

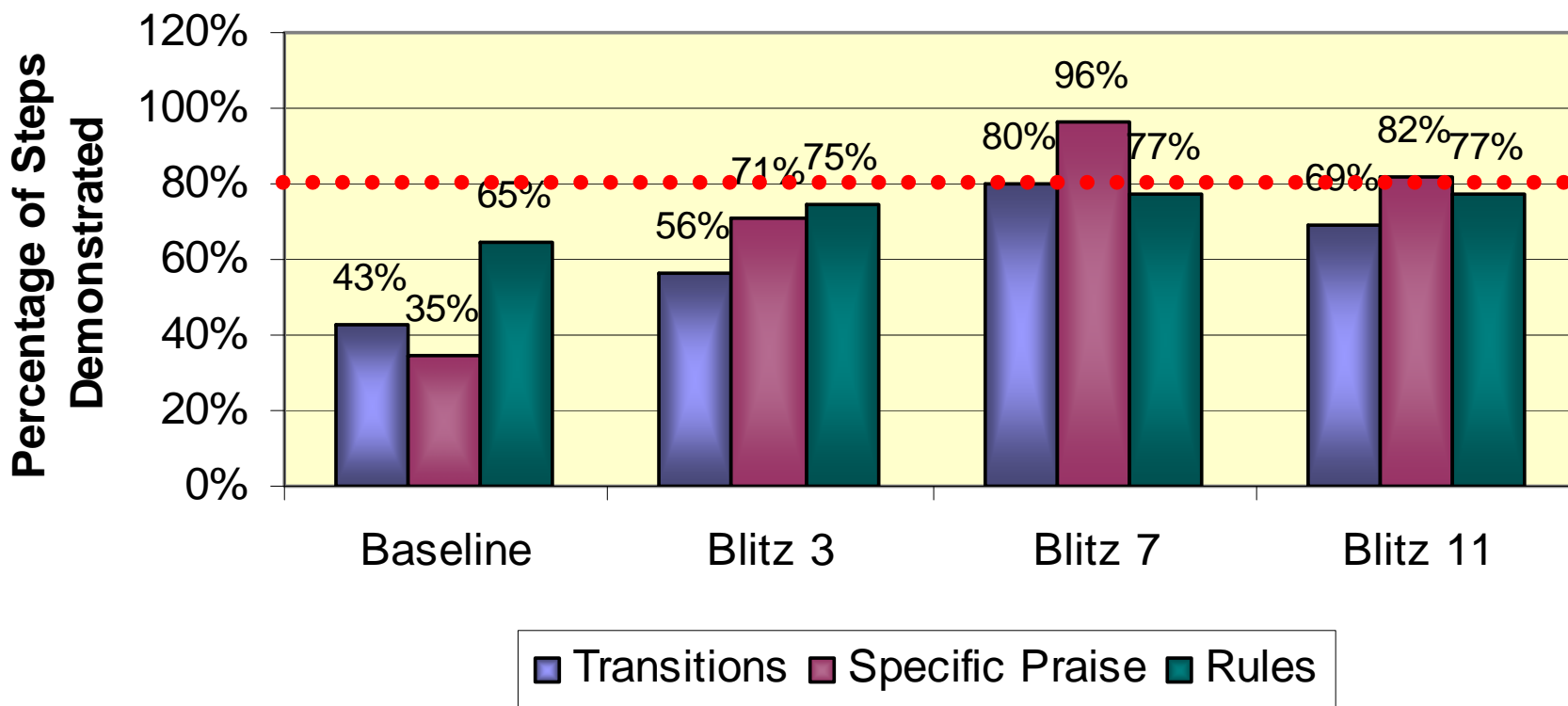


Follow-Up Project

Day Treatment Program

- 17 teachers, 12 instructional assistants
 - Elementary to high school
- Whole school training on select SESS skills
- Peer coaching: Brief observation with written feedback on implementation of skills
 - Conducted approximately biweekly

Skill Blitz! Skill Set 1



Follow-Up Project

School-based Emotional Support Classrooms

- 9 teachers
 - 4 elementary, 5 middle
- Staff training on select SESS skills
- Observer: Observations with written feedback on implementation of skills
 - Conducted on three occasions across school year

Jeffrey, McCurdy, Ewing, & Polis, 2009

	1st Obs	2nd Obs	3rd Obs
<i>Teacher Implementation of Skills</i>			
Elementary^a	67.5	74	82.2
Middle^a	51	69	69
<i>Student On-Task Behavior^b</i>			
Time On Task^c	73.8	86.3	85.7

^a Total Score = Percent of Total Steps Completed

^b Percent of Intervals with On-Task Behavior

^c $r = .673, p < .05$

Jeffrey, McCurdy, Ewing, & Polis, 2009

Devereux

Center for Effective Schools

Some Coaching Tools

Routines

- Class-running routines
 - Describes movement, housekeeping, maintenance
 - Entering the classroom
 - Lining up
 - Sharpening pencils
- Lesson-running routines
 - Describes process and materials for running lessons
 - Paper distribution and collection
 - Formatting papers
- Interaction routines
 - Describes teacher-student interactions
 - Choral responding
 - Individual student responding

Leinhardt, Weidman, & Hammond, 1987

STRENGTHENING EMOTIONAL SUPPORT SERVICES

Routines

Teacher _____

Coach _____

Date _____

PART I: Permanent Product Review

Identify 1 routine (lesson- or classroom-running): _____		
<u>Routine</u>		
List steps of routine (as written/described by teacher):		
Routine Checkpoints ✓	Yes	No
1. Student movement is kept to a minimum		
2. Routine includes multiple discrete steps		
3. Steps are in logical order		
4. Routine includes observable behaviors/steps		
5. Routine is free from unnecessary steps		
Totals: (Yes + No = Total observed steps)		
Percentage of Steps Completed (Yes/Total observed steps= % of steps completed)	%	

Routines

Teacher _____ Coach _____

Date _____

PART II: Observation

Identify 1 routine (lesson- or classroom-running): _____

Classroom Rules

List steps of routine (as written/described by teacher):

Observe identified routine. Check off each step as it occurs.

Routine Checkpoints ✓	Yes	No	N/A
1. Opportunities for problem behavior is kept to a minimum			
2. Routine is followed as written/described by teacher			
3. 80% of students followed 90% of routine *			
Totals: (Yes + No = Total observed steps)			
Percentage of Steps Completed (Yes/Total observed steps= % of steps completed)			%

* Conduct brief student observation during routine.

Student Observation

Estimated Length of Routine _____ Total Students Present _____

Interval Length* _____ 80% of Students _____

	Interval 1	Interval 2	Interval 3	Interval 4	Interval 5
# of students following routine					
	Interval 6	Interval 7	Interval 8	Interval 9	Interval 10
# of students following routine					

* If routine is less than 2 minutes, observe every 15 seconds. If routine is more than 2 minutes, observe every 30 seconds.

Totals:	
Percentage of Routine Followed by 80% of Students	
_____ / _____ = _____ %	
<small>Intervals with 80% of Students Following Routine</small>	<small>Total Intervals Observed</small>

Rules

- Use common and few words
- Keep to 5 or fewer
- State positively
- Teach
 - Beginning of the year
 - Before each activity
 - Use precorrects
 - Ask students to “name one rule”
 - Incidentally

STRENGTHENING EMOTIONAL SUPPORT SERVICES

RULES/EXPECTATIONS

Teacher _____

Coach _____

Date _____

Write down the rules for the classroom at the beginning of the observation. Use these rules as a reference for each of the checkpoints.

Classroom Rules

Blank space for writing classroom rules.

Rules/Expectations Checkpoints ✓	Yes	No	N/A
1. Teacher praises student for following specific rule or expectation			
2. Rules are posted and are clearly visible to students			
3. Rules are limited to 5			
4. Rules are operationally defined <i>(e.g., keep hands and feet to self, stay in assigned area, speak nicely and with respect, follow directions, complete assigned work)</i>			
5. Rules are stated positively			
6. Randomly-chosen student can recite rules and/or expectations*			
Totals: <i>(Yes + No = Total observed steps)</i>			
Percentage of Items Observed (occurred at least once) <i>(Yes/Total observed steps= % of steps completed)</i>	%		

*At the end of the observation period, choose one student and ask them about the rules/expectations.

Transitions

- Change in location
 - Rules
 - Routine
 - Supervision/Staff
 - Peers
- Change in activity
 - Rules
 - Routine
 - Materials

Often the most difficult time of the day!

STRENGTHENING EMOTIONAL SUPPORT SERVICES

Transitions

Teacher _____

Coach _____

Date _____

Observe 1 transition at the end of a period/subject. Check off each step as it occurs

Transition Checkpoints ✓	Yes	No
1. Warning given for end of activity (at least 1 min before)		
2. Move to transition area and request attention		
3. Wait for compliance, praise compliance		
4. Identify new task, activity, location		
5. Rules reviewed		
6. Students perform transition		
7. Feedback given during and/or after transition		
Totals: <i>(Yes + No = Total observed steps)</i>		
Percentage of Steps Completed <i>(Yes/Total observed steps= % of steps completed)</i>	%	

Questions

Devereux Center for Effective Schools

www.centerforeffectiveschools.org