Training Teachers in Classwide Positive Behavioral Interventions and Supports (CWPBIS): Lessons Learned

Diane Myers
March 2nd, 2017
APBS: Denver

Talk amongst yourselves...

- With a neighbor or in your groups, answer the following questions:
  - What does good classroom management look like?
  - What does poor classroom management look like?
  - Are good classroom managers born or made?

Activate prior knowledge!

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.

What’s going on here?

- Rafael is often late to class. When he arrives, his peers often clap and make statements like, “Glad you finally showed up, Rafa.” Rafael smiles and sits down, but not until he has high-fived a few friends.

- What, behaviorally, is going on here?

- Roger doesn’t care for this math teacher. During class, he often swears and tears up his work, which results in him getting sent to the principal’s office, where he chats with the secretary and other rule-breakers.

- What, behaviorally, is going on here?

Make your applied examples contextually appropriate. (why?)

Just a little more

- Remind teachers that 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.
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 and situation of any given group, no matter how members are socialized in exactly the same way” (Hayes & Toarnimo, 1995).

• What does that mean?

Talking to teachers about data collection, continued.

• Data collection methods must be feasible (i.e., low-effort and low-resource).

• Data collection should be systematic, with decision rules established ahead of time.

• Check out Terry Scott’s videos on data collection here.

Talking to teachers about structure and expectations.

• These topics are pretty comfortable for teachers.

• Make connections to behavior basics: these are antecedent strategies.

• These strategies will increase the likelihood of appropriate behavior (but won’t reinforce the behavior).

Talking to teachers about structure and expectations, continued.

• 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.

The importance of stating rules positively.

• Culture and relationship-building are inextricably linked; consider presenting together.

• Remember, culture relevance is in the eye of the beholder.

• Be patient and kind, but capitalize on “teachable moments” during training.

• Use sibling example.

• Everyone likes cartoons.

• Remind teachers about inadvertent prompts and loophole-finders.
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.

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.

Why give rewards?

- Seriously, why are we rewarding kids just for doing what they’re supposed to do?

- Need to make connection between reinforcement and appropriate behavior.
  - Then, \( \textit{Inevitable question.} \)  
  - Right now, \( \textit{Inevitable question.} \)  
  - Inevitable question: Inevitable question. 

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.

Think about the following scenarios.

- During class, a student makes a loud and off-topic comment (e.g., “It’s a good day for gettin’ rowdy!” or “Who else stayed up all night playing Xbox?”). What is a standard teacher response?

- A student mispronounces a word while reading along (e.g., says “seven” when the word is “severe”). What is a standard teacher response?

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.
Error correction

• First response to minor behavior error should be **specific and contingent error correction.**
  – Identify problem behavior.
  – Identify expected behavior.
  – Reteach if necessary.
  – Provide feedback.
  – Reinforce as soon as appropriate behavior is displayed.

Considerations when responding to problem behavior

• Punishment 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.

Considerations when responding to problem behavior

• Spend most of your time preventing problem behavior from occurring.

• Always think about what you can change to decrease the likelihood of inappropriate behaviors.

• Be predictable and consistent.

• Look for opportunities for reinforcement.

• Always consider the **function** of the problem behavior.

Last 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.

Last words of advice

• 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.

Links to resources

• CWPBIS training resources:
  – Go here: [http://www.txbehaviorsupport.org](http://www.txbehaviorsupport.org)
  – Then, click “Resources,” then “Behavior Resources,” and scroll down.

• KSDE TASN (for Terry Scott videos and other helpful resources): [https://ksdetasn.org](https://ksdetasn.org)

• My email: dmyers1@twu.edu