


HIGH LEVERAGE CLASSROOM PRACTICES, AKA, CREATING A CULTURALLY RESPONSIVE LEARNING ENVIRONMENT THROUGH RIGOROUS INSTRUCTION.

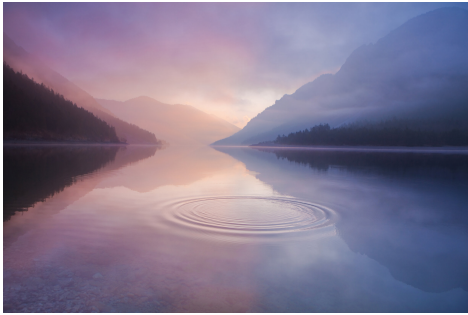

MTSS FEST, AUGUST 12, 2021

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 Northwest PBIS Network
www.pbisnetwork.org



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Gratitude

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If we are Investing in Equity, We MUST attend to Classroom Practices


<https://www.pbis.org/topics/equity>

Racial disparities in academic achievement are commonly called the achievement gap.

This label implies the challenge lies within the student,

On site, observation of teacher behaviors document that it is a *lack of access to effective instruction* causing the divide.

It is more appropriate to call this disparity the opportunity gap.



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Educators can personally ensure each student group has equitable access to engaging instruction by

1. Using explicit instruction
2. Building and priming background knowledge
3. Increasing opportunities to respond
4. Providing performance feedback.

Dr. Erika McDowell reminds us that the most powerful tool in the toolkit is YOU!

PBIS Implementation in Schools
September 2015

Examples of Engaging Instruction to Increase Equity in Education

Eric A. Chaparro, Rhonda M. T. Nease, & Kerri McIntosh

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A Complete Approach for District-Wide Culturally-Responsive, Equitable MTSS/PBIS

- Develop Policies with Accountability for Disciplinary Equity
- Intentional Use of High Leverage Classroom Practices
- Identifying Vulnerable Decision Points in Discipline &
- Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

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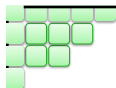
BIG IDEA

These engagement / instructional strategies apply to ALL skills and ALL learners:

- Reading
- Math
- Kindness
- Self-Care
- Self-Advocacy/ Self-Determination
- Work-Place Skills
- Executive Functioning
- How to be an astronaut, etc.


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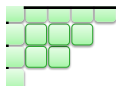


BIG IDEA

- We “dose up”
 - Plan more intense, structured use of these strategies
 - When something is new, hard, or we are not ready to learn (stressed, afraid, angry)
- We fade these strategies (gradual release)
 - When learners’ have built fluency




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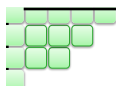



BIG IDEA

- We are aware & intentional
 - How much/when do we and do we NOT use these practices?
 - Vulnerable Decision Points
 - Neutralizing Routines



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September 2015

Examples of Engaging Instruction to Increase Equity in Education

Erin A. Chaparro, Rhonda N. T. Nease, & Kent McIntosh

- Using explicit instruction
- Building and priming background knowledge
- Increasing opportunities to respond
- Providing performance feedback
 - Error Correction (reteach)
 - Behavior Specific Praise
 - Active Supervision




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Trauma Responsive

1. A Safe, Predictable & Positive Environment
2. Support for the Development of Self-Regulation
3. Positive Relationships

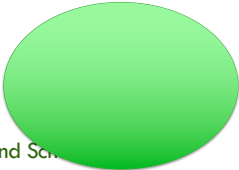
- *These are also crucial for addressing equity gaps and addressing mental health needs.*




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Where do these adult behaviors "show up"?

- District / Board policies
- Classroom Observations/ Walk Through Protocols
- Lesson Plans
- Teacher Behavior Flow Chart
- Classroom rules
- Reinforcement systems
- Referral (ODR)
- Request for Assistance
- Discipline data review (District and School)
- Aeries Intervention Plans



- Where else?



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| The Watkins HS Way | | Sample Classroom Teaching Matrix | | | | |
|--------------------------------|---|---|---|---|---|---|
| Classroom 214 Rules (Examples) | | <small>Midwest PBIS Network. (2019). Tier 1 Team Training: T1 1.3 PPT [PowerPoint slides]. Retrieved from http://www.midwestpbis.org/materials/tier-1-team-training</small> | | | | |
| Be Responsible | <ul style="list-style-type: none"> ▪ Stay on task ▪ Offer to help ▪ Apologize for mistakes | <ul style="list-style-type: none"> ▪ Turn in homework ▪ Put materials in desk ▪ Begin work | <ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully | <ul style="list-style-type: none"> ▪ Double check sources before I post ▪ Think before I forward | <ul style="list-style-type: none"> ▪ Stop and take a few deep breaths ▪ Recognize what you're feeling "I feel..." | <ul style="list-style-type: none"> ▪ Clean up your area |
| | Be Respectful | <ul style="list-style-type: none"> ▪ Raise hand ▪ Track the speaker ▪ Follow directions | <ul style="list-style-type: none"> ▪ Say "good morning" to teacher and classmates ▪ Talk in soft voices | <ul style="list-style-type: none"> ▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like that idea, AND..." | <ul style="list-style-type: none"> ▪ Consider feelings of others before I post ▪ Upstanders speak for others | <ul style="list-style-type: none"> ▪ Ask for a break if you need a moment ▪ Express your feelings appropriately |
| Be Safe | | <ul style="list-style-type: none"> ▪ Walk quietly ▪ Keep hands and feet to self | <ul style="list-style-type: none"> ▪ Put personal belongings in designated areas ▪ Take your seat | <ul style="list-style-type: none"> ▪ Clean up area when time is up | <ul style="list-style-type: none"> ▪ Turn on privacy controls | <ul style="list-style-type: none"> ▪ Talk to someone if you need help ▪ Talk to someone if it will make you feel better |
| | Teacher's Role (Conditions for Learning) | <ul style="list-style-type: none"> ▪ Supervise all areas of classroom | <ul style="list-style-type: none"> ▪ Greet Students warmly ▪ Bell to bell activity posted | <ul style="list-style-type: none"> ▪ Actively supervise small group activities | <ul style="list-style-type: none"> ▪ Teach & practice routine monthly | <ul style="list-style-type: none"> ▪ Use Active Supervision to predict triggers |

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Classroom Rules & Distance Learning

Classroom 214 Routines rev 7-16-19

| The Watkins HS Way | Zoom Meetings | Independent Work Online | Independent Work Paper/Pencil | When you feel frustrated, angry or sad |
|-----------------------|---|--|---|---|
| Be Responsible | <ul style="list-style-type: none"> Log in 10 min. ahead of starting time Keep my eyes on the screen Only open the apps or windows requested by teacher | <ul style="list-style-type: none"> Double check sources before I post Think before I forward Ask questions during office hours if I don't understand | <ul style="list-style-type: none"> Follow assigned directions Write legibly Take a picture of the completed assignment Upload to www.mywork.com | <ul style="list-style-type: none"> Stop and take a few deep breaths Recognize what you're feeling and say it out loud, "I feel..." |
| | Be Respectful | <ul style="list-style-type: none"> Listen to my peers Take turns speaking Say "I like that idea, AND..." Reduce background noise Wear headphones if I can Make sure my family knows I am using my camera | <ul style="list-style-type: none"> Consider feelings of others before I post Unsubscribers speak for others Email a teacher if I need help | <ul style="list-style-type: none"> Follow assigned directions Email, or log into office hours with a specific question if I don't understand. |

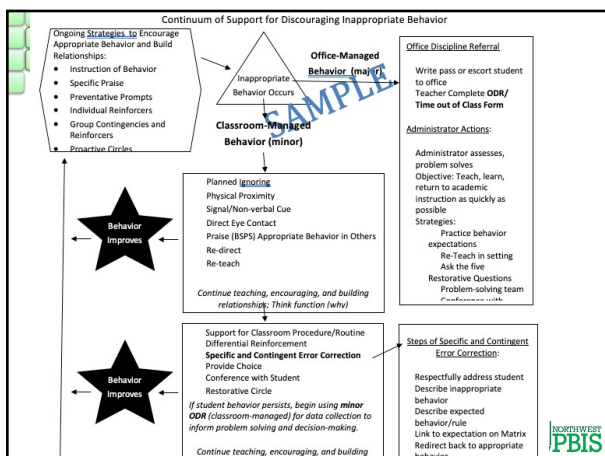
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Classroom Rules & Distance Learning

Classroom 214 Routines rev 7-16-19

| The Watkins HS Way | Zoom Meetings | Independent Work Online | Independent Work Paper/Pencil | When you feel frustrated, angry or sad |
|--------------------|--|---|--|--|
| Be Safe | <ul style="list-style-type: none"> Keep log in information private Cover up camera when finished meeting Make sure my family knows I am using my camera | <ul style="list-style-type: none"> Turn on privacy controls Log out of windows/websites when complete | <ul style="list-style-type: none"> Complete during the daytime Avoid staying up late to complete my work Take meal breaks | <ul style="list-style-type: none"> Talk to someone if you need help |
| | Teacher's Role (Conditions for Learning) | | | |

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| Instructional Strategy | Purpose | Evidence Base |
|--------------------------------------|--|--|
| Use Explicit Instruction | Clarifies student learning expectations and teaching objectives | <ul style="list-style-type: none"> Hattie (2012) Rosenstine (1995) Simmons, Fuchs, Fuchs, Mathes, & Hodge (1995) Stein, Carnine, & Dixon (1998) |
| Build and Prime Background Knowledge | Creates shared foundational schema to optimize student learning | <ul style="list-style-type: none"> Al-faifi & Siddiek (2013) Johnson (1982) Rowe & Rayford (1987) |
| Increase Opportunities to Respond | Provides high- degree of student engagement and practice | <ul style="list-style-type: none"> Armendariz & Umbreit (1999) Fuchs, Fuchs, Mathes, & Simmons (1997) Haydon, Mancil, & Van Loan (2009) Dunlosky, Rawson, Marsh, Nathan, & Willingham (2002) |
| Provide Performance Feedback | Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings | <ul style="list-style-type: none"> Colvin, Sugai, Good, & Lee (1987) Reddy, Fabiano, Dudek, & Hsu (2013) Hattie & Timperley (2007) |



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Building and priming background knowledge

Purpose: Creates shared foundational schema to optimize student learning

- Link to previous knowledge base
- Increases relevance

PBIS Institute
www.pbis.org
November 2021

Examples of Engaging Instruction to Increase Equity in Education

Dell & Chapman, Rosenthal, T. Doss, & Dore-Hickman

- Ask instead of Assume
- Build in activities that will get students talking, sharing, creating based on THEIR perspectives



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Building and priming background knowledge: Questions to Guide Lesson Planning

Do I have a basic understanding of my students' cultures and how that might affect their background knowledge, participation, or understanding of new knowledge?

How can I relate new concepts to previously taught concepts?

How can I make these concepts more relevant for students?




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Building and priming background knowledge: Questions to Guide Lesson Planning

How can I provide background knowledge for students who lack the background knowledge needed to be successful in the lessons?

Did I prime instruction by providing information that builds on students' prerequisite knowledge?




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Use Explicit Instruction

Purpose: Clarifies student learning expectations and teaching objectives

- Explicit, precise teaching routines
- Allows students to focus their cognitive energy on the content
- Unambiguous, clearly articulated teaching and clear instructional expectations


Examples of Engaging Instruction to Increase Equity in Education
Date: 8/12/2021




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Use Explicit Instruction

- Connecting new content to prior knowledge and skills (*Remember last week, think about a time when, how would you describe in your own words, etc.*)
- Establish and maintain clear learning goals and expectations for each lesson (*What is the MAIN idea/purpose behind the lesson?*)
- Model concepts and processes clearly in a stop by step fashion (*Model, Lead, Test*)




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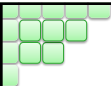


Use Explicit Instruction

- Vary instruction in response to immediate and reflective feedback (*if most students are not responding/not successful, teach a different way*)
- Ask questions to continually monitor understanding and inform your feedback
- Scaffold learning experiences for students to practice, synthesize, and consolidate learning (*Plan to break into whole group, small groups, individual, paired instructional modes based on learning needs*)




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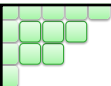
How Can you Lead Staff?

EX: Present unclear / ambiguous learning activities, instructions and have them fix them






1. *What other ways can you lead staff through building fluency in presenting explicit instruction?*
2. *Where else (what other aspects of support) do we see a need to be explicit?*




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Questions to Guide Instruction

-  Did I model for the students how to use each step of the task with practical examples?
-  Did I lead students through doing it on their own?
-  Did I teach the steps the students are not successful with on their own?
-  Did I modify my instructional style, pace, and speed to better meet the needs of my students?
-  **REMEMBER:** *We can see these in lesson plans & observations...*




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Increasing Opportunities to Respond (OTRs)


Purpose: Provides high-degree of student engagement and practice

- Deliberate, planned invitations to individuals, groups to provide written, spoken, gestural response to a prompt
- Makes learning visible
- “Dose” up, structure more carefully when something is new, difficult, or when students are stressed.



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Opportunities To Respond is a teacher behavior that prompts or solicits a student response (e.g., asking a question, presenting a demand).




Use of **Multiple** Opportunities To Respond (OTR) includes strategies to increase **all students** being engaged in the content **simultaneously** through various group engagement strategies, to increase the likelihood of an student learning, participation, and on-task behavior.




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Strategies

- **Individual or small group questioning:** use a response pattern to make sure that all students are called on (tally on seating chart/popsicle sticks etc...)
- **Choral Response:** all students in a class respond in unison to a teacher question. Suitable for review, to teach new skills, as a drill, or as a lesson summary. Use **wait/think time** by pausing after asking a question for **five seconds**.
 - Count inaudibly, use a stopwatch or follow second hand on a clock or use peer coaching/video-taping which helps develop awareness.
- **Non-Verbal Responses:** students respond using symbols, tools, or gestures





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Non-Verbal Response Strategies

- **White Boards:** students have personal white board to write answers to teacher's questions with an erasable pen.
 - Letters, words, numbers, draw symbols, or solve problems and when cued, hold up board to display answers.
- **Response Cards:** pre-printed cards that have choice words on each side.
 - Yes/No or True/False or Odd/Even
- **Signaling or Movement Activities:**
 - Thumbs up/thumbs down
 - Stand up/sit down
 - Move to four corners, etc.






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Developing Guided Notes

- **Guided Notes:** teacher prepared handouts leading students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts.
 - Increases attention and engagement
 - Provides a standard set of notes (lessons need to follow the guided notes) and helps with outlining skills
- Identify **key facts, concepts, or relationships** that could be left blank for students to fill in.
- Consider inserting concept maps or a chart, diagram, or graph to help with understanding. Provide students with formatting clues such as blank lines, numbers, bullets, etc.





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Questions to Guide Instruction

- Did I teach the expected correct responses to the educational materials before asking my students to respond independently?
- Did I engage my students in observable ways, such as response cards, choral reading, and/or other methods, during teacher-directed instruction?
 - Did I consider using peer-mediated instruction (e.g., peer tutoring) as another approach to increase opportunities to respond?
 - Did I ask students questions that they were likely to answer correctly (e.g., 80% or more likely)?
 - Did I make engagement mandatory for each student (e.g., students of color, ELL students, students with disabilities)?
 - Did I provide an equitable number of opportunities to respond for all student groups (e.g., students of color, ELL students, students with disabilities)?



After an observation, or when looking at student data, answer these questions for action planning... These are can be evidenced in lesson plans, walk throughs, etc.



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Providing Performance Feedback


- Purpose: Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings
 - Error Correction (reteach)
 - Behavior Specific Praise
 - Active Supervision

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Performance Feedback

- Provided immediately following student response (*especially during acquisition and fluency building*)
- Feedback is specific so learner knows precisely what was incorrect and how to correct it
- Warm and Encouraging
- Plan for more positive feedback v. corrective
- If provide correction, immediately present chance to practice again

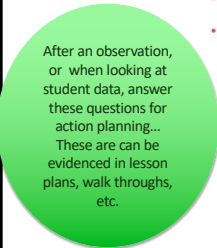



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Questions to Guide Performance Feedback

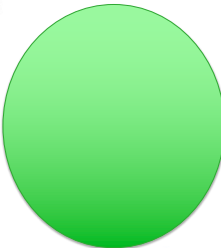

- Do I provide performance feedback on a regular and consistent basis for all students?
- Am I providing performance feedback to students in multiple ways that are appropriate for their needs?
- Am I providing immediate and specific feedback?
- Did I provide specific and contingent praise for academic and social behaviors during instructional time?

Am I providing enough practice opportunities so that students are consistently correct in their responses?

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- When students answer incorrectly, do I give them immediate and appropriate feedback so that when prompted next time the student or students can answer correctly?
- When I deliver corrective feedback, am I using an encouraging tone?
- Do I make an effort to end a lesson only after students have consistently provided a correct response?
- Do I tell students when their responses are correct?
- If the majority of students are making errors, do I use that information to go back, reteach, so that next time students respond correctly?

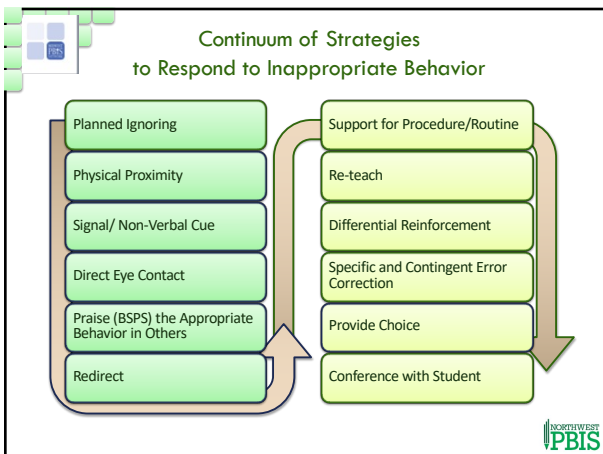
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Error Correction

- Error correction** is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior.
- It is **contingent** (occurs immediately after the undesired behavior); **specific** (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and **brief** (after redirecting back to appropriate behavior, move on).




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Definitions of Strategies


| | |
|---|---|
| Planned Ignoring | Ignore student behaviors when their motivation is attention, and continue instruction without stopping |
| Physical Proximity | Using teacher proximity to communicate teacher awareness, caring, and concern |
| Signal/Non-Verbal Cue | Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine. |
| Direct Eye Contact | The "teacher look" to get attention and non-verbally prompt a student |
| Praise (BSPS) the Appropriate Behavior in Others | Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation. |
| Redirect | Restate the desired behavior as described on the teaching matrix |



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Definitions of Strategies (con't)

| | |
|--|--|
| Support for Procedures/Routine | Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place. |
| Re-teach | State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback. |
| Differential Reinforcement | Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student's inappropriate behavior. |
| Specific and Content Error Correction | Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior |
| Provide Choice | Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome. |
| Conference with Student | Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback. |



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Error Correction Examples

EXAMPLES:


- After a student calls out in a zoom meeting the teacher responds,
 - "Angel, so glad to see you. Please raise your hand, even during a zoom meeting, before calling out your answer, that is showing *Respect!*"
- When a student is tapping a pencil on the desk during an online class meeting and friends are giggling, the teacher responds.
 - "Emmett, please hold you pencil so others can hear, and friends thank you for staying quiet when a friend is a little silly. Staying quiet with bodies and voices is showing *Readiness!*"

NON-EXAMPLES:

- Raise your hand!!
- Why are you talking/ making noise when I'm talking?
- Do you want me to kick you off the class meeting?



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Error Correction


- Make a list of the behaviors that prompt you/your staff to say, "That kid doesn't get to be on a zoom meeting".
- Then, for each behavior, identify. How you have taught, practiced, and reinforced (using your distance learning matrix)

Back in the building activity for staff/teams:

- Make a list of the times in which you are most likely to use re-teaching error correction
 - Specific behaviors, time of day students, etc.



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Behavior Specific Praise


A behavior-specific praise statement is verbal/written feedback that is **descriptive, specific, and delivered contingent upon student demonstration of expected behavior in a ratio of 5:1.**

To be effective a Behavior Specific Praise Statement needs to identify the student/group; describe and acknowledge the rule/behavior being recognized; be immediate and always be linked to the school-wide expectation(s).


"Tammy thanks for throwing your trash away. That shows cooperation and respect for your school."

"Thank you for being on time this morning, that's very responsible."

"Your eyes are on me and your mouth is quiet."




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Behavior Specific Praise

- Tokens or coupons prompt the adult to use BSPS
- It is about the praise, not the token.

- Tokens/coupons allow us to reinforce the same behavior multiple times.
 - Strengthening neurological pathways



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Positive Contact v Behavior Specific Praise

| | |
|--|---|
| <p>Positive Contact</p> <ul style="list-style-type: none"> ▪ General, non specific statements ▪ Denote happiness / pleasure to be in someone's company ▪ <i>Hello Bert!</i> ▪ <i>Nice to see you Catherine!</i> ▪ We all need it! ▪ <u>Helps create a positive environment.</u> ▪ <u>Helps foster positive relationships</u> | <p>Behavior Specific Praise</p> <ul style="list-style-type: none"> ▪ Behavior specific ▪ Contingent upon behavior ▪ Increases likelihood behavior will be repeated ▪ Is one tool to intrinsic motivation... ▪ We all learn this way ▪ <u>Helps create a positive environment</u> ▪ <u>Helps foster positive relationships</u> |
|--|---|

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How to Acknowledge

30 seconds or less!

Provide Specific Praise for Behavior:

Step 1: Identify the student or group

Step 2: Include a term of praise

Step 3: Describe/Acknowledge specific behavior/rule being recognized

Step 4: (best practice): Link to school-wide expectation

Step 5: (optional): Provide tangible reinforcement, DPR points, etc.

The Wilson Way

| | |
|----------------|--------------------------|
| Be Responsible | Classroom Rules |
| Be Respectful | • Stay on task |
| Be Safe | • Clean up area |
| | • Apologize for mistakes |
| | • Raise hand |
| | • Listen to speaker |
| | • Follow directions |
| | • Walk quietly |
| | • Keep hands and feet |

Non-examples:


- "Brian is sitting in his seat."
- Saying "good job" without connecting to school-rule.
- Giving ticket without saying anything
- Only giving a ticket for "above and beyond" behavior

Deliver at a rate of 5:1 (Praise to Corrections Ratio)

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Data Tool for Behavior Specific Praise and Continuum of Strategies to Respond to Inappropriate Behaviors
Observe and monitor the during a 10-20 minute period and during predictable problematic times

| Observation Data for Behavior Specific Praise: | Group Data: | Individual Data: | |
|--|--|---|------------------|
| Behavior Specific Praise Statements tally (e.g. "great job raising your hand", or "it is awesome how you _____ (specific behavior stated) ") | | | |
| Tally Behavior Specific praise statements that were also explicitly linked to a school-wide expectation. "nice job raising your hand, that is being respectful" | | | |
| General Praise Statements Tally (e.g. great job, this class is awesome, etc.) tally: | | | |
| Were Reinforcers used during the observation? (e.g. Bear Paws, Whole class reward, etc.) | Yes / No | Yes / No | |
| Yes - 2 BSPS are used and first three components of BSPP are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized, (4) link to school-wide expectation, (5) optional - provide tangible reinforcement Examples: o "Great job waiting your turn" o "Class, terrific job being safe by walking in the hallway just as we practiced. Everyone is silent and hands are at sides." | Somewhat - 1 Only first 2 components are observed (general praise) | No - 0 No praise (BSPP or general) was used | N/A |
| BSPP was also linked to school-wide expectations 50% or more of the time | BSPP was also linked to school wide expectations some of the time (below 50%) | BSPP was not linked to school wide expectations | BSPP is not used |
| BSPP is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior. | Teacher uses BSPP within 10 minutes of student/group displaying the desired behavior | Students receive BSPP without demonstrating the behavior. | BSPP is not used |
| Behavior specific praise statements are delivered | Behavior specific praise statements are delivered | Behavior specific praise statements are delivered | BSPP is not used |

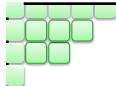


How do you Support This?

- “Book Study”: Read article(s) and have teachers summarize, reflect, generate “yeah buts” to address as a staff
- Staff Meeting Presentation: Share some of these slides and get feedback on which strategy(ies) you can agree to work on first.
- Classroom/ Self-Observations and reflections
Strengths and Needs
“Champions” in the school for a specific strategy
- Add to teacher strategy flowcharts, SWIS (discipline data system), Lesson Plan template, etc.




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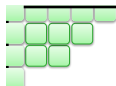


How do you Support This? *Your Turn...Chat it Up!*

- How can you support teacher’s use? *Brainstorm in the chat please!*




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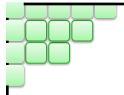


Resources

- Center on PBIS, Classroom Practices
<https://www.pbis.org/topics/classroom-pbis>
- Midwest PBIS Network, Classroom Practices
<http://www.midwestpbis.org/materials/classroom-practices>



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Upcoming Events: NWPBIS

- Virtual Coaches Network Meetings, free
- NEW Coaches Training Series (Registrations allow up to 3 people from the district to attend!)
- Tier 2 Team Training: Readiness through CICO
- Wheel Inside the Wheel Administrative Series
- Why are you Still Doing That! FBA Series for Educators
- Anti-Racist Early Childhood & Early Childhood PBIS

<https://pbisnetwork.org/events/>