

Initiative 23A

Implementing the VESID Quality Indicators in Teacher Preparation Coursework

Positive Behavioral Supports &
Interventions Study Group

FINAL REPORT

Task Force Study group participants:
Dr. Lisa Rafferty, Buffalo State College
Dr. Amanda Fenlon, SUNY Oswego
Dr. Candace Mulcahy, SUNY Binghamton
Dr. Kevin Miller, Buffalo State College
Dr. Peter Kozik, HESC

Our Charge for 2009

For 2008-2009, our Study Group was charged with examining the recommendations evaluating the relevance of the SETRC Quality Indicators to teacher preparation programs, soliciting a colleague to implement the QIs in one or more ways within a teacher preparation program, collecting data and analyzing the implementation and its results, and reporting the outcomes.

Goals

At our initial phone conference in January 2009, group members agreed upon the following goals:

- **Explore How to Implement/Utilize PBS QIs in Teacher Preparation Programs**
- **Collect and analyze data and implementation of QI activities**
- **Collaborate with SETRC in using QIs**

2009 Activities

In 2009, group members engaged in a number of activities to accomplish our goals. The following is a list and description of major activities:

- ❖ **Collaboration with SETRC**
- ❖ **Piloted 2 different activities with teacher candidates using PBS QI resources**
- ❖ **Collected and compiled data from PBS QI activities**
- ❖ **Conducted a *comprehensive “usability” review of the PBS QI and suggest ways to use in Teacher Preparation programs***
- ❖ **Collaborated on a joint proposal to NYS CEC-(accepted)**

Collaboration with SETRC

We began a new collaboration with SETRC (now SESIS) to utilize the PBS QIs in teacher preparation programs. Our collaborative efforts involved joint phone conferences with Dr. Patti Slobogin, SETRC Coordinator from Putnam-Northern Westchester BOCES. Patti was a co-author of the PBS QIs and a natural contact person with which to collaborate. During our first phone conference we identified several items that we would partner on:

- ❖ HESC PBS Task Force members would provide updated research articles to be included in the soon to be revised PBS QIs
- ❖ Attend a SETRC planning meeting in March (Dr. Candace Mulcahy)
- ❖ Task Force members to conduct a “user friendly” review of the PBS QIs and share with SETRC
- ❖ Suggest ways in which the PBS QIs and Resources could be used in Teacher Preparation programs
- ❖ Implement activities in college courses using selected resources/activities from the PBS QIs
- ❖ Submit a proposal to NYS CEC for a session on the PBS QIs for attendees (teachers, administrators, parents, teacher candidates)-
ACCEPTED
- ❖ Continue to communicate and collaborate around the use of the PBS QIs (share professional development activities, share ways in which the PBS QI are used in teacher preparation coursework)

Piloting of PBS QIs Activities in Teacher Preparation Coursework

With assistance from SUNY Oswego, SUNY Buffalo State, and SUNY Binghamton, two PBS QI activities were implemented with approximately 50 teacher candidates:

1. Using the Motivational Assessment Scale-(MAS) (Durand & Crimmins, 1986) & Reflection (See Appendix A)

The MAS is a powerful tool for determining the function of a students' challenging behavior. This is a crucial step in developing an accurate and helpful Functional Behavior Assessment (FBA). Once a thorough FBA has been completed, an effective positive behavior support plan can then be developed. All special education teacher candidates must be able to show competency in conducting FBAs and developing PBS plans, according to the Council for Exceptional Children's standards for beginning special educators

2. Assessing Classroom Management (Simonson, Fairbanks, Briesch, & Sugai, 2006) & Reflection (See Appendix B)

The Assessing Classroom Management Tool (Simonson et al, 2006) is an excellent tool that has been used widely and validated in school districts across the country. After a unit on effective classroom management strategies and positive behavioral supports, teacher candidates used this assessment of either their own classroom management or that of a cooperating or mentor teacher and reflected upon their findings.

Collected and compiled data from PBS QI activities

An initial review of the data from the two activities revealed powerful learning on the part of teacher candidates. According to HESC Task Force members, the implementation of activities was valuable and would be included in coursework again. Several key themes emerged from the reflections of the candidates across both activities:

❖ **New Knowledge Gained**

“Although I previously thought that some problem behaviors were just simply students acting out, I now realize that they all have a reason or intent behind them.” (Sample candidate reflection)

❖ **Improved Teacher Decision Making and Use of Positive Behavior Supports**

“Once you have identified the function of a student’s behavior, you will be able to: identify what the behavior accomplishes for the student and what acceptable skills are needed to replace the challenging behavior.” (Sample candidate reflection)

❖ **What I Won’t Do!-Reflection on Poor Practice**

“While completing the Assessing Classroom Management activity, some weaknesses in Miss Smith’s classroom management were present. For example, during math, I noticed that Miss Smith called on her most frequent participators most often. It was painful to watch the quieter students raising their hand and not being called on. These children lost inspiration and attention because of this. I will be more cognizant of this when I have my own classroom.” (Sample candidate reflection)

❖ **Keeping it Positive**

“I found it helpful to observe someone responding positively and giving preventative cues to her students. It is good to see everything in actual practice and see the positive responses from the students. This is a wonderful incentive to remember how to act with my own classroom of

students. As a result I will try to show a more positive attitude.” (Sample candidate reflection)

Conducted a *comprehensive review* of the PBS QI to improve “usability” for all constituents

One of the primary concerns regarding the PBS QIs in Teacher Preparation programs and with the document in general continues to be its “usability” or accessibility. Task Force Study group members conducted a comprehensive review of the PBS QIs broken down by section:

- **School-Wide Positive Behavioral Systems (Kevin)**
- **Classroom Management (Candace)**
- **Targeted Small Group Behavioral Interventions (Amanda)**
- **Intensive Individualized Behavioral Interventions (Lisa)**

Members then made suggestions to improve “usability” and identified possible activities for teacher preparation programs. The entire review can be found on the HESC Website. Below are selected sample suggestions for using the PBS QIs in teacher and/or school district leader preparation programs:

School-Wide Positive Behavioral Systems (Dr. Kevin Miller, SUNY Buffalo State))

For Educational Administration Courses Preparing Future Administrators

- Stand-alone Course
District and building administrators have the primary responsibility for guiding and shaping the attitudes and actions that will influence the district and school cultures. The course would use the Quality Indicator Review and Resource Guide as its guiding content to prepare district and building level administrators with the knowledge and skills necessary to

develop, implement, and evaluate proactive, positive, and instructive School-Wide Behavioral Systems.

- District-Wide Positive Behavioral Systems Plan
Course participants must develop a School-Wide Positive Behavioral System written for a self-selected setting (e.g., elementary, middle, or high school). They must use the quality indicators as guidelines to develop a comprehensive School-Wide Positive Behavioral System.
- Critique of Existing District-Wide Positive Behavioral Systems Plan
Course participants can review the policy and documents of an entire school district and the schools within the district to determine which elements of the School-Wide Positive Behavioral System Indicators are in place. The course participant would then develop a report summarizing the findings. The report must also list specific recommendations for the school district and schools to meet the identified areas of weakness for each indicator.

For Coursework in Educational Administration Programs and/or Teacher Preparation Programs

- School-Wide Positive Behavioral Systems Plan
For this project take the role of a teacher who was asked to be on a newly developed school based team charged with developing a school-wide discipline system. You must work with your team to develop a School-Wide Positive Behavioral Systems using the Indicator – School-Wide Discipline System. This plan is to be written for a self-selected setting (e.g., elementary, middle, or high school). You must use the quality indicators as guidelines as you develop a comprehensive School-Wide Positive Behavioral System.
- Critique of Existing School-Wide Positive Behavioral Systems Plan
Course participants can critique the policy and documents of a school to determine which elements of the School-Wide Positive Behavioral System, Indicator: School-Wide Discipline System, are in place. The course participant would then develop a report summarizing the findings. The report must also list specific recommendations for the school to meet the identified areas of weakness for each indicator.
- Materials Review Project
Each course participant will examine one self-selected evidence-based behavior management package to evaluate against the School-Wide Positive Behavioral Support Systems indicators. This can be done by individual participants or in groups. Examples of behavioral packages from which participants can select include: (a) *Project RIDE*, (b)

Systematic Screening for Behavior Disorders, (c) *CHAMPS*, and (d) *The Teacher's Encyclopedia of Behavior Management*. Each participant or group will present their evaluation to the class and submit their Materials Review Project for grading.

Classroom Management (Dr. Candace Mulcahy, SUNY Binghamton)

1. Valuable Resources for Teacher Preparation:

- Classroom Management Checklists (Colvin) and Self-Assessment (Sugai & Colvin) are useful tools for identifying areas of strength and need in classroom management.

2. Activities for Tools:

- Have students complete the Classroom Management Checklists and Self-Assessments, either with their cooperating teacher and/or paraprofessionals, or if they have their own classrooms, on their own. Following the exercise, students should reflect on their findings, and create a targeted plan of action for improving classroom management. If they are in a setting with a cooperating teacher, they should share the findings and their plan of action with the cooperating teacher and paraprofessionals. If they have their own classroom, they should share the findings and plan of action with the paraprofessionals. In either case, the results of the meeting should be recorded and reflected on by the student.

3. Activities for QIs:

- Have students review the current list of evidence-based practices, then research and identify additional evidence-based practices (2-3) for classroom management. From the list of 2-3 practices, students should choose one to further investigate, and develop a professional development activity, with handouts, resources, and samples that could be shared on a professional day with colleagues/peers. Students could present/share their practices in class. Prior to the assignment, students should be taught how to identify evidence-based practices through a set of pre-determined criteria.

All of the evidence-based practices that students have identified and shared could be compiled into a resource binder for each student.

Targeted Small Group Behavioral Interventions (Dr. Amanda Fenlon, SUNY Oswego)

Activities for Teacher Preparation programs

1. If possible, have candidates complete a 25 hour practicum in a school where PBS is being implemented. Assign a special education teacher or school psychologist that is coordinating the PBS program to mentor the candidate. Within the practicum consider the following activities/assignments:
2. Have candidates attend a school based team meeting where students are identified for needing Tier 2 interventions and specific interventions are discussed. Have candidates document PBS Tier 2 practices using the QI for Targeted Small Group Interventions-Components 2-6 of School Based Infrastructure.
3. Have candidates read research articles on (1) specific Tier 2 intervention (e.g. Check In/Check Out), then follow up by observing the intervention implemented in the school. Report on how it is being implemented as compared to the research articles.
4. Have candidates review office referral and discipline data before and after the implementation of Tier 2 interventions and make conclusions based upon the data.
5. Have candidates interview a few key staff that have been involved with PBS (gen ed teacher, sped teacher, administrator, psychologist, paraprofessional) to determine their perspective on the success of PBS Tier 2 interventions with students.
6. Have candidates observe a social skills/collaborative skills lesson/session with Tier 2 students. Allow them to observe a separate small group session and one that is embedded into the classroom and compare/contrast the two sessions.
7. Have candidates “shadow” a student who is receiving Tier 2 interventions such as the daily report card and social skills instruction. Write a reflective paper on the effectiveness of the current interventions
8. Talk with one staff member who is serving as a Mentor for a Tier 2 student to learn their perspective of the effectiveness of this intervention.

Intensive Individualized Behavioral Interventions (Dr. Lisa Rafferty, SUNY Buffalo State)

Resources or Tools to Use in Teacher Preparation Programs: Review of Tools/Resources Portion for “Intensive Individualized Behavioral Interventions”

- The links titled “VESID Behavioral Regulations and other NYS Behavior related publications—FBA, BIP” would be very important resources to use in teacher preparation programs. First, they introduce students to the VESID website where they should periodically look for regulation updates as practicing teachers. Additionally, the information that is contained in these links provides foundational information about the regulations associated with FBAs and BIPs. As a teacher educator, I would have my students spend some time browsing through these links and developing discussion questions that could be brought to class.
- Another link that I think would be important to use in teacher education programs is the link for PBIS.org. Although this link is not working in the document right now, I think it is an extremely important link to fix because the website contains timely and important information that teacher candidates should be aware of. It includes great information about Positive Behavioral Interventions & Supports (PBIS).
 - It also contains tools that educators can use, video examples that teacher educators could use, presentations and publications about various topics associated with PBIS, and information and links to other training sources.
 - There are blank data collection forms that students could use to conduct FBAs. I believe that all students in a behavior management class should practice conducting FBAs and developing BIPs, preferably with real students in schools who could benefit from the intervention.

- It might also be a useful resource to help teacher candidates to think about parental and community involvement in PBIS. Teacher educators can give teacher candidates a case study school. Then they can ask the teacher candidates to create a plan to help foster parental and community support for PBIS in that school. The PBIS.org website can be used as a primary resource for the teacher candidates to complete their project.
- The link for “Center for Effective Collaboration and Practice” is also another great site to have students explore to learn about FBAs and BIPs. Teacher educators could develop an on-line class using a lot of these resources to help students gain a deeper understanding about FBAs and BIPs.
- A great resource to add that is not listed is a website developed by the University of Texas at Austin titled “Project Mainstep” (<http://jabba.edb.utexas.edu/mainstep/ms/>). This website contains a number of modules, and one of the modules teaches the users about FBAs and BIPs. It includes blank data collection forms, example forms, case studies...etc. It is great! The module is titled “Challenging Behavior.” I used this module a number of times as an on-line class to help teach both general and special education teachers about FBAs and BIPs. After completing the module, students were asked to post questions on a discussion board. This helped to facilitate the development and delivery of class content that followed the instruction provided in this module.

Possible Activities to Familiarize Teacher Candidates with QIs

- One activity that could be used to help familiarize teacher candidates with the QIs in this section would be to have the teacher candidates create interview questions based upon the QIs and the components. Then, they could interview a member of a local CSE committee.
- If the students already had their own classrooms, they could answer their own questions and provide suggestions to help their schools in develop and improve weak areas.

- You could have students do little mini-literature reviews on intensive behavior interventions. Then the class can compile the resource and distribute it to each member. Then the class could discuss how the interventions relate to PBIS and the QIs.

Additional Tools/Resources to Add:

Janney, R. & Snell, M. (2009) *Teacher's Guides to Inclusive Practices: Behavior Support, 2nd Edition*. Baltimore: Paul H. Brookes. This “teacher friendly” guide includes excellent research based strategies and a framework for developing functional behavior assessments and effective positive behavior support plans.

Collaborated on a joint proposal to NYS CEC-(accepted)

Members of our study group believed that the PBS QIs need much further exposure to the general school community and to teacher preparation faculty. Dr. Kevin Miller suggested that a presentation of the PBS QIs at the Annual New York State CEC conference would be welcomed.

Dr. Amanda Fenlon, Dr. Patti Slobogin(SETRC) and Mr. Jose Flores (SETRC) had a collaborative proposal entitled: ***Positive Behavior Support to the Rescue: An Overview of VESID's QUALITY INDICATOR REVIEW AND RESOURCE GUIDES for BEHAVIORAL SUPPORTS AND INTERVENTIONS*** accepted by the New York State Council for Exceptional Children. It will be presented at a session of the annual conference on October 23rd, 2009, in Niagara Falls, New York

Appendix A

Determining the Function of Challenging Behaviors Using The MOTIVATION ASSESSMENT SCALE (Durand & Crimmins, 1986)

1. **With a partner**, discuss a student you have encountered that has challenging behaviors. Knowing what you now know about the functions and communicative intent of behavior, process the questions and be ready to share (on chart paper):

- Describe the student's behavior in OBSERVABLE terms
- What do you hypothesize is the purpose of the student's behavior? What are they trying to communicate? (recall the functions of behavior)
- Using the **Motivation Assessment Scale (Durand & Crimmins, 1986)**, DETERMINE the function/purpose of the behavior by completing the survey and calculations.
- Was your original hypothesis correct? Not correct?
- What did you learn about the function of the behavior by completing the MAS?
- How might you prevent the behavior from occurring? How might you change the who, what, where of the activity to prevent the behavior from occurring?
- What new skills does the student need to learn in order to get their needs met in an acceptable way?

2. **On your own:** Complete a Professional Educator Reflection addressing the following questions. Write at least 1-2 double spaced pages in response to these questions:

- ❖ What have you learned about the importance of determining the function or communicative intent of challenging behaviors that you didn't previously consider?
- ❖ What are the implications of this for you as a professional educator?
- ❖ What practices might you alter or increase as a result of this new learning?

SUMMARY

Motivation Assessment Scale

by V. Mark Durrand and Daniel B. Crimmins

The Motivation Assessment Scale (MAS) is a quick, user-friendly indirect assessment tool that “assesses the functions or motivations of behaviour problems”. In other words, it helps us better understand why someone does what they do.

According to authors of the scale, there are four main motivators of behaviour – social attention, tangibles, escape, and sensory input. The MAS is designed to help figure out which motivator (or motivators) is reinforcing the behaviour. Once you know what is keeping the behaviour going, you can start implementing strategies to reduce the behaviour by changing the way you and others respond to it or by teaching the child more appropriate ways of getting their needs met.

The MAS consists of 16 questions which describe situations in which the behaviour might occur. All you have to do is circle how often (from never to always) the behaviour occurs in different situations. When you have answered all 16 questions, you total the scores using a simple scoring sheet.

The results on the scoring sheet suggest what the function (or functions) of the behaviour are – sensory, tangible, attention or escape. The simplest way to use the scoring sheet is to look at the function with the highest score – this is the most likely function of the behaviour. There might be another function that also has a high score – this might be a secondary func-

tion of the behaviour. This information is very important to have before you start to address problem behaviours.

Here is an example of how to use the MAS to figure out the function of a behaviour. In this example, Morgan, a minimally verbal 4 year old, yells when another child tries to play with him. Usually, when this happens, the teacher comes over to the children and, after telling Morgan that the other children are allowed to play too and not to yell at them, supervises the children so that they learn to play together. At other times Morgan is removed from the activity and his teacher tries to engage him in another activity.

The problem is that Morgan’s yelling when other children try joining him gets worse. His teachers are trying to figure out why he engages in this behaviour.

Some of them think that it is his way of telling the other child to go away, while others think that he has a hard time sharing.

The teachers defined the target behaviour as “yelling in a loud voice”. Here is the completed MAS and the scoring sheet for this behaviour.

SAMPLE MAS

Motivation Assessment Scale

1986 V. Mark Durand, Ph.D.

Name Morgan Rater Jessica Smith

Date September 10, 2005.

Behavior Description

Morgan yells very loudly when another child tries to play with him.

Setting Description

child care classroom during free play time

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behavior in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the MAS, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. "Aggressive", for example, is not as good a description as "hits his sister". Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

0=Never, 1=Almost Never, 2=Seldom, 3=Half the Time, 4=Usually,
5=Almost Always, 6=Always

Questions	Answers
1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time? (For example, several hours)	0 1 2 3 4 5 6
2. Does the behavior occur following a request to perform a difficult task?	0 1 2 3 4 5 6
3. Does the behavior seem to occur in response to you talking to other persons in the room?	0 1 2 3 4 5 6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0 1 2 3 4 5 6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0 1 2 3 4 5 6
6. Does the behavior occur when any request is made of this person?	0 1 2 3 4 5 6
7. Does the behavior occur whenever you stop attending to this person?	0 1 2 3 4 5 6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0 1 2 3 4 5 6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)	0 1 2 3 4 5 6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0 1 2 3 4 5 6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0 1 2 3 4 5 6
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0 1 2 3 4 5 6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0 1 2 3 4 5 6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0 1 2 3 4 5 6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0 1 2 3 4 5 6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0 1 2 3 4 5 6

	Sensory	Escape	Attention	Tangible
	1. 0	2. 3	3. 4	4. 3
	5. 1	6. 4	7. 5	8. 3
	9. 0	10. 4	11. 6	12. 2
	13. 1	14. 2	15. 5	16. 4
Total Score =	3	13	20	11
Mean Score = (divide the total score by 4)	0.5	3.25	5.0	2.75
Relative Ranking (high score to low score)	4	2	1	3

If there is a tie for the highest score or if the means of the top two categories are within .25 to .50 points (and you have clearly specified the behaviour and setting), then both are considered as influences that may be causing the problem behaviour to continue.

In this example, *Attention* had the highest score (20) suggesting that Morgan's yelling was probably attention motivated. When he yelled, his teacher would come over to him, talk to him, play with him and the other child, or engage him in another activity. This was a motivating or rewarding situation for Morgan and yelling ensured that his teacher would interact with him. Now that his teachers know that Morgan was yelling to get their attention, they can start teaching Morgan more appropriate ways of getting his needs met.

You may have noticed that *Escape/Avoidance* had the second highest score (13) – this suggests that it may be a secondary function of the behaviour. Morgan may be yelling to escape situations that are too challenging for him. Again, his teachers can use this information to teach Morgan more appropriate ways of avoiding difficult situations.

Motivation Assessment Scale

1986 V. Mark Durand, Ph.D.

Name _____ Rater _____

Date _____

Behavior Description

Setting Description

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify situations in which an individual is likely to behave in certain ways. From this information more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the MAS, select one behavior that is of particular importance that you identify the behavior very specifically. "Aggressive", for example, as good a description as "hits his sister". Once you have specified the behavior to be assessed, read each question carefully and circle the one number that best describes your observation of this behavior.

.....
0=Never, 1=Almost Never, 2=Seldom, 3=Half the Time, 4=Usually,
5=Almost Always, 6=Always

Questions	Answers
1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time? (For example, several hours)	0 1 2 3 4 5 6
2. Does the behavior occur following a request to perform a difficult task?	0 1 2 3 4 5 6
3. Does the behavior seem to occur in response to you talking to other persons in the room?	0 1 2 3 4 5 6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0 1 2 3 4 5 6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0 1 2 3 4 5 6
6. Does the behavior occur when any request is made of this person?	0 1 2 3 4 5 6
7. Does the behavior occur whenever you stop attending to this person?	0 1 2 3 4 5 6
8. Does the behavior occur when you take away a favorite toy, food, or activity?	0 1 2 3 4 5 6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells, and/or sounds pleasing.)	0 1 2 3 4 5 6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0 1 2 3 4 5 6
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0 1 2 3 4 5 6
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?	0 1 2 3 4 5 6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0 1 2 3 4 5 6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0 1 2 3 4 5 6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0 1 2 3 4 5 6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0 1 2 3 4 5 6

	Sensory	Escape	Attention	Tangible
	1. _____	2. _____	3. _____	4. _____
	5. _____	6. _____	7. _____	8. _____
	9. _____	10. _____	11. _____	12. _____
	13. _____	14. _____	15. _____	16. _____
Total Score =	_____	_____	_____	_____
Mean Score = <i>(divide the total score by 4)</i>	_____	_____	_____	_____
Relative Ranking <i>(high score to low score)</i>	_____	_____	_____	_____

If there is a tie for the highest score or if the means of the top two categories are within .25 to .50 points (and you have clearly specified the behaviour and setting), then both are considered as influences that may be causing the problem behaviour to continue.

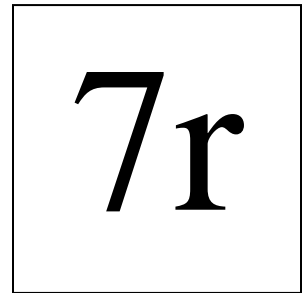
Appendix B

Assessing Classroom Management Strategies Learning activity

1. Using the accompanying tool “Classroom Management: Self-Assessment Revised” (2006) by Simonson, Fairbanks, Briesch, & Sugai, rate either YOUR OWN classroom management, if you are currently a classroom teacher, OR RATE YOUR COOPERATING TEACHER’S classroom management. Follow the directions on page 6 of this document.

2. FOLLOWING COMPLETION OF THE SURVEY, Write a Professional Reflection of at least 1-2 double spaced pages in response to these questions:

- ❖ **What have you learned about your own or cooperating teacher’s classroom management strategies as a result of completing the survey?**
- ❖ **What are the implications of this for you as a professional educator?**
- ❖ **What practices/strategies might you alter or increase as a result of this new learning?**



Positive Behavior Support

Classroom Management: Self-Assessment Revised

Brandi Simonsen, Sarah Fairbanks, Amy Briesch, & George Sugai

Center on Positive Behavioral Interventions and Supports
University of Connecticut

Version: April 7, 2006

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

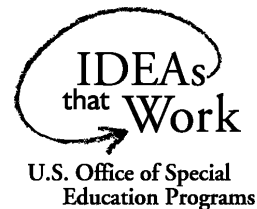
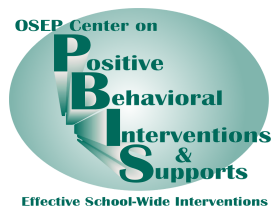
University of Oregon

University of Connecticut

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials are forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org.



¹ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Classroom Management: Self-Assessment²

Teacher_____ Rater_____ Date_____	
Instructional Activity	Time Start_____ Time End _____
Tally each Positive Student Contacts	Total #
Tally each Negative Student Contacts	Total #
Ratio ³ of Positives to Negatives: _____ to 1	

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No
Overall classroom management score: 10-8 "yes" = " Super " 7-5 "yes" = " So-So "	# Yes _____

² Revised from Sugai & Colvin

³ To calculate, divide # positives by # of negatives.

<5 "yes" = ***Improvement Needed***

Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
 - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
 - b. Assess whether each classroom management practice was evident.
 - c. Sum the number of “yes” to determine overall classroom management score.
 - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies ⁴

⁴ What? When? How? By When?

Selected Supporting References

- Colvin, G., & Lazar, M. (1997). The effective elementary classroom: Managing for success. Longmont, CO: Sopris West.
- Colvin, G., Sugai, G., & Patching, W. (1993). Pre-correction: An instructional strategy for managing predictable behavior problems. Intervention in School and Clinic, 28, 143-150.
- Darch, C. B., & Kameenui, E. J. (2003). Instructional classroom management: A proactive approach to behavior management. (2nd ed.). White Plains, NY: Longman.
- Jones, V. F. & Jones, L. S. (2001). Comprehensive classroom management: Creating communities of support and solving problems (6th ed.). Boston: Allyn & Bacon.
- Kameenui, E. J., & Carnine, D. W. (2002). Effective teaching strategies that accommodate diverse learners (2nd ed.). Upper Saddle River, NJ: Merrill.
- Latham, G. I. (1997). Behind the schoolhouse door: Eight skills every teacher should have. Utah State University.
- Latham, G. (1992). Interacting with at-risk children: The positive position. Principal, 72(1), 26-30.
- Martella, R. C., Nelson, J. R., & Marchand-Martella, N. E. (2003). Managing disruptive behaviors in the schools: A schoolwide, classroom, and individualized social learning approach. Boston, MA: Allyn & Bacon.
- Paine, S. C., Radicchi, J., Rosellini, L. C., Deutchman, L., & Darch, C. B. (1983). Structuring your classroom for academic success. Champaign, IL: Research Press.