

Comprehensive Positive Behavior Supports (CPBS) Pre-Service Training Program



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OSEP Personnel Preparation Grant

- **CPBS** (Comprehensive Positive Behavior Supports)
 - Provide training and support to pre-service teachers enrolled in graduate level special education programs
 - Yearly follow-up surveys

CPBS Personnel Preparation Training Grant

- 4th year of the training grant
- 24 participants for the '06-"07 school year
 - 5th Year Integrated Teaching Program/*Behavior Support Emphasis Area*
 - Special Education Masters/Licensure Program
- Completion of core curriculum specific to positive behavior supports
- Completion of program tasks that demonstrate competencies specific to school-wide, classroom, and individual systems

National Reading Panel

The relationship between the development of standards and teacher education is an important gap in current knowledge.

Teacher Preparation

“Teacher education must identify and encourage teachers to use effective teaching practices early and consistently.”

Scheeler, Ruhl, & McAfee, 2005

Competency-Based Teacher Training

- Which instructional behaviors indicate **effective** instruction?
- What **criteria** determines competency for instructional behaviors?
- Which performance feedback components **optimally** support pre-service teachers?

Teacher Preparation

- Specific, corrective and/or positive feedback is promising as a supervisory practice.
- Supervisory feedback should
 - be positive
 - focused on specific teaching behaviors
 - provide clear and concise directions for desired behavior change

Sheeler, Ruhl & McAfee, 2005

Practica Supervision Model

- Focus on teacher behaviors shown to improve student outcomes (Gunter, Hummell, & Conroy, 1998)
 - Opportunities to respond during instruction
 - Teacher praise & feedback

Instructional Pacing:

8-12 Opportunities to Respond per Minute

- Opportunity to learn
 - Provides mass trial practice to build fluency and achieve mastery
 - Provides opportunity to monitor student performance
- May indicate overall classroom management
 - Increases opportunity for academic engagement
- Positively correlated with:
 - Student On-Task Behavior
 - Student Academic Achievement
- Negatively Correlated with:
 - Student Off-Task and Disruptive Behavior

Correct Academic Responding:

85% 1st Time Responding; 90% Subsequent Responding

- Successful Student Engagement
 - Ensures that students are not practicing errors
- Practice to automaticity/mastery
 - Provides practice at a high level of success to build accuracy and fluency
- Influences reinforcement of academic behaviors
 - May increase motivation, satisfaction, and interest in specified subjects
- Positively correlated with
 - Student Achievement

Error Correction:

Should occur after **ALL** errors

- Prevent students from learning misrules
- Positively correlated with
 - Student Achievement
 - Ratings of Teacher Effectiveness

Praise:

4 Praise: 1 Reprimand/Redirect

- Can be used to reinforce accurate/appropriate behaviors
 - Focus on 'catching students' being 'good'/right instead of 'bad'/wrong

- Positively Correlated with
 - Student achievement

- Negatively correlated with
 - Student off-task behavior

Reprimand :

4 Praise : 1 Reprimand/Redirect

- Ascertain if too many reprimands are delivered versus praise
- To encourage brief and explicit statements to redirect students
- May explain increases in off-task behavior, decreases in pacing, and general decreases in student motivation
- Negatively correlated with
 - Student Achievement

Data collection

- Data Collection
 - Use of Personal Digital Assistants (PDAs), specifically I-PAQs
 - Use of Mini-MOOSSES collection program *Multi Option Observation System for Experimental Studies* (Tapp, Wehby, & Ellis, 1995)
 - Inter-observer Agreement
 - Descriptive output of data
 - Provides real-time and sequential analysis
 - Graphic displays of multiple behaviors
 - Data collected by pre-service supervisors

Opportunity to Respond

Correct Academic Responses

Task Responses

Feedback

Praise

Reprimand

Teacher Presentation

Guided Workbook

Independent Workbook

Other

Timer

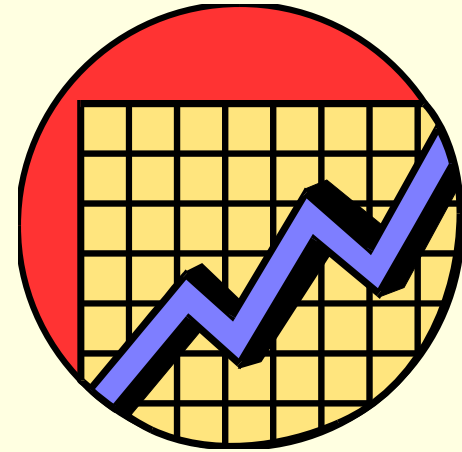
Start

Stop

Fix

Visual Performance Feedback

- Graphs to depict ongoing performance
 - Opportunities to Respond & Correct Academic Responses
 - Praise & Feedback
- Real-Time Analysis Graph to depict the most current observation
- Supervisor & Pre-service teachers review data, and set weekly goals



Sample

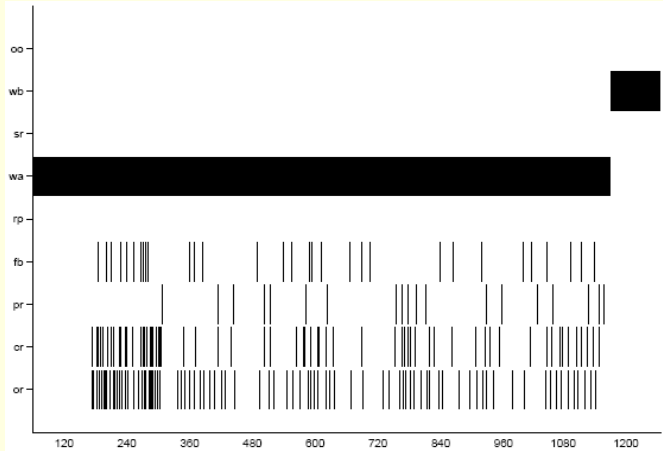
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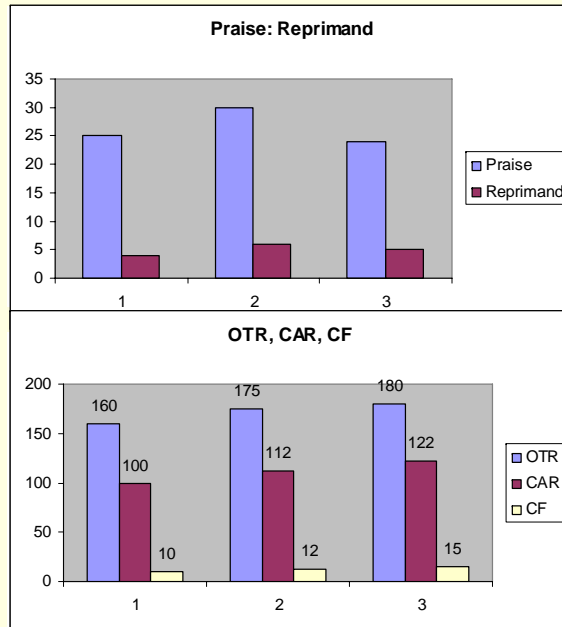
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Code	Frequency	%	Duration	%	Descriptor
or	115	39.7			opportunities to respond
cr	101	34.8			correct response
pr	66	22.8			praise
fb	4	1.4			feedback
rd	1	0.3			redirect
tp	1	0.3	773	64.4	teacher presentation
gp	1	0.3	411	34.3	guided practice
oo	1	0.3	16	1.3	other
Totals	290		1200		

Weekly Feedback Reports



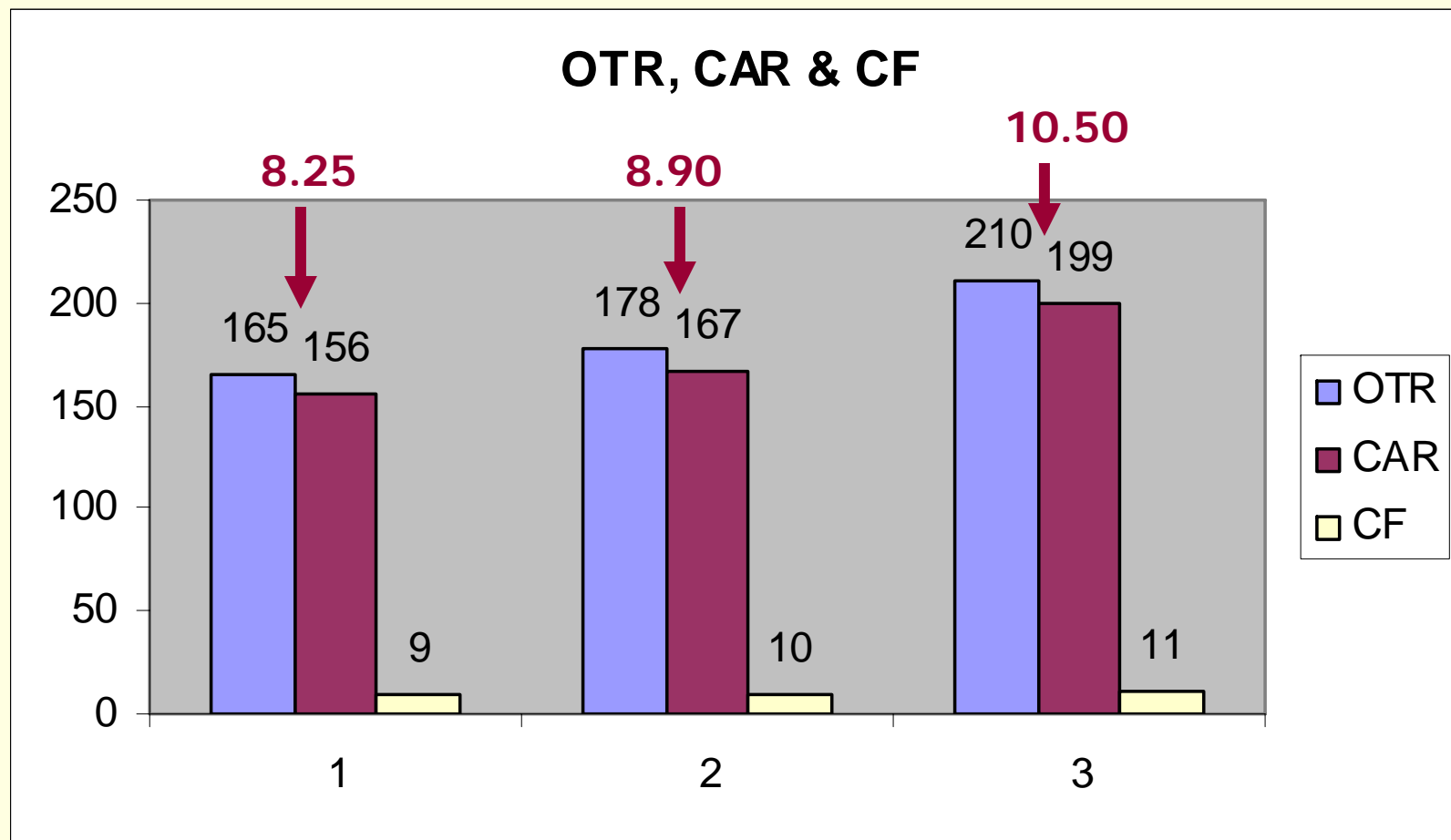
← Real-Time Analysis Graph



Graphs of Ongoing Performance

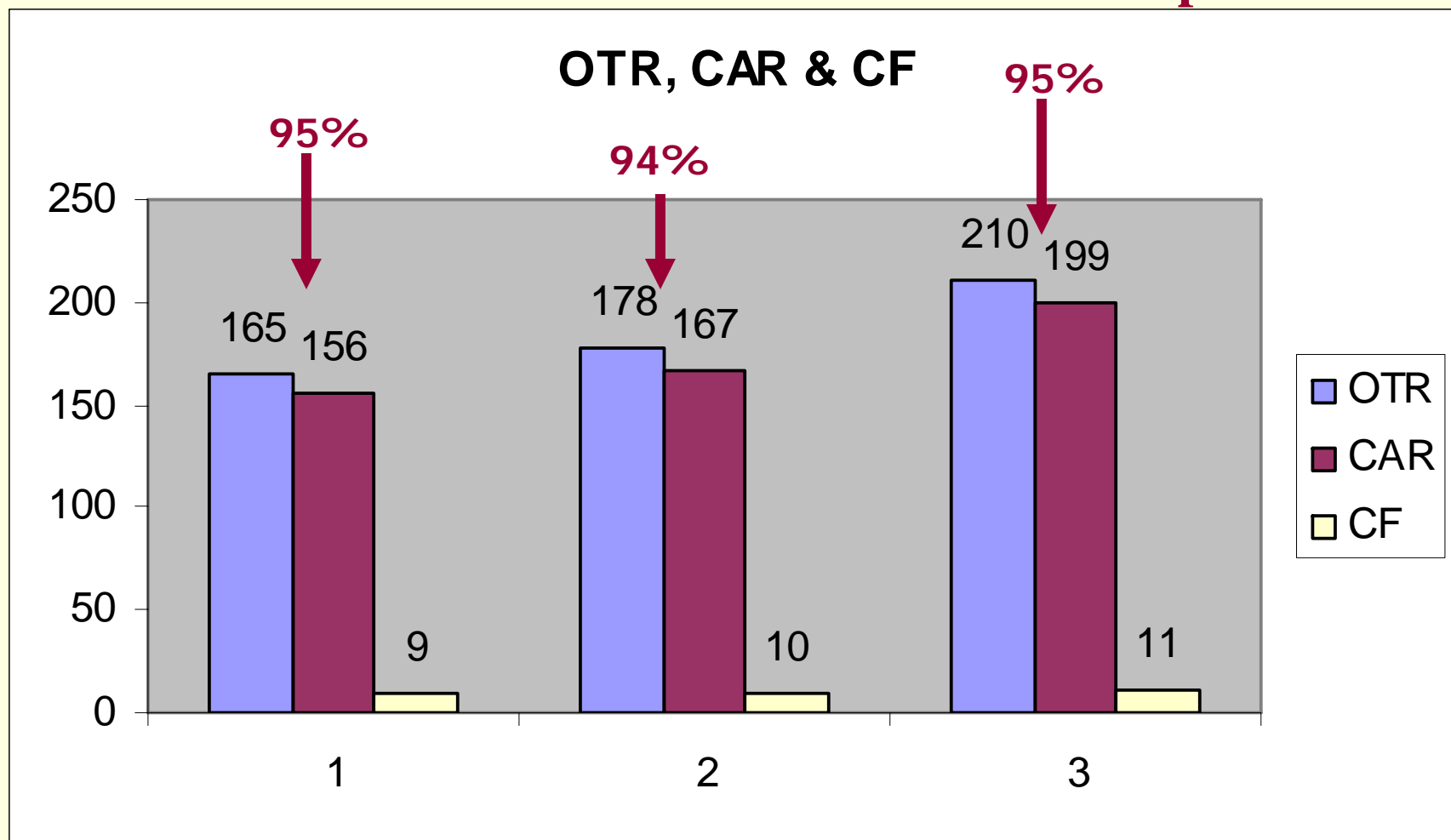
Opportunities to Respond, Correct Academic Responses, and Corrective Feedback

Criterion: 8 – 10 Opportunities to Respond/Minute



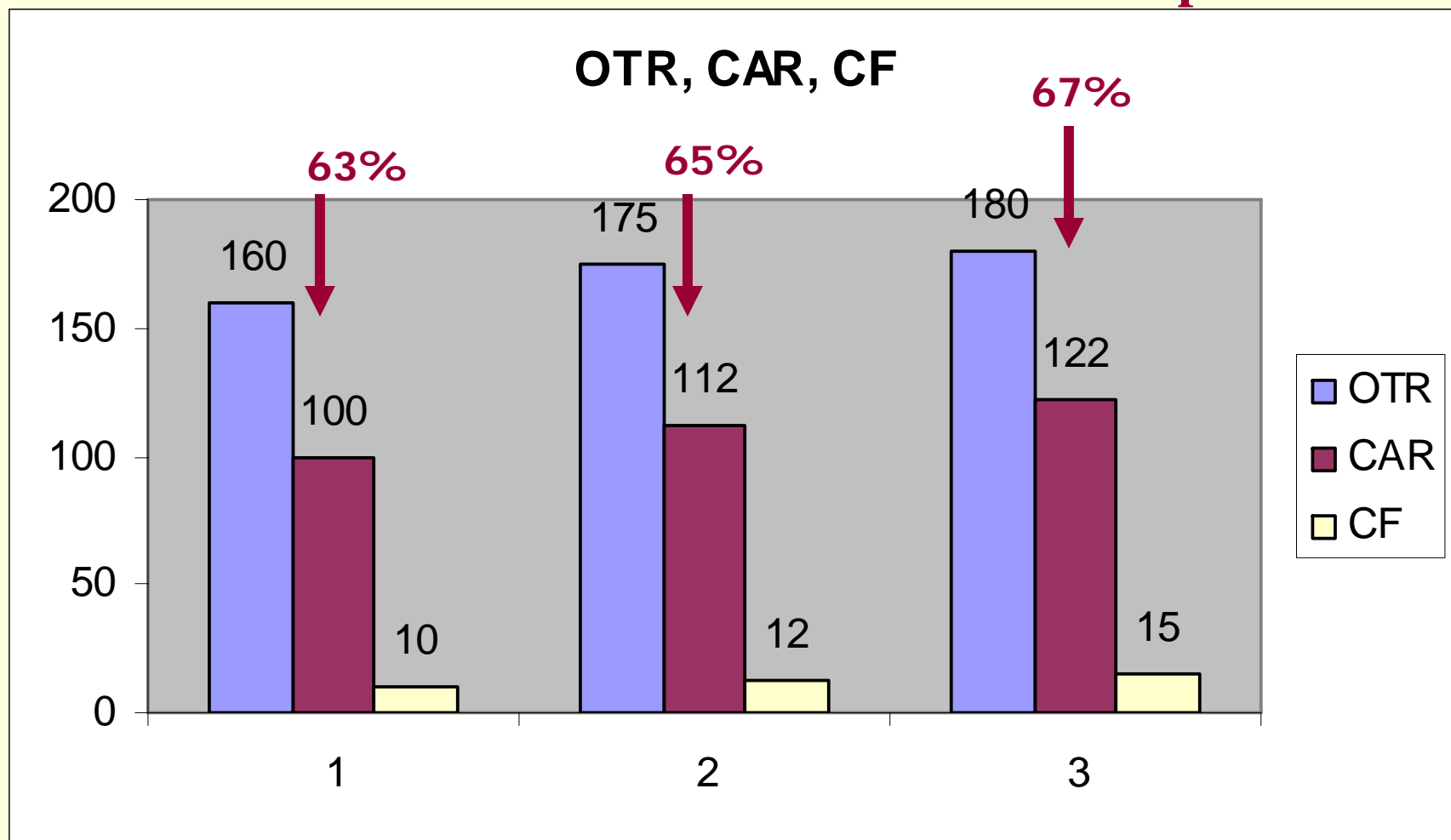
Opportunities to Respond, Correct Academic Responses, and Corrective Feedback

Criterion: 85 – 90% Correct Academic Responses



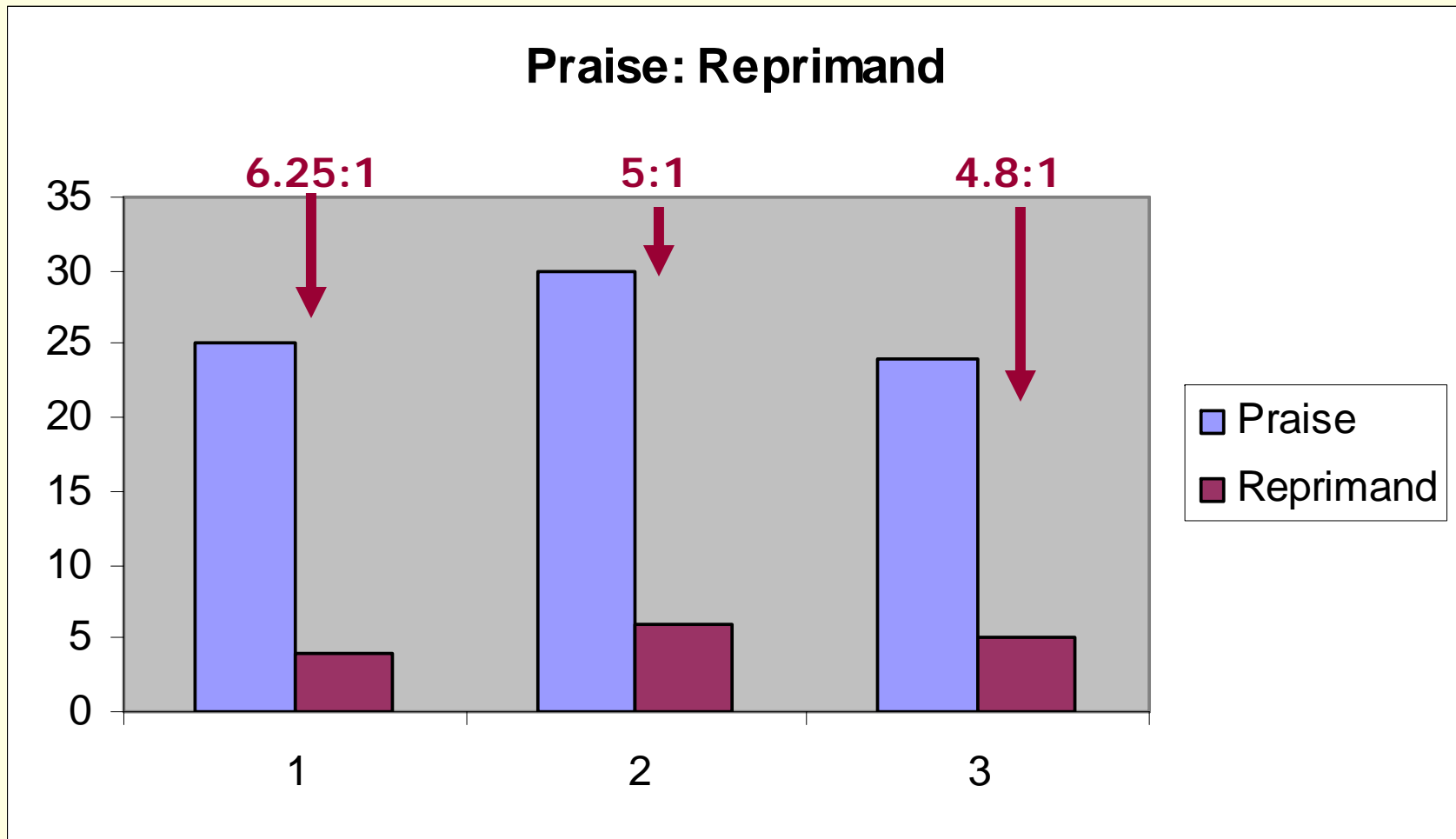
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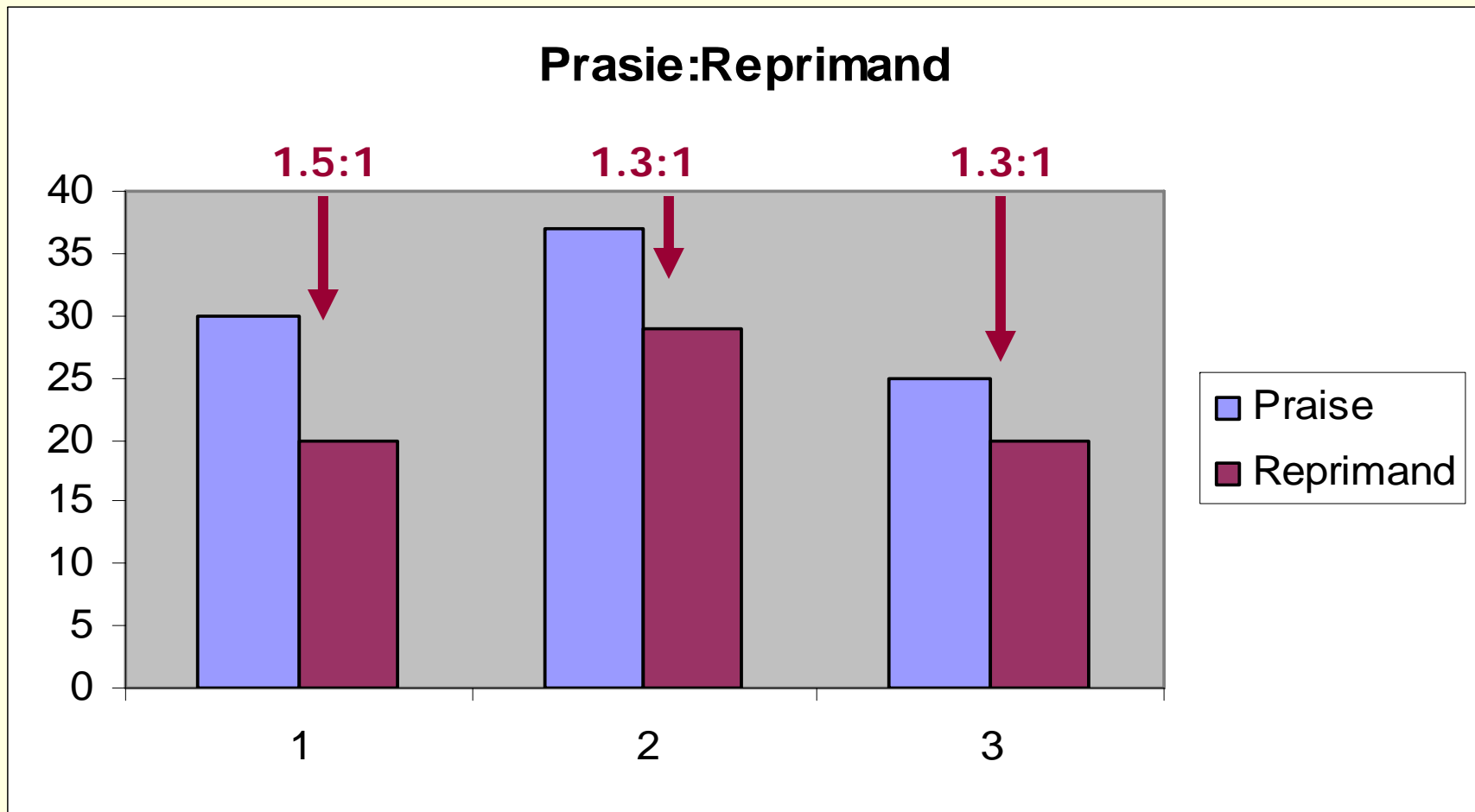
Praise & Reprimand Ratio

Criterion: 4 Praise: 1 Reprimand/Redirect

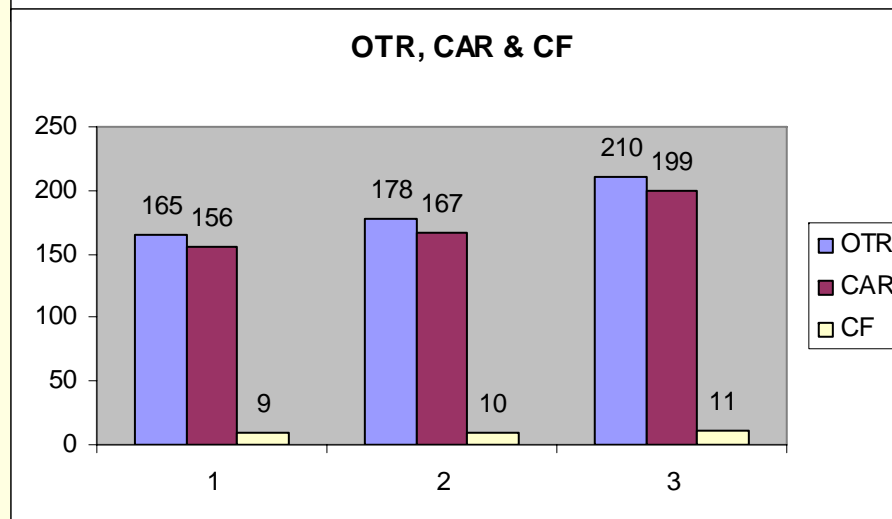
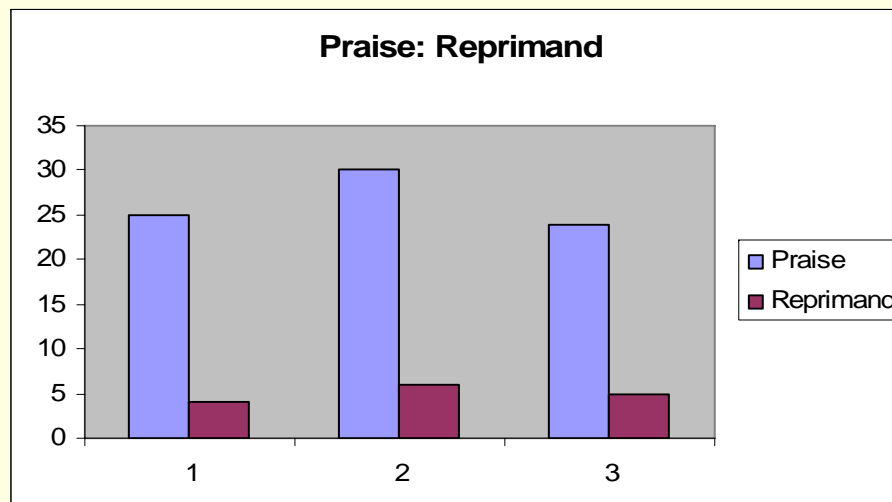


Praise & Reprimand Ratio

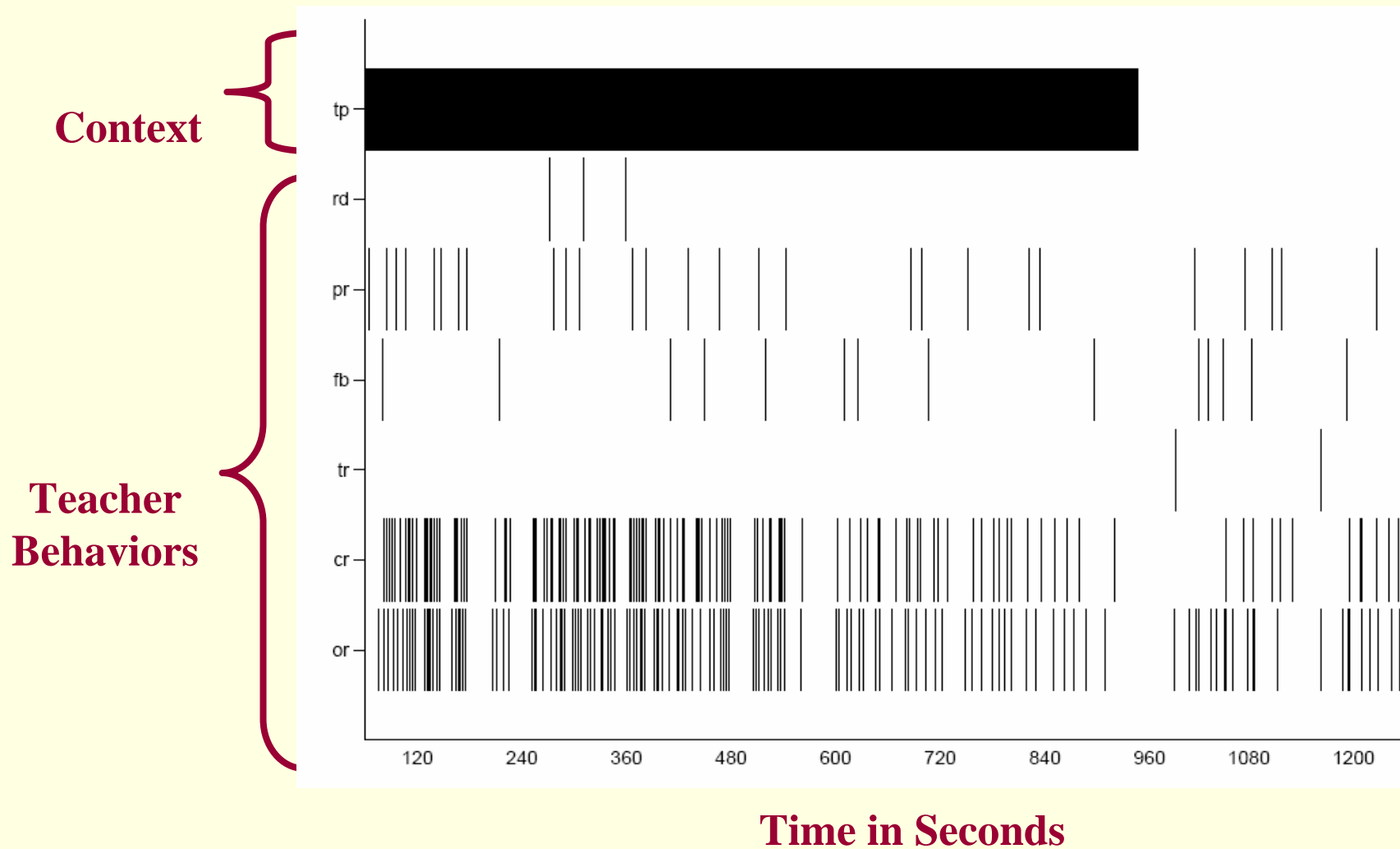
Criterion: 4 Praise: 1 Reprimand/Redirect



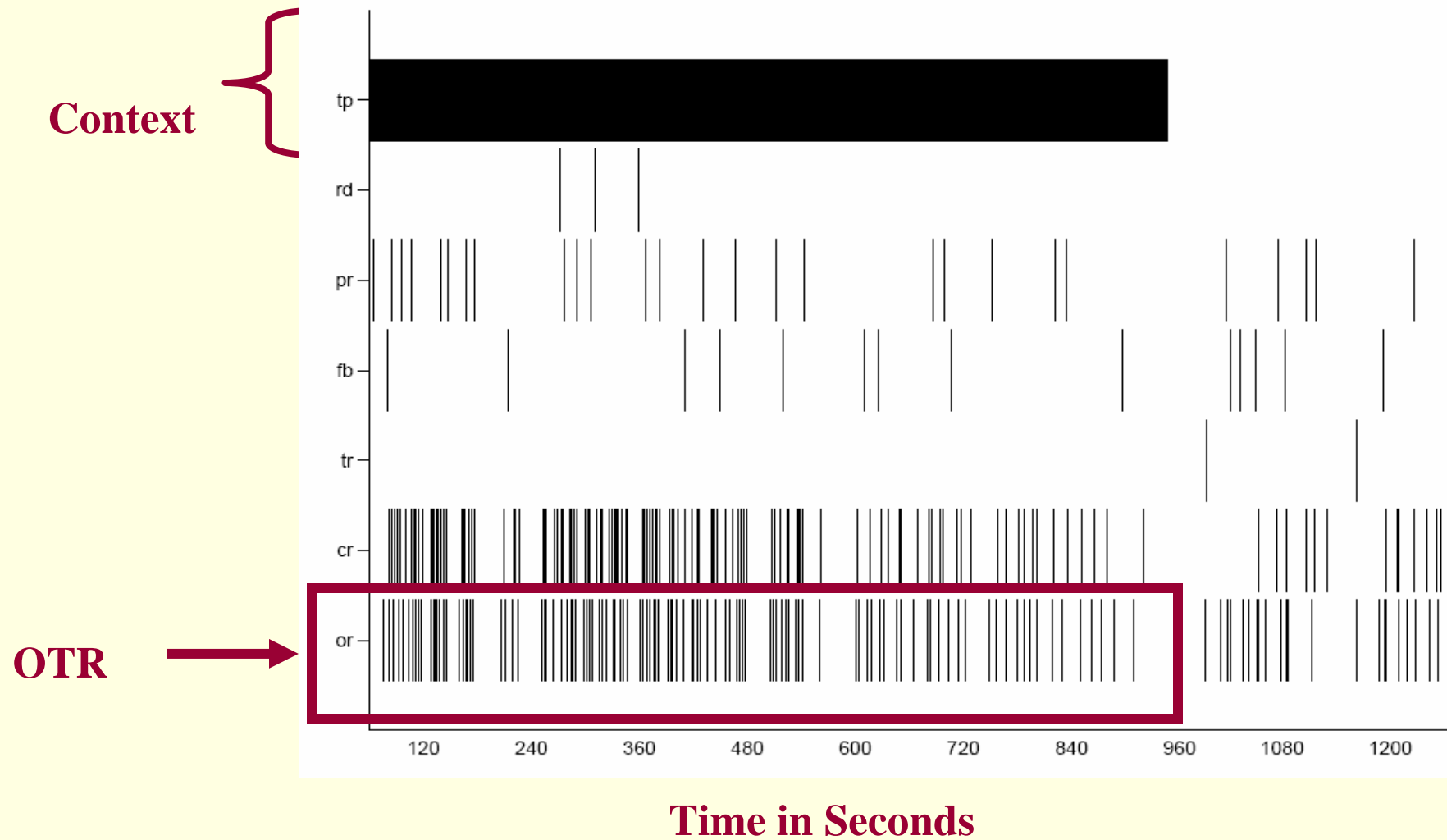
Praise & Correct Responding



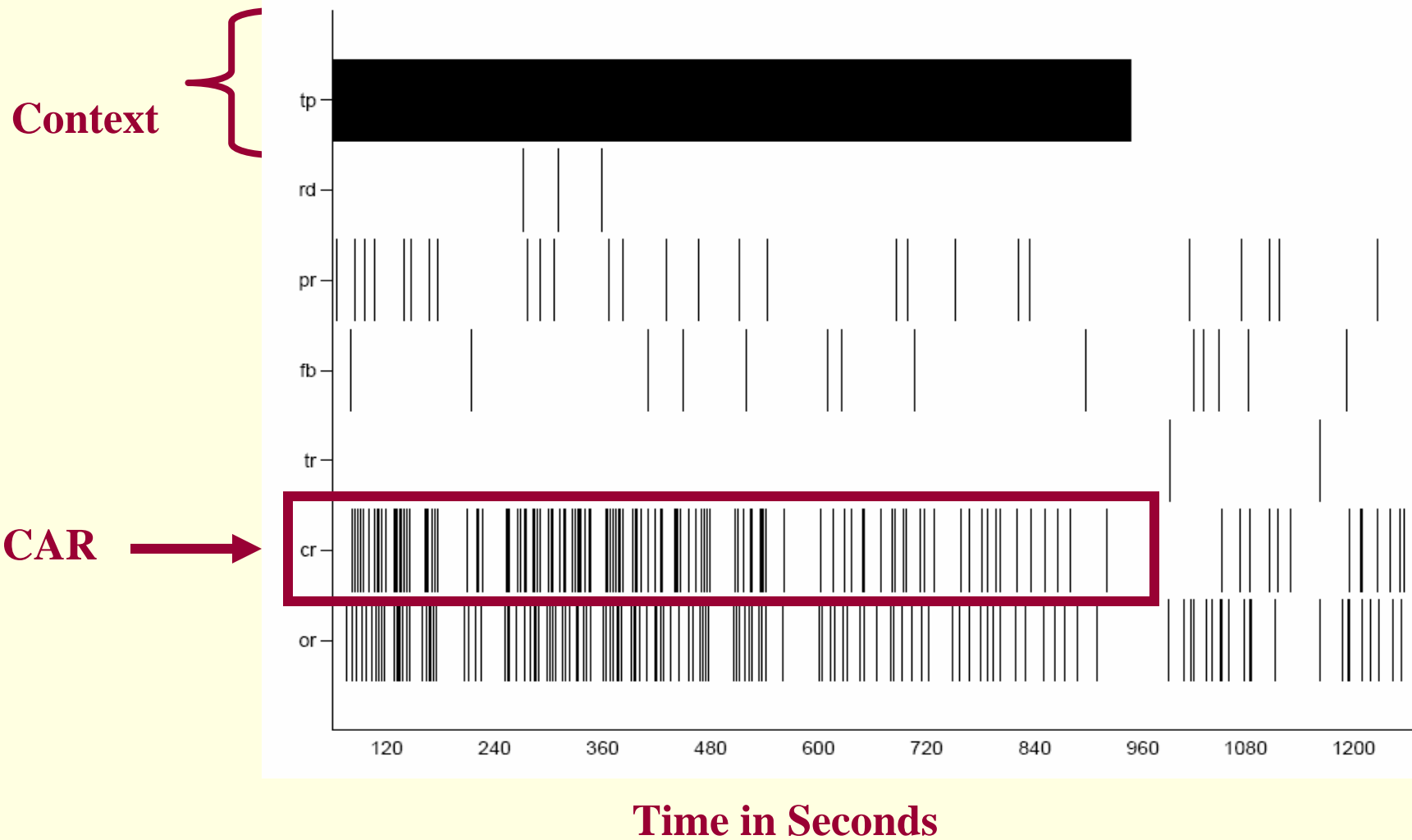
Real-Time Analysis



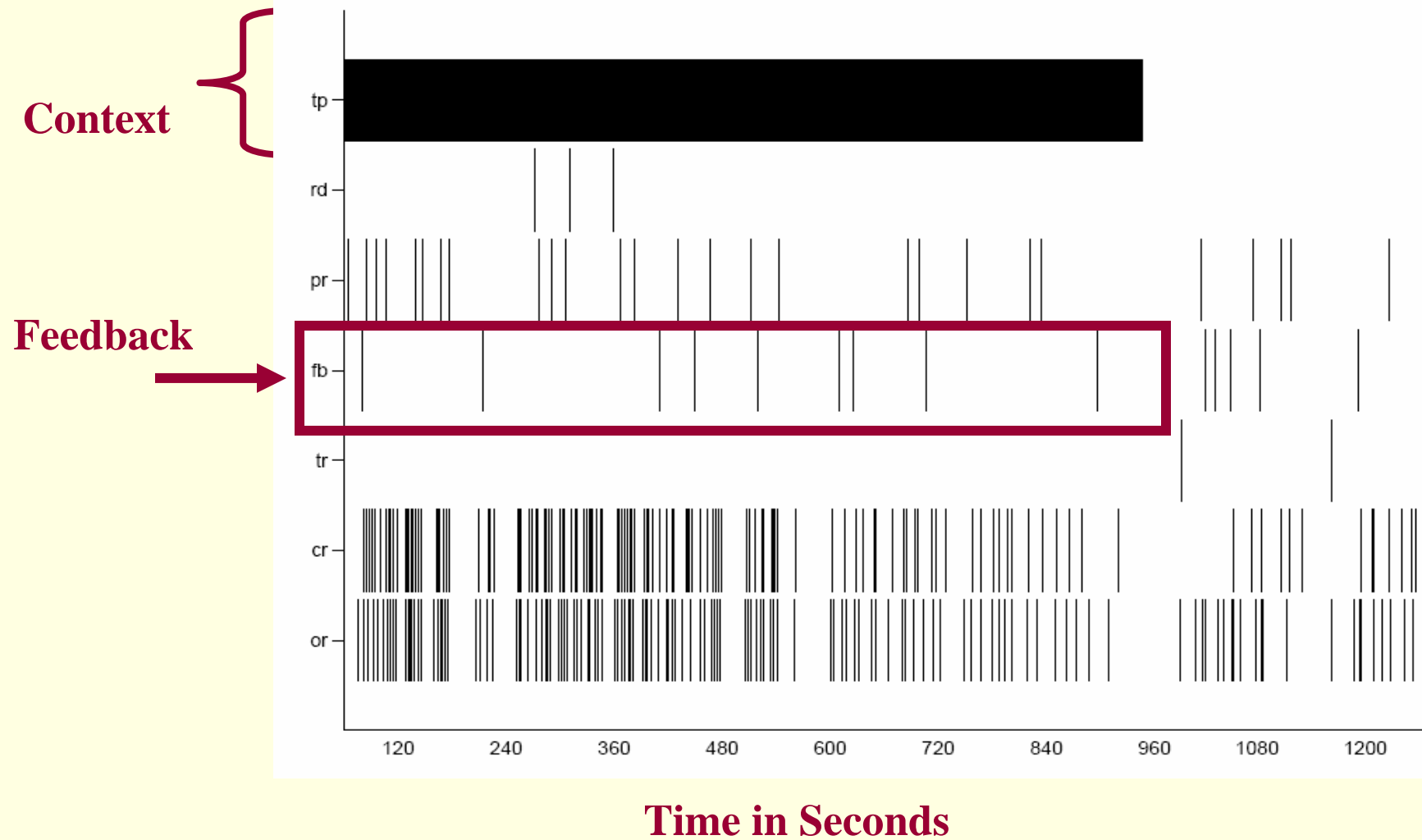
Real-Time Analysis



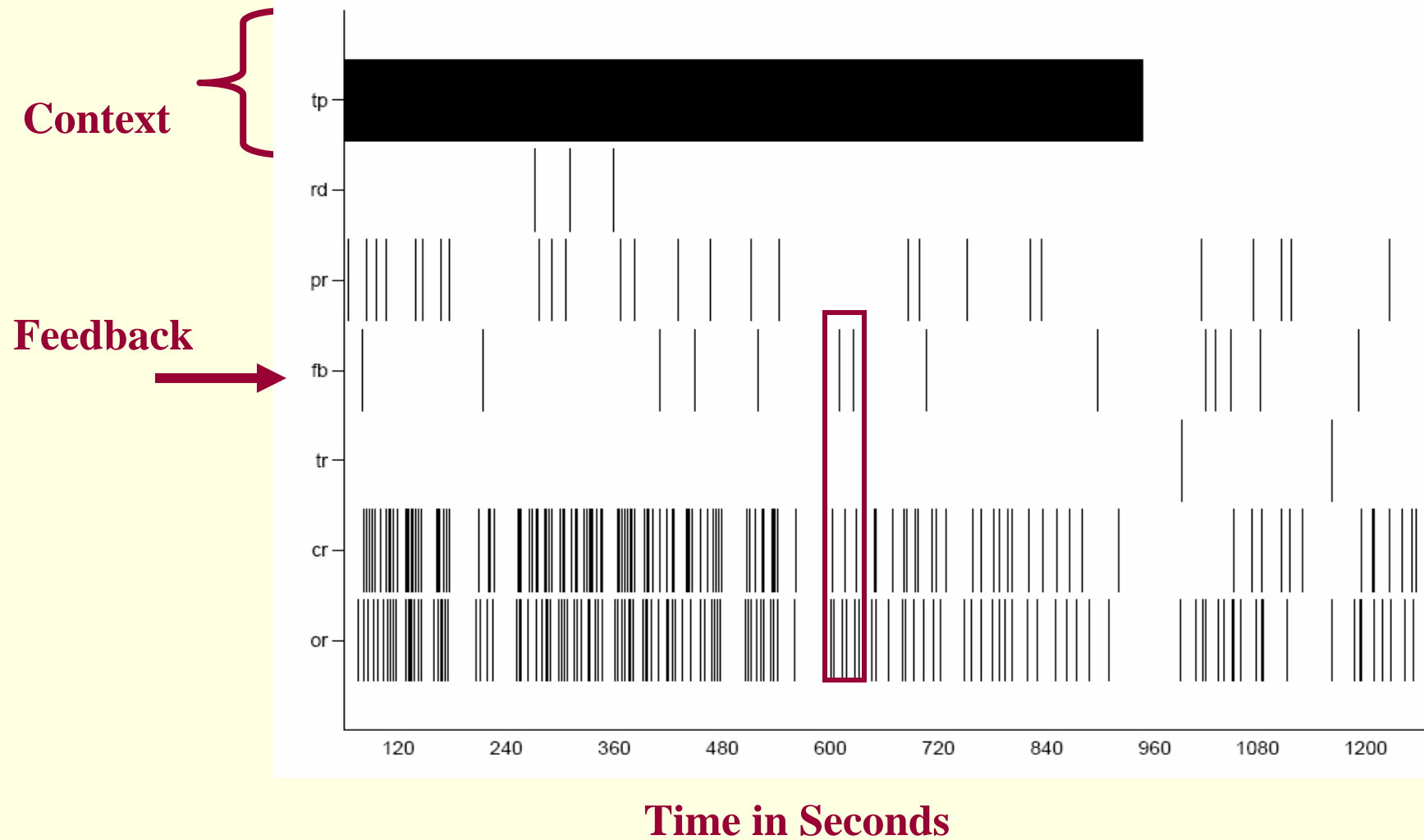
Real-Time Analysis



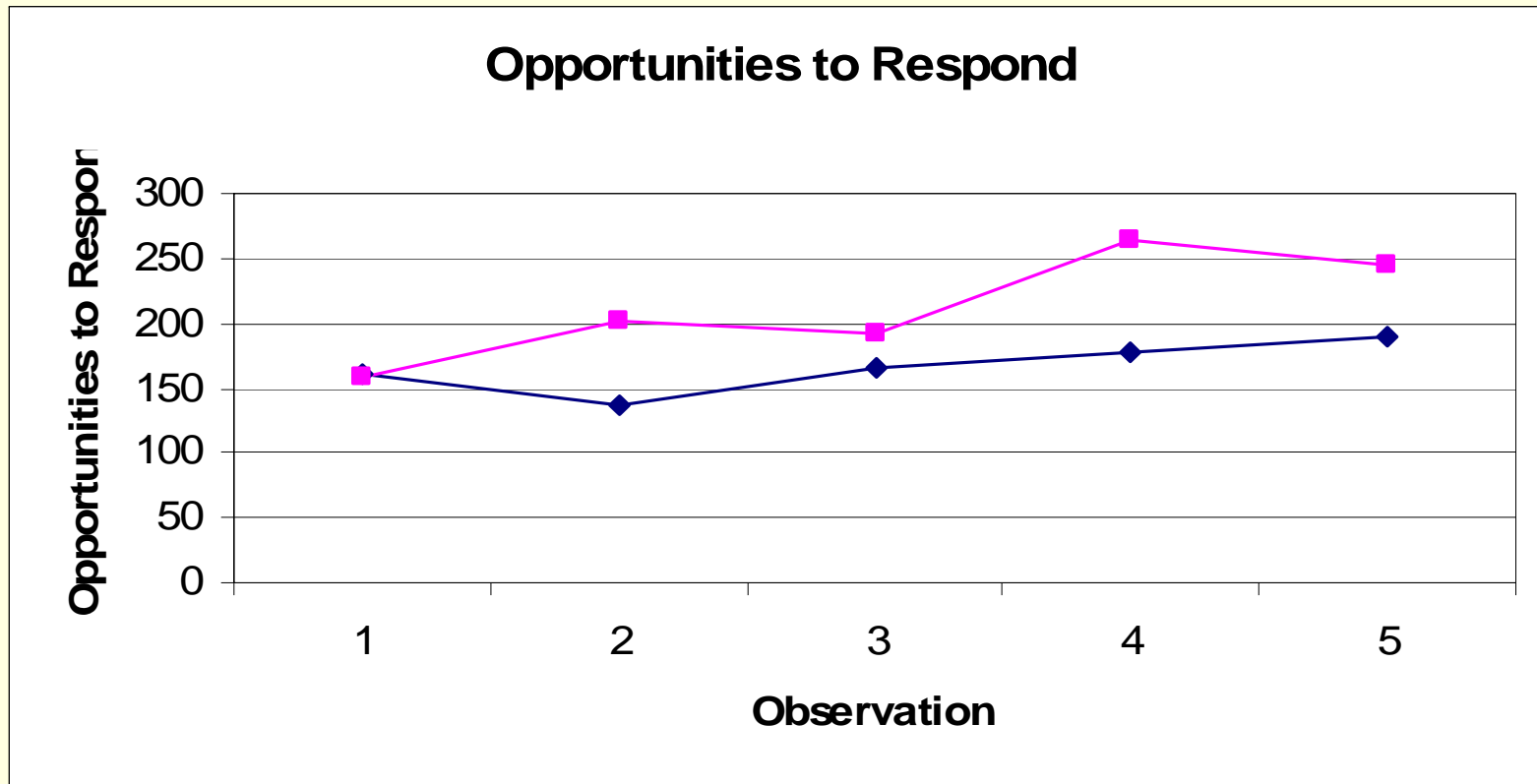
Real-Time Analysis



Real-Time Analysis

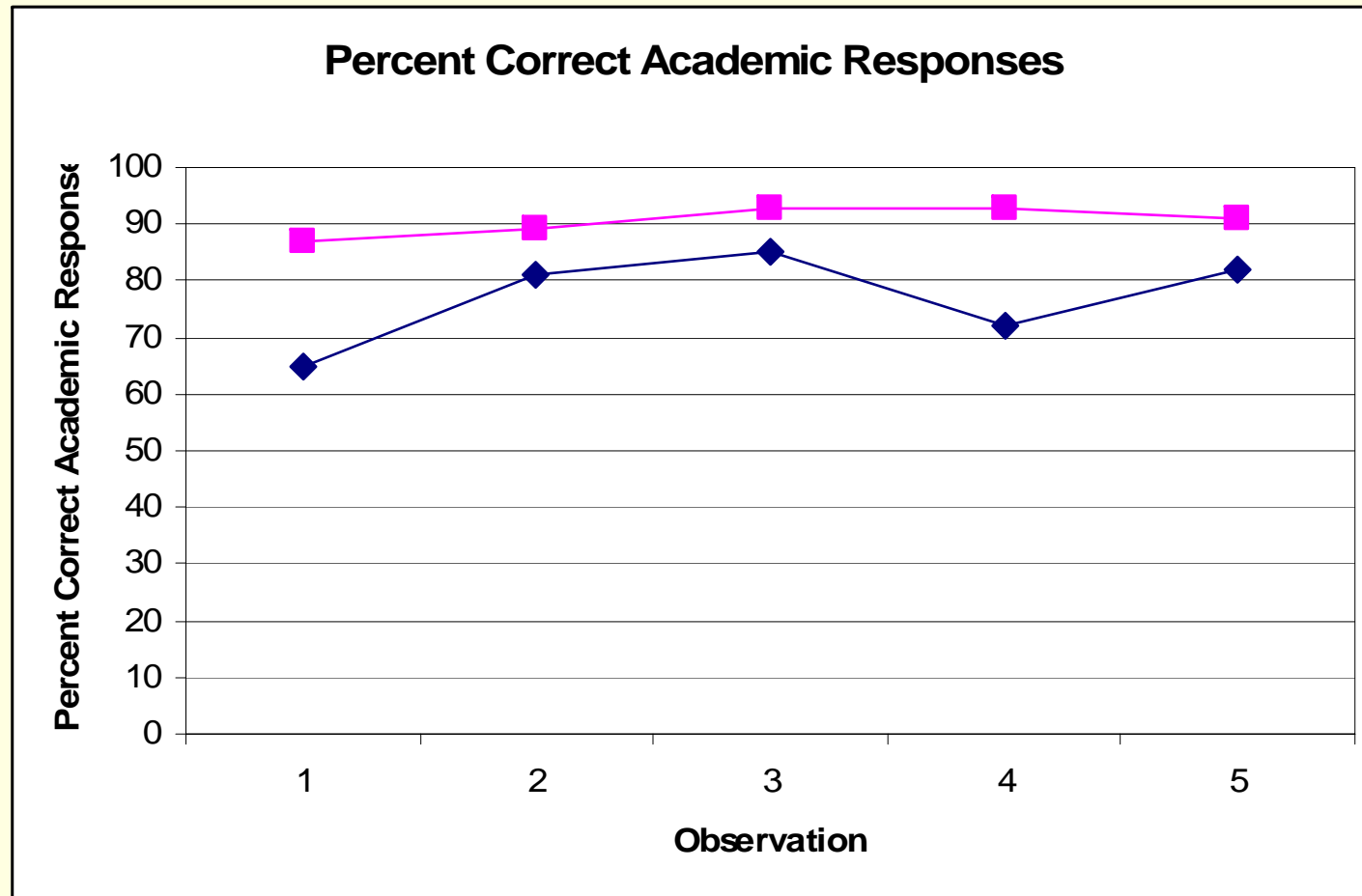


Descriptive Study: Opportunities to Respond



Did I establish/maintain a rate of 160 to 200 opportunities to respond over a 20 minute observation?

Descriptive Study: Correct Academic Responses



Did I establish/maintain a rate of 85% of better?

Video Feedback

- Supervisors videotape teaching lessons
- Supervisor & pre-service teacher review the lesson
- Data related to effective instructional practices is reviewed and used for decision making.
- Teaching goals are set for future lessons.

Advantages

- Using data to provide feedback helps pre-service teachers see the connection between their teaching behaviors & students' progress
- Provides a positive model as to how to use data to communicate professionally with other teachers and parents.

Follow Up

- Online follow-up surveys of graduates provides data on impact.
- Graduates: “Program prepared me well.”
- Employers: “Program graduates are extremely or very well prepared”

Follow-Up Survey

- “Please rate the effectiveness of the program graduate in meeting the needs of students”
 - 57.1% were rated as “extremely effective”
 - 42.9% as “quite effective,” and
 - None were rated as either “fairly effective” or “not effective.”

On-line Survey of Graduates

- “I have used so many of the skills I have learned in the CPBS program in my classroom. I set up my class from scratch (walked into an empty room- no furniture or curriculum), which was both exciting and a little overwhelming. Even though each day presents new challenges, I have been able to make a lot of progress, and knowing how to use direct instruction, progress monitoring, positive behavior supports, and knowing about the IEP process has made my first year so much easier!” (Anonymous Graduate of CPBS)

On-line Survey of Graduates, continued

- “The practicum experiences with focus on behavior were very beneficial no matter what age group you work with. I am shocked at how many behavior strategies and plans I had learned in the program have worked with teenagers!” (Anonymous Graduate of CPBS)

On-line Survey of Graduates, continued

- “Teaching 1st grade is going really well. The skills we acquired from CPBS have been extremely helpful in behavior management and establishing classroom routines. We also really learned how to make assessments meaningful and present them in a professional/visual manner for parents. I can't tell you how nice it is to be able to account for student grades/ratings comfortably. ” (Anonymous Graduate of CPBS)