

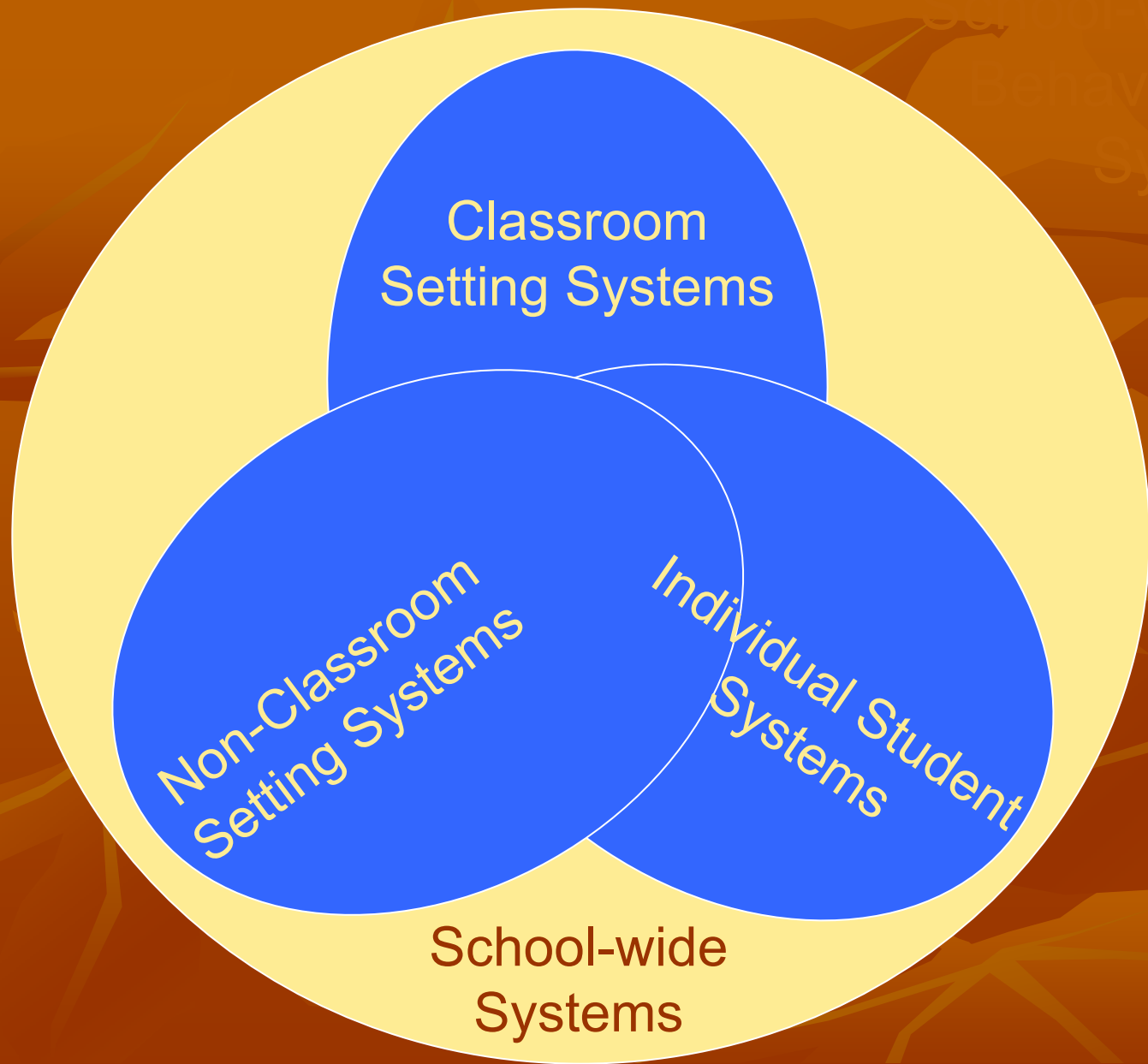
# Classroom Management Systems: The Integral Role of Quality Instruction

Presented by

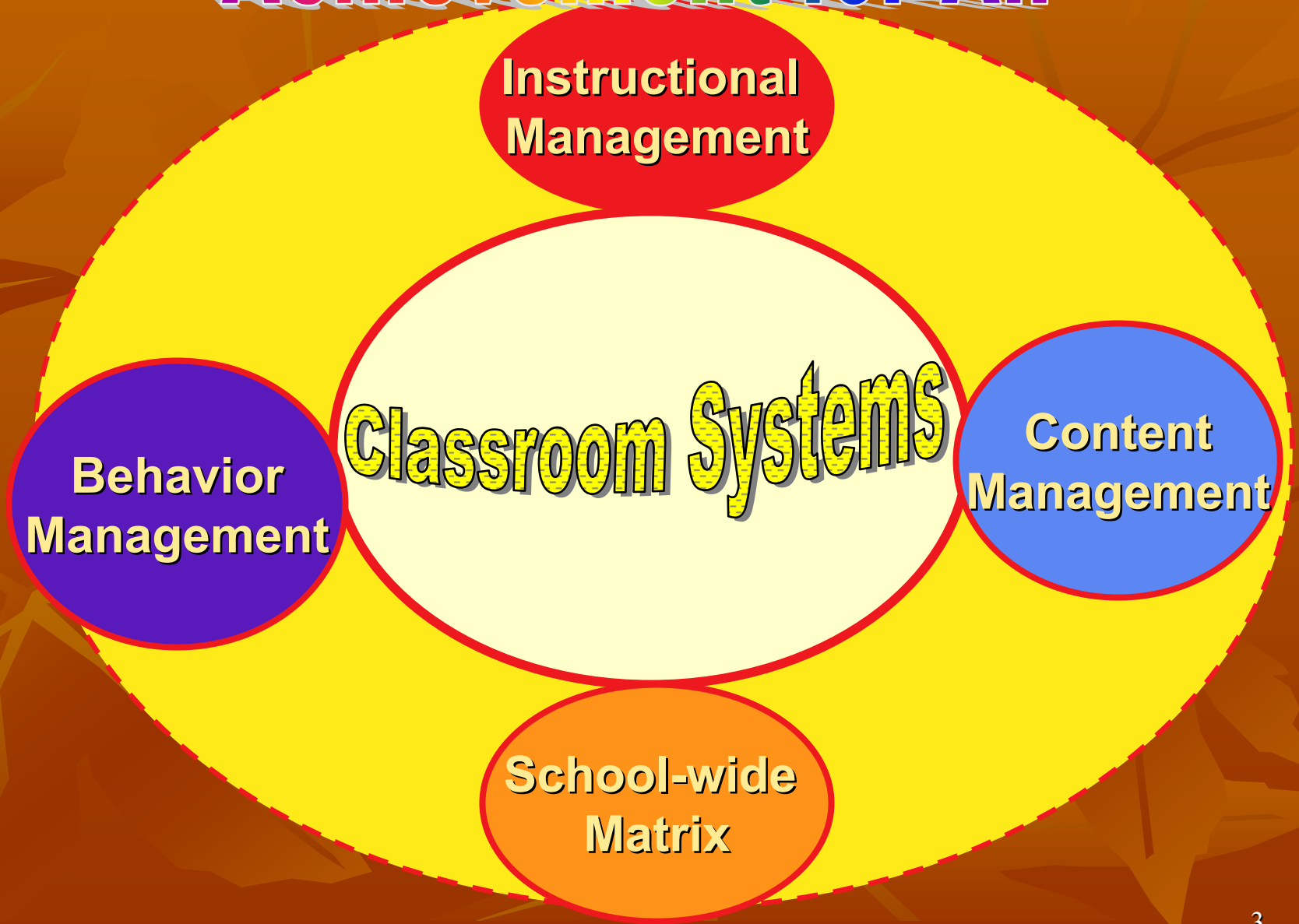
Geoff Colvin Ph.D.

3<sup>rd</sup> Annual PBS Conference  
March 14, 2005

Behavior Support  
Systems



# Achievement for All



Academic Underachievement & Problem  
Behavior:  
A Case of the Chicken and the Egg or...



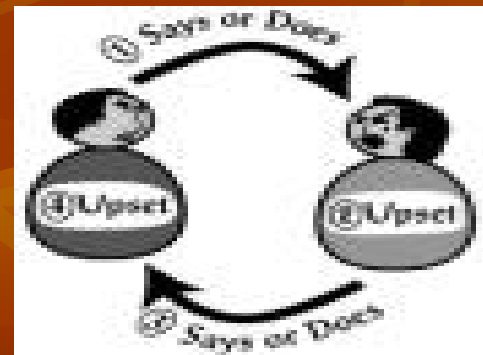
**“Low achievement and  
problem behaviors go  
hand in hand”**

*~Kauffman, 1997 p.2*



“The academic deficits of these students thus may be exacerbated by the lack of effective academic instruction they receive, which in turn is due in part to their disruptive classroom behavior.”

*~Sutherland, Wehby & Yoder, 2002~*





# Common Assumptions

“Get the student’s behavior under control first and then address academics.”

Or

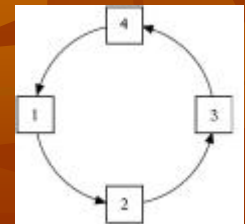
“You can’t teach these students until their behavior has been changed.”

# Implications

- Many undesirable behaviors in the classroom are motivated by avoidance of the task
- Instructional materials may serve as an aversive stimulus for the disruptive behavior (resulting in removal of the student)
- Teachers may provide low level work to avoid upsetting the student
- Students learning in basic skills is characterized by “splinter skills”

# Negative Reinforcement Paradigm

- EBD student's disruptive behavior is *negatively reinforced* by removal of the academic task (or removal of student)
- Teacher's are *negatively reinforced* by removal of the the disruptive behaviors (changing task or removing student)



- Study showed students with EBD rates of correct oral responses were approximately .84 to 1.2 per hour
- Also, teachers praised student correct responding at rate of .68 This means Students with EBD receive teacher praise for correct responding 4 to 5 times per day (Van Acker et al. 1996)

## Similar findings for other subjects

- Spelling 40% correct
- Vocabulary 43% correct

## Independent work % correct

- Reading 51.1 to 62.5
- Math 20.15-69.8
- Spelling 53.45 – 76.47

(Hogan & Prater, 1993; Carr & Punzo, 1993; Shores et al 1993)



Note:

A basic rule in the design of Direct Instruction Programs require that for initial learning correct responding needs to be at the rate of

**70%**

**CEC 80% (1987)**

Teaching strategies

Study showed that:

**Less than 20% of teacher directives to students with and without disabilities were preceded with information that would enable the students to respond correctly.**

(Shores et al, 1993).



## Focus on compliance vs. academics

- Correct compliance responses to teacher directions were **five times** higher than correct responses to academic tasks

(Van et al 1996)

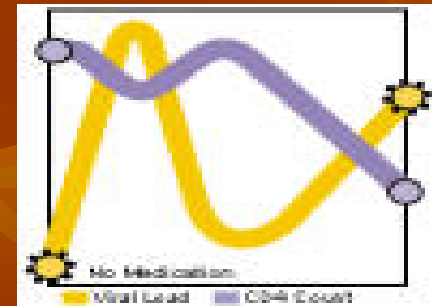
# Design Independent work for correct responding

Study showed when independent work was set at “easy” (90% correct responding) versus difficult (less than 70% correct) resulted in **more desirable behavior and less problem behavior.**

(DePaepe et al 1996)



- There exists a relationship between  
**Academic difficulty**  
&  
**Problem Behavior**



# Implication

If we carefully attend to instruction we  
may not only find that:

Students learn more

But also

Problem behavior reduces



# Academic Interventions

1. Perspective-General Education
2. “No child left behind”
3. Emerging model
4. Exemplars
5. Concluding remarks

# Perspective-General Education

Academic Achievement has become a major focus of concern

- School reform
- School improvement plans

Characteristics of effective schools

# Significant Achievement Gap

Our nation has the moral imperative to close the achievement gap between low-income students and their more advantaged peers





# ~No Child Left Behind~

The stated purpose of NCLB is to “Close the achievement gap between disadvantaged and minority students and their peers”

# Two Prominent Sources

1. Learning First Alliance

[www.learningfirst.org](http://www.learningfirst.org)

2. Just For The Kids

[www.just4kids.org](http://www.just4kids.org)

# Learning First Alliance

(Togneri & Anderson , 2003)

- Founded in 1997,
- A permanent partnership of leading national education organizations working together to improve student learning.
- Many “talked the talk”
- Found only isolated islands of excellence

# Learning First Report

- This report showed that five high poverty school districts significantly raised student achievement by focusing on districtwide strategies to improve instruction.
- For example, in one district in 1994, 65 percent of African American students met minimum expectations compared with 84% of white students, by 2002 the percent of African American students meeting minimum requirements had risen to 94% compared to 96% whites.

# Emerging Model

Significant Study: Learning First Alliance

*Beyond Islands of Excellence: What Districts do to Improve Instruction and Achievement Schools*

~Togneri & Anderson, 2003~



# Emerging model

## Two Key Variables For Improving School Achievement:

1. Developing a supportive infrastructure at district level
2. Addressing effective instruction

# Developing a Supportive Infrastructure at District Level



## ~Seven Findings~

1. Districts had the courage to acknowledge poor performance and the will to seek solutions.
2. Districts put in place a systemwide approach to improving instruction.
3. Districts instilled visions that focused on student learning and guided instructional improvement.

4. Districts made decisions based on data, not instinct.
5. Districts adopted new approaches to professional development.
6. Districts redefined leadership roles.
7. Districts committed to sustaining reform over the long haul.

~Togneri & Anderson, 2003, pp 5-8.~



## Addressing Effective Instruction

“ In all districts, regardless of the catalyst, leaders came to the same conclusion:

To improve student achievement, they need to emphasize a key factor within their control-  
*Improving instruction*”

~Togneri & Anderson, 2003, p11.~

# Critical Components Supporting Instruction

1. A vision focused on student learning and instructional improvement.
2. System wide curricula that:
  - connect to state standards,
  - are coherent across grade levels
  - provide teachers with clear expectations what to teach

3. A multimeasure accountability system and system wide use of data to:

- Inform instructional practices
- Hold schools accountable for results
- Monitor progress

4. A new approach to professional development designed as a coherent approach to improving instruction

5. Instructional leadership distributed across stakeholders.

6. Strategic allocation of financial and human resources.

7. Use of high-quality research to inform decision making and practice.

# Bethel Middle School Focus DEVELOPING ON-GOING DIALOGUE ON INSTRUCTION

Survey on Effective Instructional Practices

[www.behaviorassociates.org](http://www.behaviorassociates.org)

# Some Key Instructional Practices

- Strong start
- Opportunities to respond early
- Opportunities to respond correctly
- Continuous assessment and feedback
- Awareness of pre-requisite skills
- Teaching to mastery
- Appropriate placement
- Plan for at least 70% success rate new learning
- Plan for 90-100% success rate for ind. work

A large, stylized number 3 is centered on a white rectangular background. The number is filled with a light orange color and has a darker orange outline. The word "Exemplars" is written across the middle of the number in a bold, black, sans-serif font.

**Exemplars**

# Bethel Reading Project

April 28, 2003

# Designing School-Wide Systems for Student Success

## Academic Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

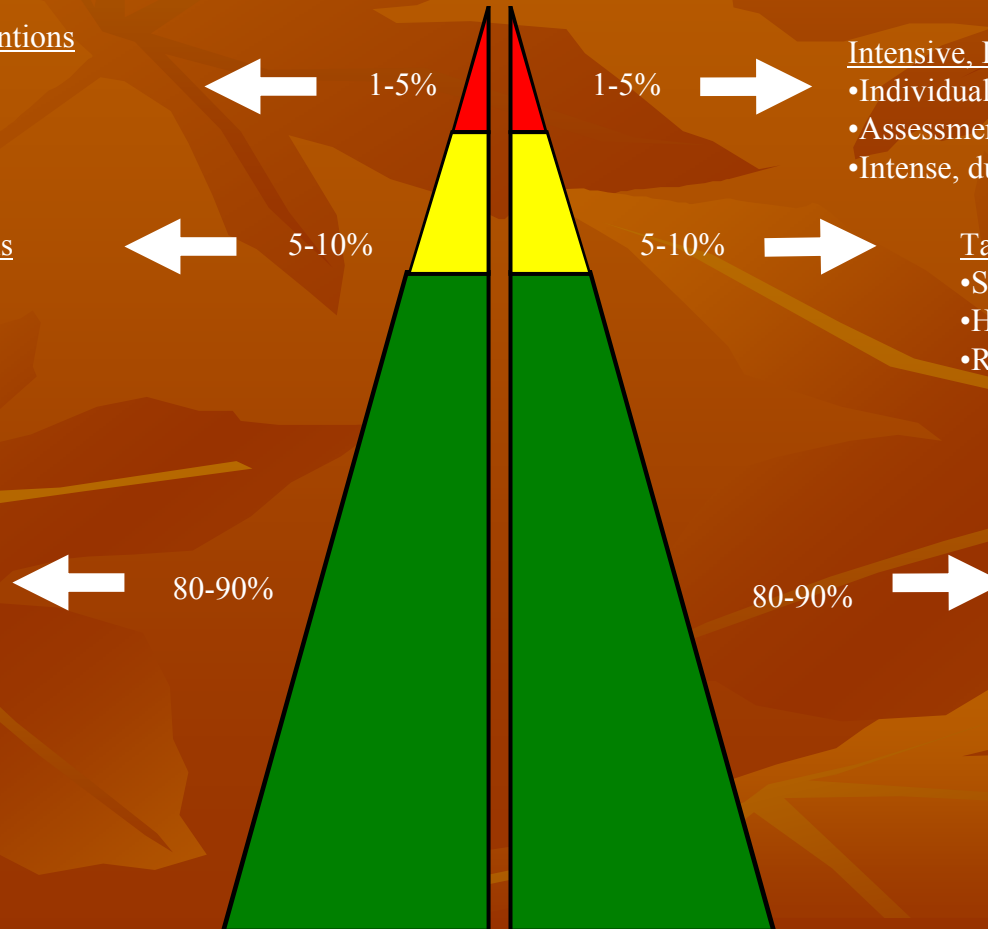
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

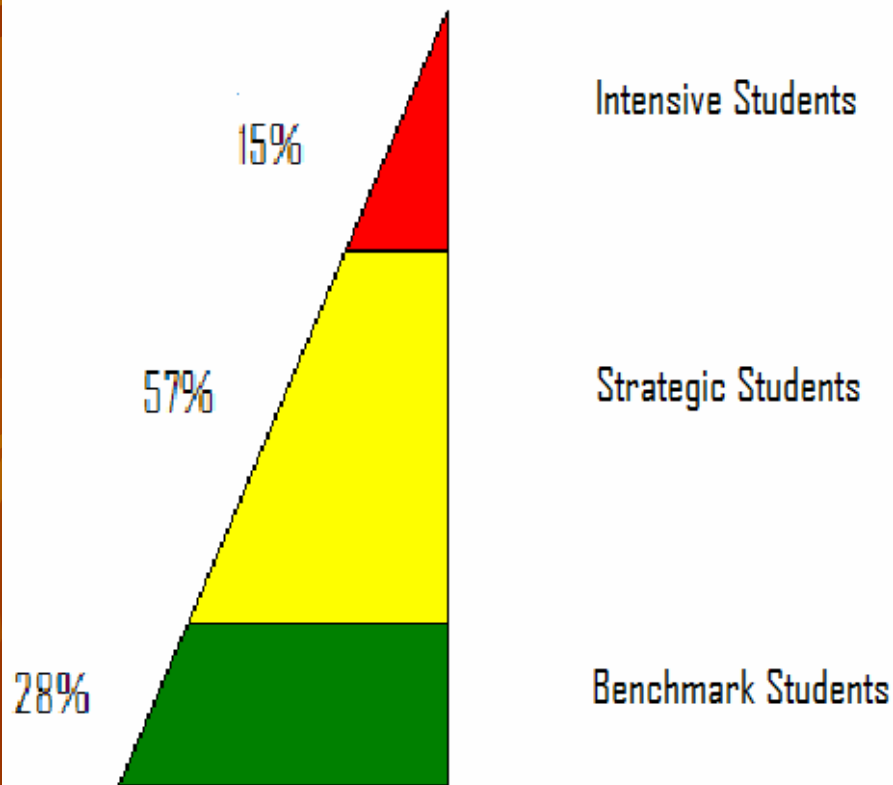
### Universal Interventions

- All settings, all students
- Preventive, proactive



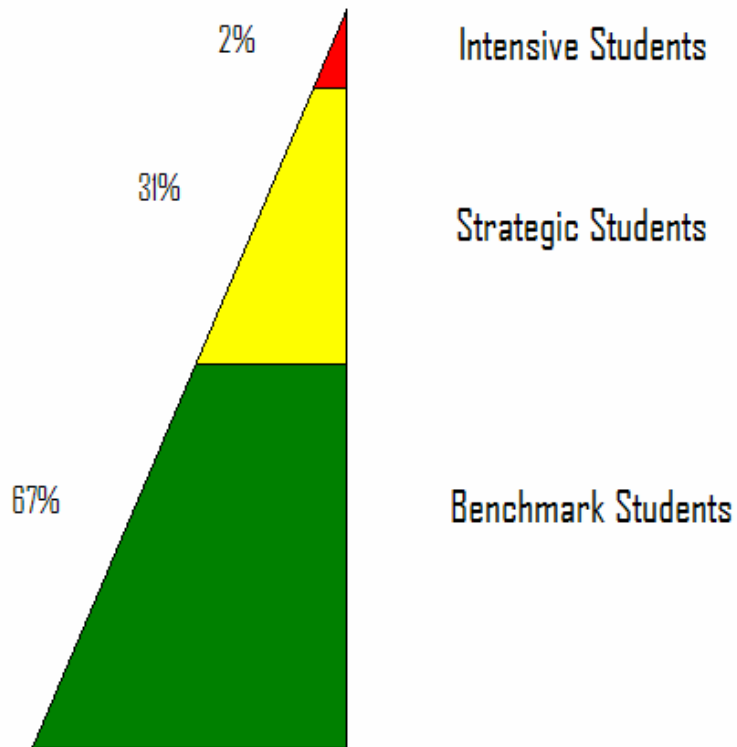
# Distribution of Students Prior to Reading Project

Grade 1 Reading Original Distribution

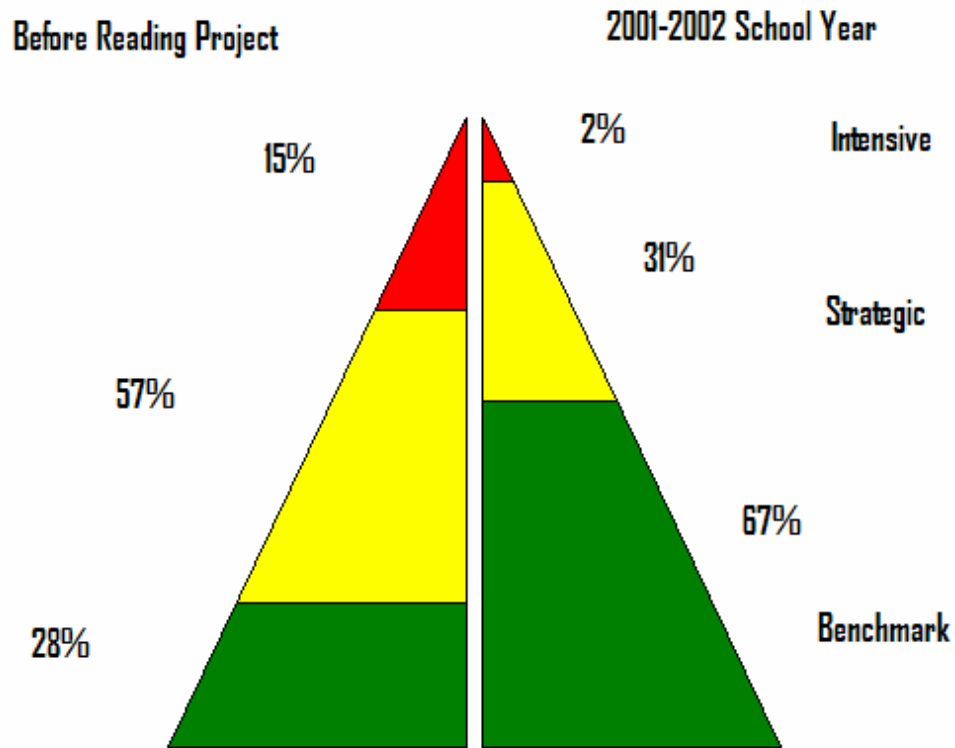


# Distribution of Students in 2001-02

Grade 1 Reading 2001-02 Distribution

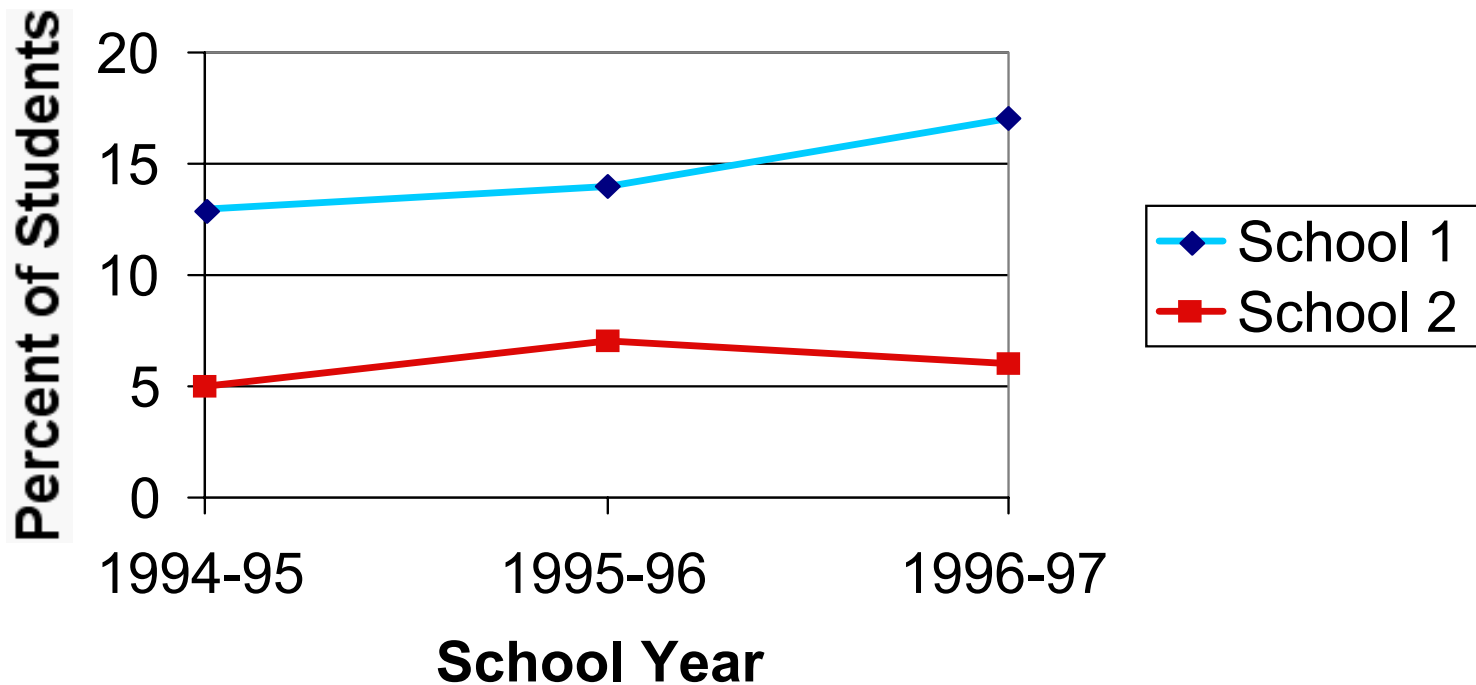


# Distribution of Students



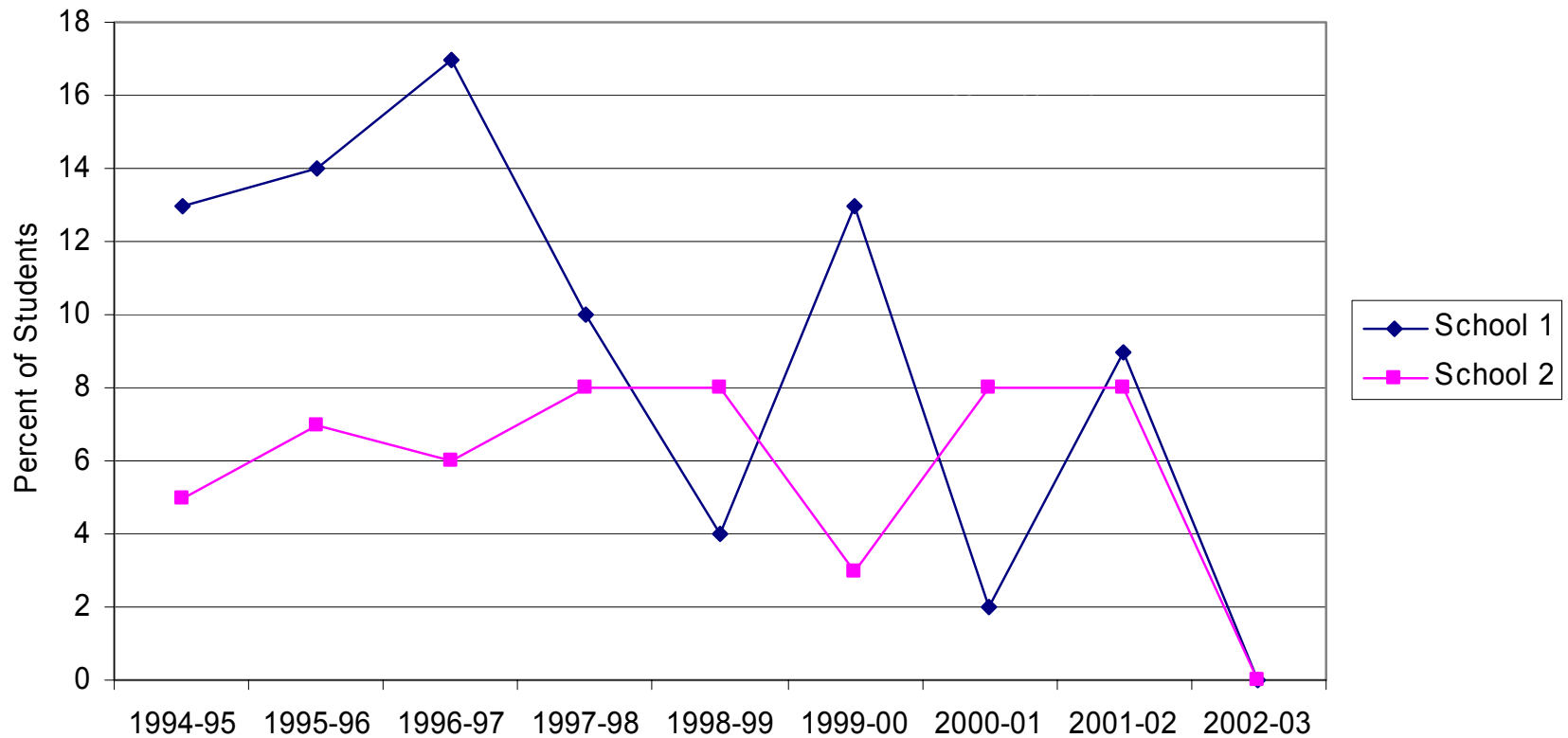
# Special Education Referral Rates

## Grade 2 Special Education Referrals



# Intervention Prior to Referrals

## Grade 2 Special Ed Referral Rates



# District Wide

- Prior to District-Wide Implementation of reading, referrals to Special Education ~15%
- After reading implementation referrals to special education past two years average 4-6%.

# Middle School, Virginia Reading

- Middle school population 340
- Average reading score on Standards of Learning (SOL) ~40% (PRIOR 2001)
- Lost accreditation (Standard 70%)
- Introduction of Corrective Reading, 2001
- Present SOL Score for Reading~80%
- Accreditation restored

# Middle School, Virginia Behavior

- School population 340
- Prior to introduction of corrective reading (C.R.) 2001
- Office referrals ~1400
- First year C.R. Office referrals~480
- Second year C.R. Office Referrals ~420

# Middle School, Virginia

## Results

- Over Two Year Period with primary intervention of reading (C.R.)
  - 1. Reading scores doubled
  - 2. Office referrals dropped by more than two-thirds

# Middle School Eugene, OR

- Year 2001 State Achievement Assessment  
“UNSATISFACTORY”
- Introduced Reading Instruction school-wide  
for first period
- Year 2002 State Achievement Assessment  
“SATISFACTORY”
- Office referrals 54% Lower than any other  
period

# Conclusions

1. There exists a clear relationship between quality instruction and acceptable behavior.
2. There exists a clear relationship between poor instruction and unacceptable behavior.
3. Effective schools emphasize academic achievement as a central focus of school operations.

4. There are models with replicable procedures for developing the infrastructure and for providing quality instruction
5. However there are TOO FEW of them
6. We need to sharpen the focus on academic achievement with much more emphasis on quality instruction for all students and ESPECIALLY for students with problem behavior.

~ IT'S TIME ~



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# Additional Products Published by Geoff Colvin

## *New Book*

Colvin, G. (2004). *Managing the cycle of serious acting-out behavior*. Eugene, OR: Behavior Associates.  
Tel: (541) 485 6450.

## *Book*

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.  
Tel: 1-800 547 6747

## *New Video*

*Managing Noncompliance: Effective strategies for k-12 Teachers*. Eugene, OR: IRIS Media Inc.  
Tel: (541) 485-6450

## *Videos*

Colvin, G: *Defusing anger & aggression: Safe strategies for secondary school educators*. Eugene, OR: IRIS Media Inc.

Colvin, G. (2001). *Managing threats: A school-wide action plan*: Eugene, OR: IRIS Media Inc.  
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