

MANAGING A CLASSROOM



PATTAN'S MISSION

The Pennsylvania Training and Technical Assistance Network is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement.

SAMPLE OF BROCHURE

Outlined in this brochure are procedures for instructional aides to follow as well as typical student behaviors and how they are best handled. This brochure is an effort to clarify the expectations the teacher has for the aide(s) as they work alongside the teacher to ensure the students in the Life Skills Classroom receive the most appropriate education available.

This Pamphlet is intended to help new staff members understand the workings of the Life Skills room faster. Since it is often difficult to find the time to discuss issues or situations during the day, this brochure should be helpful in answering questions that may not come up when you have the opportunity to talk as a team. If there is something that you are wondering about that does not appear in this pamphlet, feel free to ask questions or make suggestions as to what could be added to the pamphlet to help you further understand the expectations of your job. Thank you!!

WHO IS IN A CLASSROOM

- Teacher
- Paraprofessional
- TSS/BSC
- SLP
- PT
- OT

SKILLS THAT NEED TO BE TRAINED

- How to conduct an Assessment :
 - VB MAPP (language assessments)
 - Direct Instruction
 - CBA
- Instruction (how to teach):
 - Intensive teaching
 - Social skills
 - Manding
- How to deal with problem behaviors:
 - Antecedent manipulations
 - Teach replacement behaviors
 - Extinction
- How to take effective and efficient data:

RUBRICS SAMPLE

- All staff use the principles of reinforcement to engage students consistently throughout the day and ensure each student maintains an optimum level of engagement and motivation to respond appropriately.
- Teacher establishes a culture of teaching and learning among all team members working with each student both within the school and throughout the community to promote fluid collaboration with student's success as a primary goal.

DIRECT INSTRUCTION

- “ As a rule, it takes about a month for the student teacher to become proficient at the mechanical aspects of presenting the script – pacing, following the wording, stressing important words, clearly signaling when the kids are to respond and other mechanical details... the rest of the school year is working on interacting with kids – correcting mistakes effectively, anticipating problems, reinforcing kids, challenging them to work hard, and dealing with a variety of ‘behavior’ problems.”
 - Siegfried Engelmann, War against the schools academic child abuse. (1992)

- Multiple studies have demonstrated that verbally describing intervention techniques is insufficient to establish the skills necessary for competent adaptation and application in the classroom (Reid & Parsons, 2000).
- Rather, direct training to a criterion level of performance is necessary to establish the behavior for the teacher and produce corresponding gains in child performance (Carmine & Fink, 1978; Reid & Parsons, 2000).
- Effective training for teachers, including verbal and written instructions, rehearsal, and performance-based training or coaching, is not consistently available to all teachers (McGimsey, Greene, & Lutzker, 1995).

WHO CONDUCTS TRAINING?

- Autism initiative: build local capacity.
 - (Internal coach)
 - TAC
- District contracts with a outside person.

STAFF TRAINING

- Team meetings.
 - Go over principles
- Guided practice.
 - Model, Observe, give feedback, Practice.
- Feedback: Use treatment integrity.
- “One successful intervention strategy for enhancing treatment integrity is performance feedback.”
- Performance feedback has several components:
 - Review of data
 - Praise for correct implementation
 - Corrective feedback
 - Addressing questions or comments.

PERFORMANCE MANAGEMENT

- Derived from the science of Applied Behavior Analysis
- “The fundamental goal is to create a workplace that brings out the best in people while generating the highest value for the organization.”
- “It is not a generalized abstract theory that suggests ways to think about problems; it is a set of specific actions for increasing desired performance and decreasing undesired performance.”
- Daniels and Bailey, *Performance Management*, p. 1

B. F. SKINNER

- It is ineffective to describe people with labels: "Rejected the belief that in order to work effectively with people you must first understand their deep-seated anxieties, feelings and motives. 'mentalist explanations explain nothing.'" (Skinner B.F., *About Behaviorism*, 1974, p. 224)
- It is better and more productive to describe behavior: "The only way to know people is by observing how they behave (what they say and do)."
- Daniels and Bailey, *Performance Management* p. 6

ABC

- Antecedent
 - Behavior
 - Consequence
-
- Antecedents occur before a behavior.
 - Behavior is what a person does or says.
 - Consequences occur after a behavior.

ANTECEDENTS VS CONSEQUENCES

- Antecedents set the stage for behavior to occur but don't cause behaviors.
 - Can signal the availability of reinforcement (with consistent pairing with reinforcement)
 - Can get a behavior started.
- Consequences cause behavior to occur. Behavior is a function of its consequences.
 - Reinforcement
 - Punishment
 - Extinction
- Most effective consequences and antecedents occur immediately.

CONSEQUENCES

- Punishment: consequence that decreases the future probability of behavior. (due to the aversive nature of the consequence)
- Penalty: consequence that decreases the future probability of behavior. (by taking something away)
- Extinction: consequence in which a previously reinforced behavior is no longer reinforced so behavior fades or goes away.

ANALYZING CONSEQUENCES

1. Positive or negative: is the consequence positive or negative from the perspective of the performer?
2. Immediate or future: does the consequence occur as the behavior is happening or later?
3. Certain or uncertain: what is the probability that the performer will actually experience the consequence?

EXAMPLE

Not Buckling a seat belt

| Consequence | P/N | I/F | C/U |
|----------------------|-----|-----|-----|
| Death | N | F | U |
| Injury | N | F | U |
| Get ticket | | | |
| Saves time | P | I | C |
| Easier | | | |
| Freedom to move | | | |
| Wont be trapped | | | |
| Clothes wont wrinkle | | | |
| Dinging noise | | | |

Buckling a seat belt

| Consequence | P/N | I/F | C/U |
|-------------------------|-----|-----|-----|
| Less chance of dying | P | F | U |
| Less chance of injury | P | F | U |
| Takes more time | N | I | C |
| Restricted movement | N | I | C |
| Uncomfortable | | | |
| Wrinkled clothes | | | |
| The dinging noise stops | | | |

POSITIVE REINFORCEMENT

SOME CONSIDERATIONS

DEFINITION REINFORCEMENT

- Consequence that increases the future probability of behavior.
- Causes a behavior to increase because of a meaningful consequence.
- Positive reinforcement increases behavior by adding something.
- Negative reinforcement increases behavior by taking something away.

POSITIVE REINFORCEMENT

1. Make it personal.
 - It must mean something to the person receiving it.
 - Some people hate to be recognized for anything in public.

POSITIVE REINFORCEMENT

2. Make it immediate.

- Catch and positively reinforce people in the act of doing what you want and you'll always get better results.

POSITIVE REINFORCEMENT

3. Make it frequent.

- "Can you reinforce too much?" Only if it is done wrong then one time is too much.
- 4:1 rule: Madsen (1974 study) found that the teachers that had positive reinforcement to punishment ratios of 4:1 or better had good discipline and high achievement in their classrooms.
-
- Add touch points/celebration to create frequent positive feedback.

POSITIVE REINFORCEMENT

4. Make it earned.

- Indiscriminate praise is bad practice for the person receiving and giving the praise.

**PEOPLE RESPECT LEADERS WHO
DELIVER REINFORCEMENT
CONTINGENT ON SOME
ACCOMPLISHMENT.**

**Leaders who reinforce the good, the bad,
and the ugly equally are perceived as weak
and do not have respect...**

POSITIVE REINFORCEMENT

5. Make it social.

- Money is nice but not practical.
- Use naturally occurring consequences. But when trying to change from old habits to new behaviors additional reinforcing contingencies are needed.

ANALYSIS OF CONSEQUENCES INVOLVED WITH CHANGE.

| Increase likelihood (Reinforcement) | Decrease likelihood (Punishment) |
|--|--|
| Fun Easy Simple Less work Effortless Quick | Boring/ tedious Hard Complex More work Effortful Slow |
| It is great to use naturally occurring consequences for positive reinforcement if possible. | |
| However, usually old habits are fun, easy, simple, etc | |
| Usually new behaviors require more effort, are slow, hard, etc | |
| We need to use additional positive reinforcement to create change. (From old to new) | |

WHERE DO TOP PERFORMERS
GET THEIR REINFORCEMENT?

REINFORCEMENT

- The work itself (natural consequences, work gets easier, etc)
- Peers. (Other staff)
- Students' achievement
- Self-reinforcement

CREATE THE NATURAL REINFORCEMENT

Coaching: ask questions:

- Self-reinforcement: "how do you think that went?"
- Student reinforcement: "what did the child gain?"
- Natural consequences: "what was easier or quicker to do than last time?"

TO MAKE RECOGNITION/REWARDS EFFECTIVE

1. Create a positive reinforcement culture.
2. Teach all staff about positive reinforcement as a scientific concept.
3. Don't limit the number of staff that can be recognized or rewarded.
4. Set the criteria that everyone who exceeds the goals is recognized/rewarded.
5. Avoid using words such as first, top, best, most improved.

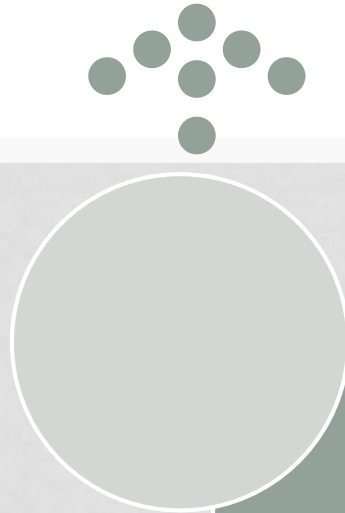
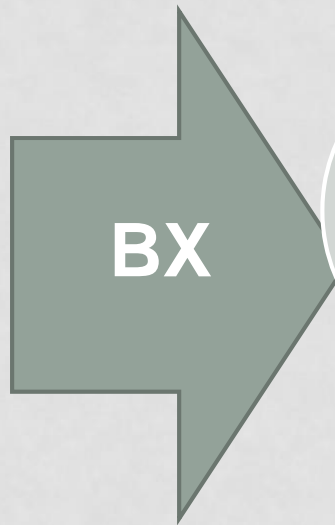
WHAT TO AVOID WHEN USING REINFORCEMENT

- Generic good jobs: be specific
- The “No But” Rule: may be well intended but is probably more punishing than reinforcing.
- The sandwich: a negative between two positives.
- **Do NOT use the occasion for praise as an opportunity to prompt or instruct.**
- Instead keep criticism short and to the point and use positive comments immediately after the desired behaviors.

CONSEQUENCES

- Negative Reinforcement: is effective to the people using it (negative, immediate, certain consequences).
- Punishment/Penalty: doesn't tell people what you want them to do; it only tells them what not to do.
 - Becomes ineffective over time and has to be increased in strength/ magnitude.
 - Is ineffective if delayed.
 - The behaviors only occur when the person delivering the punishment is present.
- Extinction
 - Extinction burst.
 - Emotional behavior is produced.

Consequences that increase behavior



1. Positive Reinforcement.
2. Negative reinforcement.

1. Get something you want

2. Escape or avoid something you don't want



BX

- 3. Punishment.
- 4. Penalty



3. Get
something
you don't
want

4. Lose
something you
have

Consequences that
decrease behavior

EFFECTS OF USING POSITIVE REINFORCEMENT

BUILDING GOOD RELATIONSHIPS MATTER

EFFECT OF POSITIVE REINFORCEMENT

Discretionary effort

- When people go above and beyond the basic requirements.
- Give more effort than required.
- Go beyond compliance (the minimum to get by)
- Only created through the use of positive reinforcement.

A Positive work environment will be created.

**"WHEN PEOPLE ARE LISTENED TO,
RECOGNIZED FOR THE GOOD
THINGS THEY DO AND TREATED
LIKE VALUED MEMBERS OF THE
TEAM, THEY WILL GIVE THEIR
DISCRETIONARY EFFORT TOWARD
MAKING YOUR ORGANIZATION
MORE SUCCESSFUL..."**

ANTECEDENTS

BUILDING TRUST AND INCREASING MOTIVATION

MAKING ANTECEDENTS EFFECTIVE

- Trust is doing what you say you will do.
- How to build trust?
 - Follow through... Do what you say in a timely manner.
 - Don't jump to conclusions. When there are problems: investigate. Analyze the behavioral root cause of incidents.
 - Build relationships. Doesn't mean being nice or soft. It will make your reinforcement more valuable and effective.

CONTRIBUTORS TO POOR RELATIONSHIPS

EXCEPTION MANAGEMENT APPROACH

- People are told the procedures, rules, expectations and then if violated –
- They experience negative consequences varying from negative feedback to discipline.
- When they do things right - they rarely experience positive consequences.

**BEHAVIORS THAT CONSISTENTLY
CONTRIBUTE TO POSITIVE WORK
RELATIONSHIPS**

MAKING REINFORCEMENT MORE VALUABLE

COMMUNICATION SKILLS

- Be personable people.
- Make a point to greet direct staff at the start, show an interest in their lives outside of work and demonstrate concern and consideration.

COMMUNICATION SKILLS

- Listen. Use active listening skills.
- Maintain eye contact.
- Use appropriate facial expressions.
- Paraphrase and ask questions to demonstrate understanding.
- Avoid looking at or using computers, smart phones when others are talking to you.

COMMUNICATION SKILLS

- Follow through on commitments.
- Consistent follow-through is essential for building trust and respect. Use whatever memory devices you need to be sure to do what you say you will do.

COMMUNICATION SKILLS

- Set clear expectations. Focus very specifically on a few key behaviors to create meaningful change now and that add up to the long-term results you really want in the end. (Tweak and fine tune along the way)
- Hold back from ineffective demands.
- Avoid assumptions (don't assume the person knows or understands). If in doubt... Train!
- Use pinpointed (actionable words) to ensure clarity of expectations. (Don't over explain).
- Model. But then don't forget! Have staff practice with your guidance.
- Ask recipient to state an understanding of expectations. (Check for understanding by having staff show you)

COMMUNICATION SKILLS: GIVING FEEDBACK

- Acknowledge good work, not just mistakes and problems.
- Track the nature of your interactions.
 - (Remember 4:1)
- Good training involves maintain a higher rate of positive to constructive comments and discussions.

COMMUNICATION SKILLS

- Avoid blame -- seek understanding.
- First. train, practice. Give feedback. Reinforce.
- Second. Troubleshoot. Conduct a behavioral root analysis.
- People's behavior makes sense to them, even if it doesn't make sense to you. Find out what antecedents and consequences were in place that led to undesired behavior

COMMUNICATION SKILLS

- Remove roadblocks.
- Analyze what gets in their way and do what you can to remove obstacles.
- What environmental variables can be altered to increase MO and evoke behavior?
- What environmental variables can be altered to create stimuli that will bring about reinforcement?
- Remember parsimony.

BE CAREFUL

- Don't spend too much time:
 - Managing exceptions
 - Addressing what is NOT working
 - Putting out fires.
- This is can lead to only using negative reinforcement.

CONSIDERING MOTIVATION OF STAFF

MOTIVATION

- Motivation literally means "to move"
- Helping others to take action. To move toward a positive direction.
- 3 ways to motivate physically:
 - Pull
 - Push
 - Move alongside
- Best leaders walk alongside those with whom they work.

MOTIVATION

- In other words, get the behaviors of the recipient to contact reinforcement. (Find what will reinforce the person).
- Once the behavior contacts reinforcement it will continue. (Considering the matching law).
- Don't try to get rid of behavior. Teach the replacement behavior first. Then reinforce heavily.

10 PROVEN MOTIVATIONAL PRINCIPLES

MOTIVATION

- Move yourself in order to move others.
- Model. Try it out and don't just talk about things!
- If you make a mistake. Use it.

MOTIVATION

- Close the distance.
- The Universal Gravitational Law states that the closer two objects are, the more force they exert on each other. Same principle: communicate via face to face and phone calls more than email.

MOTIVATION

- Make it personal.
- Tell personal (real) anecdotes about yourself and what you learned. Invite others to do the same. Be real.

MOTIVATION

- Make it attractive. Think of magnetizing/attracting others' current interests, rather than trying to motivate them according to what's important to you or what you think should be important to them

MOTIVATION

- Make it easy to do.
- The less you ask others to do, the more likely they'll be able to do something.
- Taking any positive action, no matter how small, breaks their inertia and lubricates their stuck-ness.

MOTIVATION

- Make it within their control. Focus on things they can actually do rather than just get frustrated about.
- Shaping: If they believe they can't make a major change, ask them to try to employ a new method just once a day; once they've "broken the ice," they can build toward increasingly using that new skill.

MOTIVATION

- Make it practical. Get away from overburdening staff with too much technical jargon. Rather, demonstrate.
- Basics first. Sometimes a demonstration can lead to motivation. "Wow, how did you get the student to sit with you for that long"

MOTIVATION

- Heighten alignment with existing motivations. Identification can be a powerful motivator.
- For example, start with a technique or interest, or existing strength of the staff. (Ex: Direct instruction, NET, IT, before Manding) (organization before creativity).

MOTIVATION

- Enlist their senses -- kinesthetic, discovery. Avoid expecting others to "do as I say." If a picture is worth a thousand words, a feeling is worth a million.
- We've seen dramatic improvements in actions, outlook, and performance by setting up scenarios where workers can try out and discover the benefits of a new procedure, tool, or skill for themselves.

MOTIVATION

- Develop a culture of internal motivation. Where supervisors and executives send out consistent messages encouraging workers to try new methods, they continually learn and improve and are mentally interested.

TRAINING STAFF

TRAINING STAFF

1. Pinpoint desired results and behaviors: observable and measurable.
 - Use treatment integrity to pinpoint behaviors.
 - To Identify and define behavior changes, sequence them accordingly, so that changes occur over time and build up to the results you want.
 - Avoid using terms like bad attitude, lazy, etc.
 - Avoid telling people what you don't want them to do instead tell them what you want.

SAMPLE OF TREATMENT INTEGRITY

| | Yes | No | Not Applicable |
|--|-----|----|----------------|
| 1. Did you make sure all mand items are present during the session? | | | |
| 1. Did you have a variety of mand items available including mastered items and non-target items? | | | |
| 1. Did you confirm that an MO is in place for teaching items? | | | |
| 1. Did you check to be certain which mand items should be run as targets? | | | |
| 1. If initial presentation of a target item did you probe prior to teaching? | | | |
| a. Probe for MO | | | |
| a. If MO "yes", then probe for response | | | |
| a. If MO "no", no probe and move on to next item | | | |
| 5. If MO present, did you model the adult form when you presented the item during pairing trials for targets and future targets? | | | |
| 5. Did you use errorless (immediate prompt) for initial trials of target items? | | | |
| 5. Did you systematically attempt to fade prompts? | | | |
| 5. If a more independent response was achieved, did you provide differential (better) reinforcement? | | | |
| 5. If an error occurred, did you run error correction? | | | |
| a. Remove reinforcer | | | |
| a. Neutralize/end trial (hands neutral if signer) | | | |
| a. Pause for 3-5 seconds | | | |
| a. Represent item with immediate prompt | | | |
| 5. Did you run the teaching procedure ONLY for the items being targeted? | | | |
| 5. Did you make sure to say the adult form of the word each time the item was delivered? | | | |
| 5. Did you intersperse trials of mastered mands to provide variety and practice for at least 50% of the trials | | | |
| 5. Did you deliver all other reinforcers that have not been mastered for free while modeling the name of the item? | | | |
| 5. Did you present novel items/activities in an attempt to condition new reinforcers and maintain variety? | | | |
| 5. If taking frequency data, did you set timer and collect prompted vs. unprompted mands? | | | |
| Notes: | | | |

TREATMENT INTEGRITY FILES

- Link to resource :

<http://webapps.pattan.net/files/PaTTANAutismResources.zip>

TRAINING STAFF

Shift impatience/attention to what is controllable.

- Identify behaviors that will lead to desired outcomes

Maintain a clear line of sight. (site review process)

- Write it down. Make a training list for every staff.
Example: Break down the site review into goals and principles for that classroom.

SAMPLE OF STAFF DATA

| Training | Conducted By Whom | Date(s) | Probe Date(s) <small>(Attach copy of completed probe. Note if probe was oral verses written)</small> | Successful completion Date |
|------------------------------------|--------------------------|----------------|--|-----------------------------------|
| Autism Introduction | | | | |
| Verbal Behavior Introduction | | | | |
| ABA Introduction | | | | |
| Operant Analysis: ABCs | | | | |
| Functions of Behavior | | | | |
| Pairing | | | | |
| Manding | | | | |
| Verbal Operants | | | | |
| Errorless Teaching Procedures | | | | |
| Errorless Correction Procedures | | | | |
| ABLLS assessment overview | | | | |
| VB MAPP assessment overview | | | | |
| Shaping procedures | | | | |
| Fading procedures | | | | |
| Signing Procedures | | | | |
| Scrolling Correction Procedures | | | | |
| Count and Mand procedures | | | | |
| Accepting No procedures | | | | |
| Escape extinction program | | | | |
| Wait procedures | | | | |
| Transition interruption procedures | | | | |
| Graphing terms and procedures | | | | |
| Data collection procedure/use | | | | |
| Skills Tracking Sheets | | | | |
| Mand data collection/compilation | | | | |
| Program Book | | | | |
| Target selection | | | | |
| IT manual/DVD completion | | | | |
| NET overview | | | | |
| Group Instruction | | | | |
| Mand Manual/DVD completion | | | | |

SAMPLE OF STAFF DATA

| Date | Name | Errorless Procedures | | | Correction Procedures | | | Tacting of Operants/min | | |
|------|------|----------------------|------------------------|-----|-----------------------|------------------|------------------------|-------------------------|-------------|--|
| | | Could state them | Could demonstrate them | | | Could state them | Could demonstrate them | | | (goal 20+ tacts per minute with zero errors) |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
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| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
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| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |
| | | Y N | Tact N | Y N | Receptive Y | Y N | Tact N | Y N | Receptive Y | Trial 1 – tacts ___ Errors ___ Trial 2 – tacts ___ Errors ___ Trial 3 – tacts ___ Errors ___ |

TRAINING

2. Break performance into component behaviors.

Measure behavior: Observe and gather body of evidence as each day goes on to gather evidence of incremental progress. (Short term goals and shaping).

- See it work. A small change can be defined as something that seems easier, is less work or effort than anticipated.
- Just do it.. Get started and don't wait for any reason. "The exact right moment"
- Practice with repetition (in a variety of ways) but repeat!
- Fine tune what you are doing as successes occur. Get the new behaviors to habit strength and fluent.

SUMMARY

1. Pinpoint behaviors (Use treatment integrity) and results.
2. Measurement: measure the behaviors and the results.
 - This can be done by the staff.
3. Feedback: use this as an opportunity to give specific information regarding behaviors being measured and impact/results. (Use treatment integrity).
4. Reinforcement.
5. Evaluate. Is it working?

TRAINING

- Develop positive accountability : focus on what has been accomplished frequently. (use positive reinforcement)
- Attempt to develop positive accountability in the classroom. Among staff. (create peer reinforcement)
- Use team meetings for celebrations and add "touch points" throughout the day.

6 CHALLENGES WHEN TEACHING STAFF

CHALLENGES

"I already do that."

- *Response:*
- Show me.
- How can we fine tune and make it better?

CHALLENGES

"Great. I need to know more."

- May be a stall tactic
- (Ex: trying to be perfect right away)
- *Response:*
- Let's just try it now and see how it goes.

CHALLENGES

"I need everyone to buy in."

- "Buy in is overrated." It will just get you verbal behavior about the program.
- *Response:*
- Lets just get started and try it.

CHALLENGES

"This won't work."

- Show empathy at first but be careful not to reinforce complaining.
- *Response:*
- Provide reason why it will work if possible. And then...
- Lets just try it and see what happens.

CHALLENGES

"I'll try it later."

- *Response:*
- When? Pin down a specific time when it is possible.

CHALLENGES

"The supervisor needs to..."

- Many things are beyond our control.
- *Response:*
- Do you really need to fix this before taking action?
- Focus on what is controllable.
- Check with the person: can things be changed? Is it a misunderstanding?

COACHING FOR RAPID CHANGE SESSIONS

TEAM MEETINGS TO IMPACT CHANGE

COACHING FOR RAPID CHANGE

A NEW FORMAT FOR TEAM MEETINGS

- This is a structured session for helping those who influence change to talk about what's working and how they can enhance what they are doing.
- Meet once a week (if possible)
- 30-60 minute meetings

FORMAT

- Get together and discuss how you have influenced change.
- Offer positive reinforcement
- Offer feedback
- Specific format is timed: short and brief in order to be reinforcing and not punishing. Every person gets 10 minutes. 5 minutes to present example of change and 5 minutes for feedback from others.

SPECIFIC EXAMPLE OF CHANGE SHARED

- Individual shares specific example of how he/she influenced change.
- Concrete example: includes specific behaviors of staff and the teaching that helped bring about the change. (What and how)

FEEDBACK

- As examples shared, everyone takes notes. Then feedback is delivered.
- First, share what you liked, repeating what worked! What you are going to borrow or try.
- Second, share suggestions, ask questions for clarification that may prompt additional feedback.

Tips

1. Listen and take notes
2. Speak in bullets
3. Be precise, concise and specific

How to Share Good Examples (total time: 5 minutes)

- Ask: {
1. What are you trying to accomplish? Briefly describe the business result, 1-2 desired customer responses and 1-2 employee behaviors. (1 min.)
 2. How is it working? (2 min.)
 3. What are you—as a coach—specifically doing to help? (2 min.)

How to Provide Feedback (total time: 5 minutes)

- + Describe what you liked (no need to repeat what has already been said)
- ? Ask clarifying questions
- Δ Provide 1-2 suggestions to help

- Feedback is information: tactical and objective.
(Focus on behaviors not the behavior)
- Effective feedback requires trust.
- Feedback that is positive and constructive has the potential to function as positive reinforcement.
- Set small goals with specific time frames and objectives.

GOALS SHOULD:

- Allow you to see small improvements in performance.
- Measure the positive: what people are doing vs failing to do. (Use good examples)
- Enable frequent feedback!
- Be credible. Base it on research.
- Be predictive. (Base goals on observations and behaviors that are observable and measurable).
- Increase constructive problem solving. (Teach conceptual analysis.)
- Make it clear what needs to be done to get better.
- Track impact (not intention). Ask, "what am I trying to accomplish?"

SAMPLE OF TEAM MEETING DOCUMENTATION

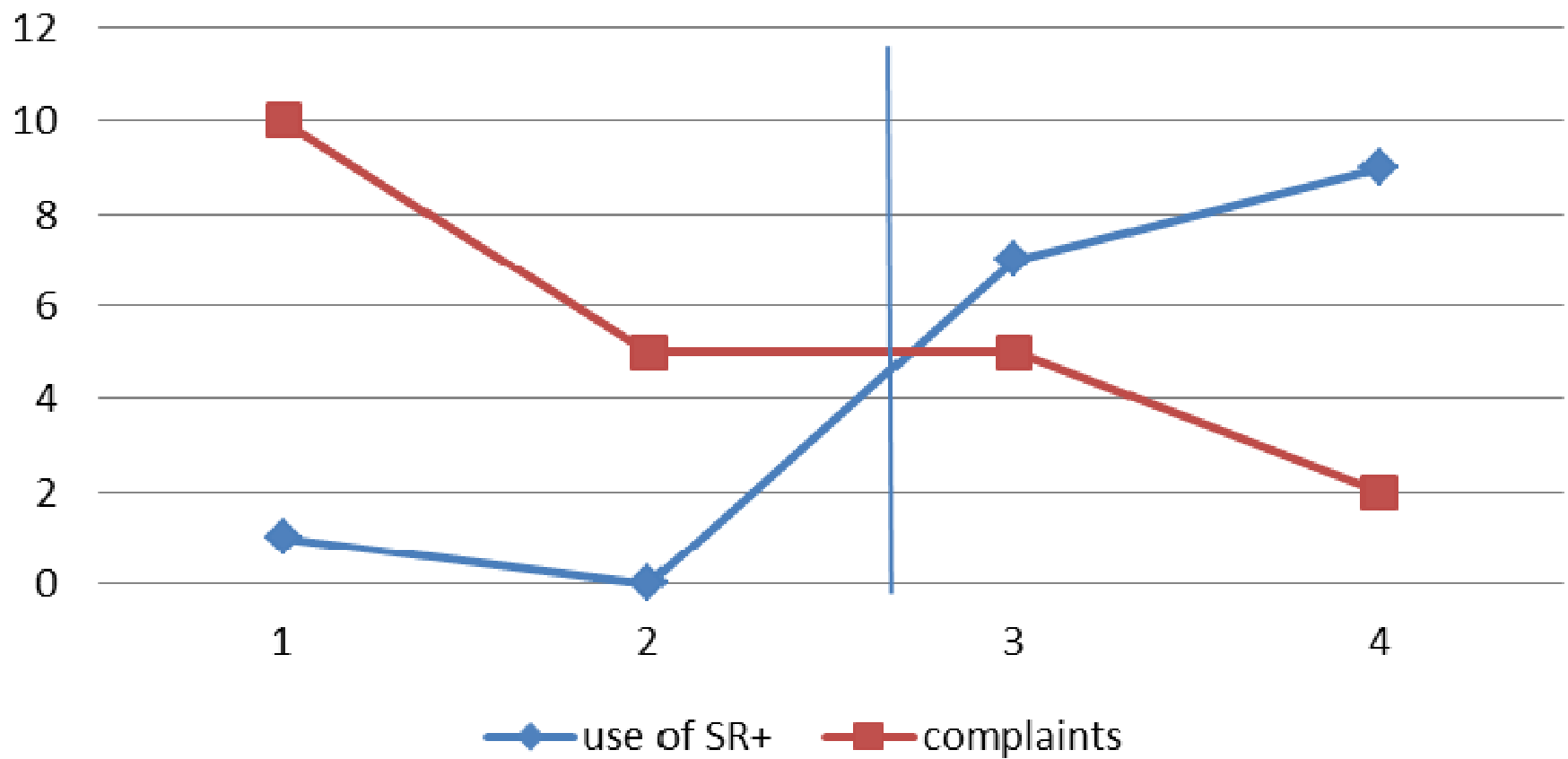
| | |
|------------------------------|--|
| Student/Topic | |
| Discussion points | |
| Action to be taken | |
| Individual(s) Responsible | |
| Completion Date | |
| Initial(s) | |

TEAM MEETING

A CASE STUDY

TREATMENT INTEGRITY FOR TEAM MEETING

School A



PRACTICE USING RAPID CHANGE SESSION FORMAT

SMALL GROUP ACTIVITY

THANK YOU

You can make work fun by using Performance management techniques and staff will say:

Thank God it's Monday!

RESOURCES

- Instructional Design Made Easy by Guy S. Bruce, Ed.D.
- Other People's Habits- How to use positive reinforcement to ring out the best in people around you by Aubrey C. Daniels. (2000)
- Oops! 13 management practices that waste time and money (and what to do instead). By Aubrey C. Daniels (2009)
- Performance Management- Changing behavior that drives organizational effectiveness (5th edition) by Aubrey C. Daniels & Jon S. Bailey (2014)
- Student Achievement through staff development- Fundamentals of school renewal by Bruce Joyce and Beverly Showers
- Rapid change: immediate action for the impatient leader. By Joe Laipple (performance management publications) (2012).

PM BLOGS AND ARTICLES

- Information presented from the following articles:
- *Relationships: The Foundation of High-Performance Safety Cultures: What many don't realize is that discretionary effort is only created through the use of positive reinforcement.* By Judy Agnew. ADI. (Jun 01, 2013).
- *Ten Proven Motivation Principles: Energy conservation is critical in these overextended times. The most effective motivation entails supporting others.* By Robert Pater. ADI (Jun 01, 2013).
- *The leading indicator journey: The Case for leading indicators.* By Judy Agnew. ADI. (March 04, 2013).
- *Next Gen. know how: bring out the best in those you lead* . By Aubrey Daniels. ADI. (Feb 13, 2013)

CONTACT INFORMATION

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Commonwealth of Pennsylvania

Tom Corbett, Governor

Pennsylvania Department of Education

Ronald J. Tomalis, Secretary

Carolyn C. Dumaresq, Ed. D., Deputy Secretary
Office of Elementary and Secondary Education

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Bureau of Special Education

Patricia Hozella, Assistant Director
Bureau of Special Education