Agenda

- Research Regarding the Need for this type of Assessment
- Review of Teacher Risk Screening Scale (TRSS)
- TRSS Administration
- TRSS Data Interpretation
- Review Results of Recent Implementation of TRSS
- Interventions for Teachers in Need (Behavior Boot Camp)
- Future Programming for this work
Why is this Type of Teacher Assessment and support needed?

• Classroom Management is directly linked to levels of student involvement and academic achievement
Research Continued

• National surveys continue to reflect that teachers feel they are not adequately prepared to manage classroom behaviors and disruptions
  • *Coalition for Psychology in Schools and Education 2008*
Research Continued

• Common problems noted with most PD programming is that it targets specific “problem students” attempts to address teachers needs based on these few children instead of focusing on the classroom as a whole

  • Sheridan et al 1996
Another issue is fidelity…

• Despite knowledge of effective EB classroom intervention, ensuring that teachers transfer this knowledge into the applied setting can be difficult.
  • Noell et al, 1997; Reinke, 2008; Rilley-Tilman et al., 2005; Witt et al., 1997.
Fidelity Continued

• Often found and validated is the fact that teachers struggle with implementing known EBI into the classroom setting when supported by host providers, consultants, and school support personnel.

  • Noell et al, 1997; Reinke, 2008; Rilley-Tilman et al., 2005; Witt et al., 1997; Gresham, 1991.
Effective PD/ Coaching Practices in Literature

• The use of coaching programs on the use of Effective Classroom Management techniques that employ practices such classroom arrangements, teaching expectations noted, providing consistent consequences to all students, and positive interaction, regard, and behavior specific praise statements as one of the most successful practices

• Reinke et al. 2009; National Research Council, 2002;
Effective Intervention Literature

• Use of classroom video reporting with coaching a feedback has been noted as successful
  • Capella et al, 2008; Mashburn et al, 2010

• Performance feedback based on observation and continuous data collection was noted as an extremely effective coaching method for improving teacher outcomes.
Research on what teachers want...

- Twenty urban elementary schools were surveyed with teachers from both the general and special education settings. The teachers valued interpersonal and structural factors including the following: team processes, professional development, leadership, university training, accountability, shared responsibility, resources, positive attitudes and communication
  - (Damore and Murray, 2009).
IDEAS TO ADDRESS NEEDS
Ideas

- Better screenings for Teachers (TRSS)
- Better Professional Development and Programming (continuous)
- On-site behavioral and mental health support staff
- Intervention Package for Support
  - Teacher Supports
    - Training
    - Assignments
    - Feedback in environment (ear/ prompts), feedback after the events, and case consultation
    - Continuous Assessments
  - Student Supports
    - FBA/ BIP (fade out programming)
    - Individual and Group therapy
    - Assessment
    - Link to services
TRSS OVERVIEW
• The TRSS is adapted from the (SRSS) Student Risk Screening Scale originally used for student support. (Drummond, 1994)
**Teacher Risk Screening Scale (TRSS)**

- The TRSS is a 7-item screener used to identify teachers who are at risk for issues with classroom management and in need of additional supports/coaching.
- Uses a 4-point Likert Scale:
  - 0=Never
  - 1=Occasionally
  - 2=Sometimes
  - 3=Frequently
- Deans/Principals evaluate each teacher on the following items:
  - Uses Behavior specific praise statements
  - Discipline Methods
  - Classroom Management Techniques
  - Classroom Control
  - Attention Getting Signals
  - Discussion and Responding
  - Movement and Transition
- Teacher Risk is divided into 3 categories:
  - Low = 9-21
  - Moderate = 4 – 8
  - High = 0-3
## Teacher Risk Screening Scale (TRSS) (Elswick, 2014)

### Teacher Risk Screening Scale (TRSS; Elswick, 2014)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Used Behavior Specific Praise Statements</th>
<th>Discipline Method (entry/exit routines, SLANT, systems procedures, first ten last five, explicit directions)</th>
<th>Classroom Management (tiered consequence, token economy, positive narration)</th>
<th>Classroom Control (strong voice−warm strict, proximity, do it again, private redirect)</th>
<th>Attention Getting Signals (voice control and control and response)</th>
<th>Discussion &amp; Responding (Cold Calling, posi slate tracker everybody writes, High Five +1, Turn and Talk)</th>
<th>Movement &amp; Transition (When I Say …, Count down, WTD Slides, nonverbal signals, timer)</th>
<th>Total (0-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Teacher Names (Mr. Jones)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>
TRSS ADMINISTRATION: PREPARATION
Considerations

- Review TRSS Flowchart
- Schedule TRSS screening into your District Measurement Schedule
- Make certain your targeted and intensive interventions have clear guidelines for entry using the systematic screening data as one piece of data to determine entry.
- Have a plan for intervention for each level of teacher support.
Develop a District Assessment schedule to illustrate all district-wide assessments to be administered for the school year.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening for Reading using DBELS or AIMSweb</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>DBELS or AIMSweb Summary of Effectiveness Tables / Worksheets</td>
<td></td>
<td>X</td>
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<td>Office Discipline Referrals using SWIS</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Tier 2-3 Intervention Tracking Tool for Reading and Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td><strong>Student Risk Screening Scale</strong></td>
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<td>X</td>
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<tr>
<td>Other SOM:</td>
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<td>Other SOM:</td>
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<tr>
<td>PBIS Self Assessment Survey</td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>
Who should organize the screening?

The Deans should be assigned to lead the screening effort – Data Coordinators. These members should have a working knowledge of excel. Dr. Elswick and will review screening data.

There should also be one person at the school site with expertise in the schools data management system to work on this team.

The team members will secure a copy of the screener and ensure the items and scale are accurate.

None of the items may be changed.
When should we administer the TRSS?

- Three times per year:
  - Fall (September)  4 – 8 weeks after the start of the school year
  - Winter (December)  2 – 3 weeks before winter break
  - Spring (May)  6– 8 weeks before the end of the school year

- District school Deans will complete the initial TRSS screening aligned with other universal screening tools for student data

- Planning for administration of screening
  - Place the screener dates on the master calendar at the start of the year.
  - For the first screening, allow extra time for an explanation and directions, once Deans understand the process and become familiar with the spreadsheet, the time needed will be reduced.
  - Deans will complete the screening three times a year, and this will be followed up by specific targeted PD interventions for at-risk teachers.
How will you ensure security of the data?

The team should determine, ahead of time, security procedures for the information.

- Where will the electronic spreadsheets be stored for Deans to access during screening?
- Where will Deans save the completed screeners once completed?
- Who will have access to this information?

- I suggest server supported “drive systems,” and access is given to administrators and evaluation teams
How do we prepare materials to conduct the TRSS?

• If using the excel sheet
  • The data coordinator should either enter in or upload each Dean’s teacher names into the confirmed template excel spreadsheet.

• If using the paper-pencil template
  • The data coordinator should enter in teacher names for each school/grade

Please remember:
• Items may not be changed, deleted or new items added.
• The 0-3 scale must also remain the same.
TRSS ADMINISTRATION: SCREENING
How do we administer the TRSS?

1. Look over the sheet and check that only 0, 1, 2, or 3 are entered in each cell and all the teacher names in your school are entered.

2. Rate each teacher moving horizontally across the row on the spreadsheet.

3. Rate each teacher on each item using the scale. Higher numbers indicate less concern, and lower numbers indicate “at-risk” level.

4. Repeat for each teacher on the list.

5. If a teacher has been employed in your school fewer than 30 days, do not rate that teacher – simply indicate that the teacher is newly employed (type in the space for item 1).

6. Ensure all items are completed for each teacher employed at least 30 days prior to the screening date.

Please remember:
- Deans should independently screen teacher on the lists.
- Deans should not discuss teachers with other Deans/teachers while screening.
- The 0-3 scale with the correct anchors must remain the same.
TRSS – 7-item screening tool

1) Used Behavior Specific Praise Statements
2) Discipline Method
   - entry/exit routines, SLANT, systems procedures, first ten - last five, explicit directions
3) Classroom Management
   - tiered consequence, token economy, positive narration, GBG, PBIS
4) Classroom Control
   - strong voice - warm strict, proximity, private redirect
5) Attention Getting Signals
   - voice control, control and response
6) Opportunities for Student Responding
   - Cold Calling, ASR, popsicle stick/tracker/everybody writes, High Five +1, Turn and Talk
7) Movement & Transition
   - When I Say…, Count down, WTD Slides, nonverbal signals, timer
7-Item Screener

- This is based on the literature about effective teaching skills needed to improve outcomes in education based in behavioral supports

- Professional development and supports on each of these interventions will be previously taught to teachers

- School Supported professional development/ fidelity checks and monitoring will assist in ensuring that the teachers are embedding these 7 screening items and specific interventions into their daily educational practices
How do we screen a teacher on the TRSS?

For each teacher, rate them on each item going across the row horizontally.

Teacher Risk Screening Scale (TRSS; Elswick, 2014)

| Student Name | Used Behavior Specific Praise (Statements) | Discipline Method (e.g., routines, SLANT, positive procedures, find token, re-enter, positive reinforcement, token economy, positive behavior support) | Classroom Management (e.g., rules, procedures, token economy, positive behavior support, rewards, consequences) | Classroom Control (e.g., rules, procedures, token economy, positive behavior support, rewards, consequences) | Attention Getting Signal (e.g., control and control alternative responses) | Instructional & Responding/Cold Calling, positive feedback/behavior management/everybody writes, High Five, Turn and Talk | Movement & Transition (e.g., Say, Do, Count down, RTD, Bridge, non-verbal signals, (e.g., visual) | Total (0-21) |
|--------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Example: Teacher Names (Mr. Jones) | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 2 3 4 2 2 3 4 3 4 4 4 4 | 21 |
TRSS ADMINISTRATION: SCORING
How do we score and interpret the TRSS?

- Total scores should range between 0 and 21.
- Check to be sure each score is within this range.
- For reliability, the coordinator should randomly check Total Scores on sheets.
- Teams may want to highlight or circle L, M, H or teacher scores according to level of risk:

  - At Risk Total Score = 0-3
  - Some Risk Total Score = 4 - 8
  - Low Risk Total Score = 9-21
How do we score and interpret the TRSS?

After all Deans complete the screening, the teacher data is combined for grade level and school-wide data collection.

Start with All School Tab
Data Coordinator enters in grade level information from compiled Classroom Sheet Data
How do we score and interpret the TRSS?

Click on Grade Level Graph to view data.
How do we score and interpret the TRSS?

1. Click on Data for SW Graph
2. Enter in CIP Benchmark Data
3. The TRSS Data is pre-calculated based on scores entered in All School Data Tab
How do we score and interpret the TRSS?

Click on School-wide Graph
TRSS INTERPRETATION
How do we connect Teachers to supports?

- Once the teachers are screened and identified as in need of additional PD and teaching supports we will follow the RtI model of support for teachers also…
- We will use the TRSS data to indicate teachers in need.
- Tier 2 interventions will include systems of support by PD Director and her programming (continuous data collection)
- Tier 3 interventions will include systems of support by Dr. Elswick and her team (Behavior Boot Camp, coaching, and video modeling/ feedback)- continuous data collection

At Risk Total Score = 0-3

Some Risk Total Score = 4 - 8

Low Risk Total Score = 9-21
School Improvement Process

Gather

Teacher Supports and Achievement

Plan

Do

Study
What needs to happen before a teacher is referred for Targeted or Intensive PD Interventions?

• Address Common Grade Level Behavioral Concerns, and ensure PD is offered on the targeted and specific evidence-based interventions.

• Strengthen teacher knowledge on classroom management and behavioral interventions for the classroom

• Completion of the TRSS, checks of the TRSS data, fidelity checks with feedback, and data collection on supports provided to the teacher.
Tier Two/Three Team’s Role in Targeted & Intensive Supports

- Establishing systems
- Ensuring that teachers have access
- Ensuring fidelity
- Tracking effectiveness and making adjustments
RESULTS OF TRSS PILOT SCREENING
RtI Projected Student Data for pilot

- Total Number of Scholars = 1500
- Tier 1 = 80-90% should be around 1200-1350
- Tier 2 = 5-10% should be around 75-150 students
- Tier 3 = 1-5% should be around 15-75 students
Pilot School Student Data

- **Number of overall students in district**
- 1500 student’s total:
  - High School= 400
  - Middle School= 700
  - Elementary School= 350

---

**GCS Rtl- Behavior Data 2013-2014**

- Tier 1: 1200-1500
- Tier 2: 75-150
- Tier 3: 15-75

- 1401
Benchmark 1

- **Total Number of Teachers in District:**
  - 111 Teachers
  - Tier 1 80-90% around 88-99 teachers
  - Tier 2 5-10% around 5-11 teachers
  - Tier 3 1-5% around 1-5 teachers

- **Tier 1-**
  - 102 Teachers in Tier 1 (above the % estimated)

- **Tier 2-**
  - 3 Teachers targeted in the TRSS needing Tier 2
  - 2 additional teachers were included that did not screen in based on PD Directors input
  - 7 Teachers in Tier 2 (reflects the 5-10% projected)

- **Tier 3-**
  - 2 teachers targeted from the TRSS needing Tier 3
  - 2 Teachers in Tier 3 (reflects the 1-5% projected)
Benchmark 1 - September 2014

TRSS Benchmark September 2014

Teachers Need by Tier

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCAHS Brenner</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PCAHS Wright</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PCAMS Brown</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PCAMS Randall</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PCAMS Leftwich</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humes Coleman</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humes White</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humes Carter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Dean's Reported TRSS Data
Benchmark 2

- **Total Number of Teachers in District:**
  - 108 Teachers (2 teachers left/ 1 let go)
  - Tier 1 80-90% around 88-99 teachers
  - Tier 2 5-10% around 5-11 teachers
  - Tier 3 1-5% around 1-5 teachers

- **Tier 1-**
  - 106 Teachers in Tier 1 (above the % estimated)

- **Tier 2-**
  - 2 Teachers targeted in the TRSS needing Tier 2
  - 2 teachers targeted were already targeted in Benchmark 1 and no improvement noted
  - 5 teachers improved moved back to Tier 1
  - 2 Teachers in Tier 2 (reflects a lower rate that the 5-10% projected)

- **Tier 3-**
  - 0 teachers targeted from the TRSS needing Tier 3
  - 2 Teachers may be referred for the Tier 3 (reflects the 1-5% projected)
  - 2 Previously referred teachers to Tier 3, 1 actually let go and one moved to Tier 1
Benchmark 2- December 2014

TRSS Benchmark 2 December 2014

Teachers Needs by Tier

Deans Reported TRSS Data

0 15 0 0 0 4 4 9 8 0 0 0 0

PCAHS Brenner PCAHS Jones-Wright PCAMS Brown PCAMS Randall PCAMS Leftwich Humes Coleman Humes White Humes Carter

- Tier 3
- Tier 2
- Tier 1
INTERVENTIONS FOR TEACHERS IN NEED
Tier 1 Interventions

- Regularly offered PD throughout the year
- Regular Support of School Administration
- SWPBIS
Tier 2 Interventions

- Assessment/Screening
- Group-Based Teacher support provided by PD Director in district
- Continuous professional development on need areas
- Competency based posttest assessments after the trainings
- Monitoring
- Fidelity Checklist
- Teacher Support groups/ training opportunities
- Observations
Tier 3 Interventions

• Assessment/ Screening
• Classroom Observations/ mentoring
• 8 week Teacher Behavior Boot Camp
• Competency based assessments for each of the 8 class/
  comprehensive assessment at the end
• Experiential Activities on specific topics in education
• Continuous data Collection, supervision, and consultation
• In class video with corrective feedback
• Audio feedback programming in classroom
• Teacher Mindfulness/ Journaling
• Referrals for most at-risk scholars if warranted
Behavior Services of the Mid-South LLC
Behavior Management Course 100
Behavior Boot Camp
Dr. Susan Elswick LCSW LSSW

Assignments:

Attendance and Participation:
Participant attendance and participation is a requirement in the class as part of your professional development. Behavior Boot camp attendance and participation will be addressed through the use of TuningTechnologies programming in class (clicker system), and attendance and participation in activities at the school will be monitored through observations and fidelity checklists.

Course Reading:
Participants will be assigned reading activities in this class based on research conducted on evidence-based practices and interventions in the field of behavior, social sciences, and education. Participants are expected to come to class prepared to review the readings and discuss in class. Knowledge of reading materials will be assessed through the TuningTechnologies Active Student Response program (clickers) during the seminar class sessions. All articles will be made available to the participants prior to the class in which they are due.

Journal:
In addition to those assignments, the participant will be required to submit an electronic journal to the facilitator once a week for 8 weeks. These weekly journals should reflect your thoughts, needs, and questions that arise during the week so that these issues can be addressed and reviewed in the weekly class session. In addition to the weekly self-directed journals the participants will be required to complete three facilitator directed journal entries. In the first journal entry the participant will describe current biases or deficit areas in practice that they feel they need more support. In the second journal entry of the semester, the participant will rate her/his level of competence in regard to each of the course competencies noted above. The third journal entry the participant will write a 2-3 page account of the ways in which s/he has grown professionally while engaged in this Behavior Boot Camp during the semester.

Behavior Change Project:
The participants will complete a behavior change project during this seminar course. The participants will be required to identify a need in the student population they are serving. Through research, the participants will identify an appropriate evidence-based intervention to implement with the clientele (group or individual). The participant will collect data (including baseline and intervention data), implement the identified intervention, monitor student progress during the intervention, collect data throughout the intervention, and make changes during the intervention if success is not noted (if possible). After conclusion of the intervention the participant will create a graphic display of the data collected.
Assignments

Attendance and Participation:
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- ACTIVE STUDENT RESPONDING!!! And experiential Learning too!!!
Boot Camp Topics

• **Class #1**: What is the Function? And How to I know, count, and capture the information?
• **Class #2** Emotional Literacy/ Training
• **Class #3** Verbal De-escalation
• **Class #4** Mental Health Issues in Schools
• **Class #5** Suicide / Violence Prevention
• **Class #6** Learning Styles and Interventions
• **Class #7** Classroom Pacing, Differentiated Instruction, and Active Student Responding/ Opportunities for Student Responding
• **Class #8** (Closure Class) Intervention Package
Assessments

- **Teacher Sense of Efficacy**
  - Pretest
  - Posttest

- **Social Validity Assessment** (after each Boot Camp Session)

- **Active Student Responding in Session**

- **Competency based assessments after each session**

- **SUD scales (0-10)**

- **RtI Data for Teachers (Benchmark results)**

- **RtI Data for Students/ Office referrals and classroom behavior reports**

- **3 and 6 month follow up after the training on the Teacher Sense of Efficacy** will also be done
## Teacher Sense of Efficacy

### Teachers’ Sense of Efficacy Scale (short form)

**Teacher Beliefs**

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

<table>
<thead>
<tr>
<th>Teacher Beliefs</th>
<th>How much can you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much can you do to control disruptive behavior in the classroom?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>2. How much can you do to motivate students who show low interest in school work?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>3. How much can you do to get students to believe they can do well in school work?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>4. How much can you do to help your students value learning?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>5. To what extent can you craft good questions for your students?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>6. How much can you do to get children to follow classroom rules?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>7. How much can you do to calm a student who is disruptive or noisy?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>8. How well can you establish a classroom management system with each group of students?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>9. How much can you use a variety of assessment strategies?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>10. To what extent can you provide an alternative explanation or example when students are confused?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
</tr>
<tr>
<td>11. How much can you assist families in helping their children do well in school?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
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<td>12. How well can you implement alternative strategies in your classroom?</td>
<td>(1) (2) (3) (4) (5) (6) (7) (8) (9)</td>
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# Social Validity

Behavior Services of the Mid-South LLC  
**TOPIC:** Behavior Boot Camp  
**DATE:** January 2015 - March 2015  
**WORKSHOP EVALUATION**  
**PRESENTERS:** Susan Elswick EdD LCSW LSWW

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**Attendee Category:**  
- [ ] Special Education Teacher  
- [ ] School Psychologist  
- [ ] School Social Worker  
- [ ] School Counselor  
- [ ] Regular Education Teacher  
- [ ] Other

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### OVERALL TRAINING

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
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<tbody>
<tr>
<td>The speaker was knowledgeable about the subject</td>
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<td>The speaker presented the information clearly</td>
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<tr>
<td>Audiovisuals and written materials were helpful</td>
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<tr>
<td>I learned something new and useful by attending this session</td>
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<tr>
<td>This information will be useful to me</td>
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<tr>
<td>The physical environment was comfortable</td>
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**Overall impression:**

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### EDUCATIONAL OBJECTIVES

1. Identify the Function of a Behavior:  
   a. Review different functions of behaviors.  
   b. Review materials/documents to assist with determining function of the behavior.

2. Identify and Understand Mental Health and Information about Crisis:  
   a. Identify replacement behaviors that will decrease the unwanted behaviors exhibited by the student.

3. Create an effective and appropriate Behavior Intervention Plan and execute (analytic, data collection and intervention):  
   a. Utilize direct instruction to teach techniques of writing a Behavior Intervention Plan and monitor the Evidence-based intervention.

4. Identify new interventions and discuss weekly needs in class.  
   a. Identify and discuss researchidentified appropriate Tiered behavioral strategies.

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**What I learned:**

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**What did you like about this session?**

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**My attitudes changed about:**
Teacher Boot Camp

- SUD Scale Pre
- Objectives discussed
- Lecture Provided
- Activity
- Active student Responding “Clickers”
- Competency-based assessments after each session
- Behavior Change Project Discussed/ Consultation
- Process the Issues with Classroom (S-N-S Model)
- Self-Care Mindfulness Activity
- SUD Scale Post
- Session Assessment
Teacher Boot Camp-Lecture Activity

- **Sample Activity Violence/ Aggression**— Proxemics

- **Sample Activity Mental Health**— Three persons groups (prompt cards)

- **Sample Activity- Learning Styles**— (Good Dog, Bad Dog)

- **Stress Tolerance**— HOT LAVA/ Rope Activity

- **Social Skills and Problem Solving**— Groups (1-32)
Teacher Boot Camp - Mindfulness

- **Mindfulness Activities for Teachers** -
  - Guided Muscle Relaxation
  - Guided Imagery
  - Meditation
  - Mindfulness

- **Mindfulness Activities for Parents** -
  - Guided Muscle Relaxation
  - Guided Imagery
  - Meditation
  - Mindfulness
RESULTS OF INTERVENTIONS
Pros

• First wave of Tier 2 and Tier 3 Boot Camp Trainings indicate that they were successful
• Tier 2 and Tier 3 had positive progress and Tier 3 more so than Tier 2
• Teachers in Boot Camp stated that they “felt empowered” and got a lot out of the training
• Improvements were also noted in the class-wide behaviors of the students
• Decreased office referrals from these classrooms that participated
Cons/ Limitations

- Training for the TRSS needs to be more intense
- Some false positive noted on the screenings
- Some Deans felt that it was a reflection of their support of the teachers
- Future research also needs to look at each individual TRSS Teacher Domain and track changes (track changes in behavior specific praise statements to scholars during the 8 week intervention)
Continuation

• Benchmark 3 will be completed and trainings will continue
• Three and Six month follow up with the teachers with the Teacher Sense of Efficacy (maintenance and generalization of skills)
• Continued monitoring of the office referrals and classroom behavioral reports
• Continued suggestions on how to improve behavioral outcomes in the classroom- looking into technology opportunities to assist
• Will track changes in teacher behaviors across the 7 TRSS Domains
Questions:
Dr. Susan Elswick LCSW LSSW
University of Memphis
Department of Social Work
115 McCord Hall
Memphis TN
selswick@memphis.edu
901-484-3546