

Online Teacher Training

*Promoting Student Social Competence
to Improve Academic and Behavioral
Outcomes in Grades K – 3*

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Goals

Develop an online media-based program that uses a Response to Intervention (RtI) approach to teach social skills to early elementary school students (K-3).

Develop a universal screening and progress monitoring system linked to the social skills curriculum.

Test the social validity, usability and intent to use the system by teachers and school administrators



Background

School settings that support positive behavior and maintain a nurturing social climate have a great impact on children's social and academic development (Biglan et al., 2003; Gottfredson et al., 2000; Hawkins et al., 2000).



There are reciprocal links between behavioral and academic performance. Best practice for students begins with early identification of emotional, behavioral, and interpersonal needs, followed by interventions to reduce obstacles to successful school adjustment (McIntosh et al., 2006).



The relationship between academic readiness skills and academic competence parallels those that exist between social competence and behavioral adjustment in schools.



Early school years (K - 3) provide an optimal environment in which children can acquire valuable social skills, develop social competence, and practice other positive school-related behaviors that are foundational to successful academic experiences.



The “We Have Skills!” provides training for teachers, an instructional curriculum for students, and an online universal screening and progress monitoring tool.

We Have Skills!

MODULE 1 Classroom Materials
Curricular resources for students

- Video episodes on skills:
 - Colors
 - Letter direction
 - Counting from zero to ten
 - Ask for help
 - Follow directions
 - Read our story
 - Follow
 - Get along with others
- Music, games, and activities on skills:
 - Listen: Listen to the music. Listen carefully. Use your ears and your eyes.
 - Action: March, skip, crawl, dance, coloring sheets and more!

MODULE 2 Assessment Tools
Online application for Universal Screening and Progress Monitoring

MODULE 3 Teacher's Guide
Video and print instruction

Tier 1 - Teach ALL students the skills

- Explain
- Show and rehearse
- Practice and coach
- Observe

Tier 2 - Provide targeted activities for a SELECTED group of students

- Monitor progress using online assessment tool
- Create and print reports

Tier 3 - Support INDIVIDUAL students with intensive interventions

- Setting
- Check-in - Check out
- Family involvement
- Continuity programs

Easy to use!

- No software to download
- Logging and extension for parents
- Research-based content

The project is funded by an NICHD Grant 2 development grant.



Module 1 contains curricular materials for students:
videos, songs, and learning aids.



The videos model seven basic skills that are shown by
research to be essential to social and academic success.



The skills have been selected from research validated screening instruments (WSI, Walker & McConnell, 1988; SSBD, Walker & Severson, 1992)

- Do the best you can
- Listen
- Follow directions
- Ask for help
- Follow the rules
- Work out strong feelings
- Get along



Mr. Lopez, the teacher, introduces the skills.



The students discuss how skills are useful.



The class evaluates examples and non-examples of each skill.



Abdul points out who's listening and who isn't.



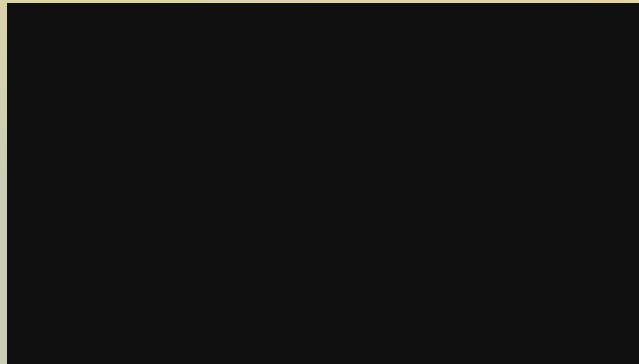
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Andrew shares ideas about working out strong feelings.

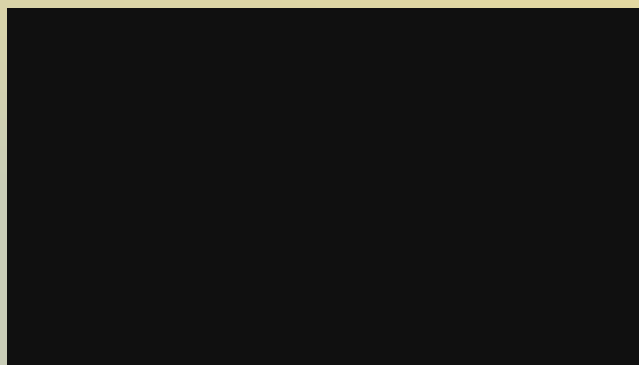


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Here's the introductory video.



Here's a clip from "Follow Directions."



Seven animal “guides” paired with each skill appear in animated musical segments and in printed materials.



Desi, the dog, is a good listener.



Rita, the duck, knows the importance of following directions.



Module 2 contains an online universal screening/progress monitoring tool

The screenshot displays the irisEd software interface. At the top, there's a navigation bar with tabs: Dashboard, Universal Screening, Progress Monitoring, Management, Professional Development, and Help/Feedback. The user is logged in as Cheryl Longino. The main dashboard area is titled 'Welcome back Cheryl!' and contains several sections:

- Universal Screening:** Includes links for 'Conduct Screening' (By Skills, By Student), 'My Classes' (with links for 1st Grade Reading and 1st Grade Writing), and 'My Classes' (with links for 1st Grade Reading and 1st Grade Writing).
- Overall Skills Progress:** A line graph showing progress over time.
- Progress Monitoring:** A section with a 'View All' link and a table of student progress.

The 'Progress Monitoring' table shows the following data:

Student	1st Grade Reading	1st Grade Writing
Reynolds, J. Chase	2nd Year 1st Grade Reading	2nd Year 1st Grade Writing
Reynolds, J. Chase	2nd Year 1st Grade Reading	2nd Year 1st Grade Writing
Reynolds, J. Chase	2nd Year 1st Grade Reading	2nd Year 1st Grade Writing

At the bottom right, there's a sidebar with a list of links and a footer with the irisEd logo and 'irisEd (All Ages) | Scholastic | The McGraw-Hill Companies'.



Universal Screening

- Process of *finding the right customers*
- **Multiple-Gating:** Series of progressively more complex assessment procedures to identify students in need of more intensive services
 - Teacher nominations
 - Brief behavior rating
 - Team confirmation
 - Records review
 - Direct observation
 - Progress monitoring



Goals of Universal Screening

- Fast, efficient, and respectful
- Include all children and youth of interest
 - If we make a screening error, the error should identify students that are not at-risk
 - Errors should not overlook students that are at-risk
- Identify students for further assessment that are not at-risk



Important Guidelines

- Ensure each student is considered by one teacher
- Respectful and non-stigmatizing language
- Identifies students with internalizing as well as externalizing behavior
- Adaptable to variations in school schedules and teacher preferences
- Required teacher time and effort is reasonable



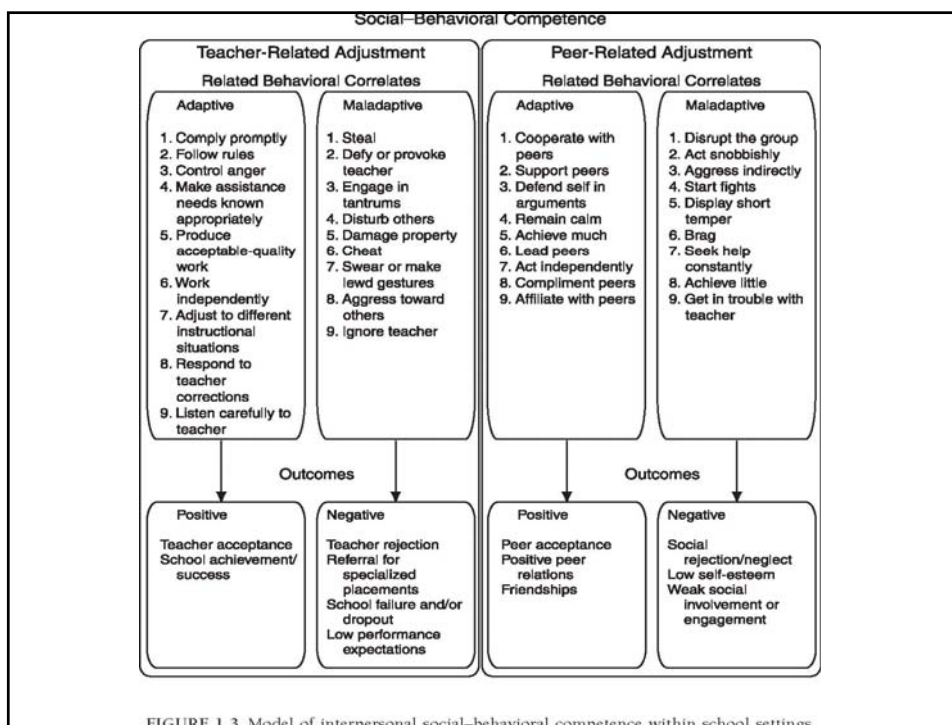
Idiosyncratic Teacher Referrals

- Teacher Motivation Referral
 - Argument One - Teacher desires to be rid of troublesome, difficult-to-teach students
 - Argument Two - Teacher desires to secure assistance for students whose problems and needs exceed teacher's skill level and accommodation capacity
 - Teacher as Imperfect Test (Gerber & Semmel, 1984)



Universal screening using office discipline referrals

- Advantage
 - Most schools track these already
- Disadvantages
 - “wait to fail”
 - Misses “internalizers”
 - Teacher/system bias



Universal Screening Methods Using Multiple Gates

- Concerns
 - Reduces discretion in teacher referral-verification process
 - Each student identified must be served
 - Fear of costs and potential to identify large number of BD students
 - Concern about stigma

7/11/2010

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Universal screening identifies students who would benefit from additional instructional supports.

irisEd CBIM APPLICATION

Dashboard | Universal Screening | Progress Monitoring | Management | Professional Development | Help Desk | Cheryl Longino

Universal Screening

4th Grade Reading

March 1, 2010

Other Screenings (Return to Class Overview)

Makes assistance needs known in an appropriate manner

Tools: Screen by Skill, Screen by Student, Schedule Screenings, Add Students

Student Name	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Total	Progress Monitoring
Kathleen J. Mendoza	1	1	1	1	1	1	1	1	1	1	10	No [start]
Lorinda J. Wilson	2	2	1	2	2	2	1	2	1	2	17	No [start]
Freddie C. Chee	1	2	2	1	2	2	2	1	2	2	20	Yes
Thomas L. Lark	1	1	1	1	1	1	1	1	1	1	10	No [start]
Antonio K. Buchan (Inactive)	2	2	1	2	2	2	1	2	1	2	17	No [start]
Mary D. Dyer	1	1	1	2	1	1	1	2	1	1	12	No [start]
Patricia L. Green	1	2	2	1	1	2	2	1	2	1	17	No [start]
Total	13	11	9	11	11	11	9	9	9	12		

Legend

Skill 1: Listen carefully to instructions / directions for assignments
 Skill 2: Complies with commands
 Skill 3: Produces work of acceptable quality
 Skill 4: Makes assistance needs known in appropriate manner
 Skill 5: Follows established classroom rules
 Skill 6: Avoids breaking classroom rules even when encouraged by a peer

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Students with elevated scores receive additional instruction and regular progress monitoring.

Progress Monitoring Stop Monitoring Selected Select All in Class 3rd Grade Reading

Student	Monitoring Since	Last Activity	Overall Skill Chg.	Tier Status
Mary D. Dyer	Jul. 1, 2008	Feb. 10, 2009	2	
Patricia L. Green	Jan. 2, 2008	Apr. 1, 2009	2	

Progress Charts Enter Data Resources

April 30, 2009

Unk. Scr.	Skill	Scale (1=not at all - 6=meeting)	Changes	Skill Notes
	Listen carefully to instructions / directions for assignments	2 3 4 5 6	+3	I am listening better!
	Complies with commands	1 2 3 4 5 6	-2	(add note)
	Produces work of acceptable quality	1 2 3 4 5 6	→	(add note)
	Makes assistance needs known in an appropriate manner	1 2 3 4 5 6	→	(add note)
	Follows established classroom rules	1 2 3 4 5 6	→	(add note)

Notes: Maecenas posuere suscipit eros. Integer vestibulum bibendum risus. In mauris tellus, sollicitudin eget.

Resources: Previous_Assignments.pdf SummerGradeReport.doc

Check if this note is a milestone:
☒ Tier 2 ☐ Tier 3

Submit

Kathleen J. Mendoza Dec. 21, 2008 Jan. 17, 2009 → 3

4th Grade Reading Stop Monitoring Selected Select All in Class

Student Monitoring Since Last Activity Overall Skill Chg.

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There are additional resources for students in tiers 2 and 3.



Student mini-booklets
(4- and 8-pages)



Tally sheets



Skills stickers



Skills bracelets



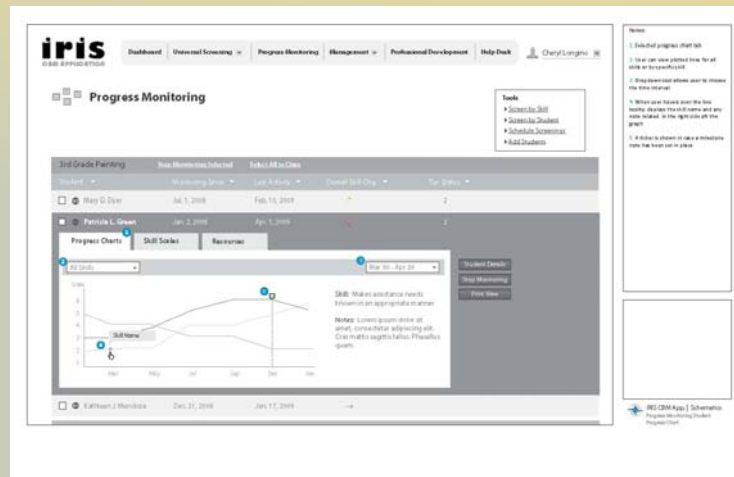
Photo discussion cards



Skills completion certificate

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Analytic data can be shared with students, parents and members of a behavior team.



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Aggregate data on behavior is available at classroom, building, and district levels.

The screenshot displays the 'iris Ed' Student Management interface. It features a table with columns for 'Student Name', 'Classroom', 'Status', and 'Monitoring'. The table lists several students, including Kathleen J. Mendez, Linda J. Wilson, Freddie C. Chase, Thomas L. Lark, and Mary D. Dyer. The 'Monitoring' column includes a 'Yes' or 'No' status and a link to 'View More'.

Student Name	Classroom	Status	Monitoring
Kathleen J. Mendez	2nd Grade Printing	Enrolled	Yes
Linda J. Wilson	2nd Grade Writing	Enrolled	No
Freddie C. Chase	2nd Grade Printing	Enrolled	Yes
Thomas L. Lark	2nd Grade Writing	Inactive since Nov 1, 2008	No
Mary D. Dyer	2nd Grade Printing	Enrolled	No

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Module 3 contains video and print guidelines for putting the program into practice.



The whole program is delivered online using IRIS Media's training interface.

iris ED ONLINE

ABOUT IRIS ED ONLINE | AVAILABLE PROGRAMS | CEU/CREDITS | SIGN UP | CONTACT US | HELP

Demo Our Featured Programs

- MIDDLE SCHOOL** Systematic Supervision Middle School
A Positive Way to Monitor Common Areas
[View Details >](#)
- YOUTH** Skills in Youth Suicide Prevention
Recognizing and Responding to Teen Distress
[View Details >](#)
- CLASSROOMS** Managing Middle School Classrooms - Behavior Expectations
Creating a positive and respectful classroom.
[View Details >](#)
- ELEMENTARY SCHOOL** Systematic Supervision Elementary School
Creating a Safe and Positive

Create Your Membership
Get started on IRIS Ed Online
Join for FREE

Create Account ▶

Member Login
Your E-mail:
Password:
☐ Remember my login
[Forgot Password](#)

Login ▶

Here's what you get on IRIS Ed Online:

- Research-based Professional Development
- Video Vignettes
- Expert Commentary
- Interactive Exercises
- Printable Resources
- Journals
- Knowledge Checks
- Discussion Forums
- Searchable Glossaries
- Continuing Education Credit



We have skills!



How we at IRIS Ed develop a program

Our goal is to translate research-based content into practical and engaging instruction using media and technology.



How we at IRIS Ed develop a program

We work with educators and research-scientists to identify areas of need and solutions.



How we at IRIS Ed develop a program

Projects begin with the development of a matrix of content information and media formats.



Classroom PBS Online	Impact Videos	Skills Components	Print Summaries	PMT
Intro	3-min video on underlying principles			
Classroom PBS Online	Impact Videos	Skill Videos	Print Summaries	PMT
Module 1 Planning	Coaches work with novice teacher on classroom organization	How to organize the classroom physical environment and materials How to set up the behavior tracking system How to develop procedures and routines How to prevent stress	How to organize the classroom physical environment and materials How to set up the behavior tracking system How to develop procedures and routines How to prevent stress	
Classroom PBS Online	Impact Videos	Skill Videos	Print Summaries	PMT
Module 2 Prevention	Coaches work with teacher of 5 years on prevention of general, minor misbehavior	How to create positive teacher/student relationships with every student How to make a clear request How to teach behavior expectations How to create a culturally responsive classroom How to give positive reinforcement How to use systematic supervision techniques	How to create positive teacher/student relationships with every student How to make a clear request How to teach behavior expectations How to create a culturally responsive classroom How to give positive reinforcement How to use systematic supervision techniques	
Classroom PBS Online	Impact Videos	Skill Videos	Print Summaries	PMT
Module 3 Intervention	Coaches work with experienced teacher on dealing with problem behavior	How to respond to inappropriate behavior How to make a correction How to de-escalate a situation How to use the FBA to respond to individual student needs How to create a behavior contract	How to respond to inappropriate behavior How to make a correction How to de-escalate a situation How to use the FBA to respond to individual student needs How to create a behavior contract	

How we at IRIS Ed develop a program

Conduct formative research about the audience

- Focus groups
- Key informant interviews
- Observations
- Consultation with experts

How we at IRIS Ed develop a program

- Write video, interactive, audio scripts



How we at IRIS Ed develop a program

- Write video, interactive, audio scripts
- Design curriculum



How we at IRIS Ed develop a program

- Write video, interactive, audio scripts
- Design curriculum
- Program web-based applications



How we at IRIS Ed develop a program

We produce the program in-house using media and web tools.



How we at IRIS Ed develop a program

We produce the program in-house using media and web tools.

Then, we upload the media assets to our Internet training platform.



How we at IRIS Ed develop a program

We produce the program in-house using media and web tools.

Then, we upload the media assets to our Internet training platform.

We conduct usability tests to ensure it all works.



How we at IRIS Ed develop a program

Every program is field tested and evaluated online.



How we at IRIS Ed develop a program

Every program is field tested and evaluated online.

We analyze the results and report on them.



How we at IRIS Ed develop disseminate a program

- Catalog



How we at IRIS Ed develop disseminate a program

- Catalog
- Conferences



How we at IRIS Ed develop disseminate a program

- Catalog
- Conferences
- Training



How we at IRIS Ed develop disseminate a program

- Catalog
- Conferences
- Training
- Joint partnerships



How we at IRIS Ed develop and disseminate a program

- Catalog
- Conferences
- Training
- Joint partnerships
- Distributors



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