Research Basis of

Review360®

Behaviour Matters

A Web-based Behavioural Support System

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Research Basis of Review360:

A Web-enabled Research-based Behavioural Support System

According to the U.S. Department of Education, more than one-third of all students have psychosocial problems that prevent them from fully benefiting from traditional academic instruction (Epstein, M., Atkins, et al., 2008; Adelman, H. & Taylor, L., 2005; Barriga, A., Doran, J, Newell, S., et al., 2002). Most educational policy and organizational efforts have traditionally focused upon improving and modifying curriculum and instructional methods to improve student academic performance. Despite these efforts, traditional curriculum interventions and strategies fall short. These efforts fail to reach the students with the greatest needs and the most challenging behavioural problems. Put simply, behavioural problems keep teachers from teaching well and keep students from becoming healthy successful members of their community upon graduation.

Problem behaviour comes at a significant cost to students, teachers, and districts. According to one cost-benefit analysis, schools realized a significant decrease in administrative and personnel expenditures by providing students positive behaviour support (Blongien, B., Harbaugh, W., et al.; 2008). The U.S. Department of Education policy underscores the need to address behaviour in order to ensure student safety and progress. Efforts, including the Safe and Drug Free Schools initiative in the Elementary and Secondary Education Act (ESEA, 2001), individualized education programs (IEP) in the Individuals with Disabilities Education Act (IDEA), and the Race to the Top Grant program, reflect increasing attention to school climate and student behaviour. These policy efforts, along with a greater emphasis upon school climate, reflect a new trend in American education.

Despite increased awareness of student problem behaviour, schools continually struggle to systematically implement effective behaviour management, apply research-based intervention strategies, and monitor student progress in a comprehensive method that facilitates the application of data driven decision making.

According to No Child Left Behind (NCLB), schools are encouraged to use programs that are developed through the application of "scientifically based research." Expressly, programs should be founded on research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. As a part of the Department of Education, The Institute of Education Sciences (IES) publishes guides that bring the best practices and evidence from scientifically based research together in order to help schools address systemic challenges that cannot be addressed by a single program or intervention. According to the IES Practice Guide, Reducing Behavior Problems in the Elementary School Classroom, (IES, 2008) there are five recommendations on how to help general education teachers reduce the frequency of behaviour problems often encountered in public schools.

1. Identify the specifics of the problem behaviour and the conditions that prompt and reinforce it. Research suggests that the success of behavioural intervention relies on the identification of problem behaviours and their antecedents and consequences. This allows teachers to focus on the interventions, ensuring that they are effective and efficient.

2. Modify classroom learning environment to decrease problem behaviour. Teachers can

improve student behaviour by matching individual student interventions with classroom environment, expectations, and instructional practices. Interventions designed to focus on the individual student's needs must be applied in congruence to the context of the classroom.

3. Teach and reinforce new skills to increase appropriate behaviour and preserve a positive classroom climate. Research suggests that the most effective way to address problem behaviours is to employ interventions that include appropriate behaviours that students can use to replace poor behaviours.

4. Draw on relationships with professional colleagues and students' families for continued guidance and support. The team approach and collaboration with other educators and parents add to the support that teachers need to successfully help students improve behaviour. Behaviour is pervasive. Implementing a comprehensive behavioural solution requires the sharing of information through an effective method of communication.

5. Assess whether school-wide behaviour problems warrant adopting school-wide strategies or programs; and if so, implement ones shown to reduce negative and foster positive interactions: Classroom teachers benefit from the support of administrators and other school personnel. School-wide behaviour programs support positive behavioural improvement by employing a team approach that is aligned in regards to behavioural objectives and goals.

Review360 is a web-enabled program that assists in implementing effective research-based best practices to improve behavioural and academic outcomes for students. It serves to braid two important legislative requirements - Response to Intervention (RTI) and Positive Behavioural Interventions and Supports (PBIS). Most states have adopted RTI and PBIS as Best Practices for intervening early to support students who struggle behaviourally and/or academically, developing tiered levels of support and intervention to address student needs, and monitoring student progress. Both RTI and PBIS requirements call for developing foundational Best Practices at the school and classroom level that are preventative in nature. Review360 assists in the development of a proactive framework at the school and classroom level, as well as providing intensive interventions and monitoring for students requiring more assistance.

What is Review360?

Review360 is designed to conform to the established procedures and guidelines found in education policy regarding the implementation and utilization of research-based interventions and programs. It accomplishes this by taking a systemic and comprehensive approach to providing positive behavioural support which can be aligned to school districts' established approaches to support student behaviour. Additionally, Review360 surpasses the standard requirements of research-based interventions by establishing a program that is proactive to the developing needs of educators in the area of student behaviour. Review360 establishes itself as a "knowledge product" which is in the forefront of the paradigm shift promoted by education researchers.

Educators are at a quandary of how to address student behaviour, improve school climate, and support teachers in maintaining well-managed classrooms. Colleges of Education have done an incomplete job in preparing teachers resulting in insufficient training, experience, and a drought of knowledge about best practices and techniques which deal effectively with disruptive behaviour. Additionally, traditional approaches are punitive and remove students from the classroom and/or the campus which detracts from the instructional process while promoting ineffective and reactive actions from teachers. Also, even when research-based and effective interventions are implemented, they are done as stop-gap measures that are incongruent with other campus based procedures and initiatives and are not supported systemwide. The main factor impeding the sustainability of SWPBIS programs is implementation consistency (Sugai & Horner, 2006). "Knowledge Products" like Review360 establish and maintain best practices in supporting positive student behaviour by educating teachers and other campus personnel in the fundamentals of school and classroom management while aligning with current practices and supporting system-wide implementation by allowing for cooperation and sharing of innovative methods. Additionally, by providing real-time data to support communication of student behaviour, as well as progress monitoring, Review360 provides the information needed for the data-driven decision making process and the feedback to maintain implementation consistency, establish best practices, and identify program areas or components that need changes and adjustments to improve the efficiency of the program. This constant monitoring and adjusting is a hallmark characteristic of what educational researchers are calling for in "knowledge products" (Morris and Hiebert, 2011).

Review360 is based on systemic implementation of best practices in behaviour support that allows for the real-time collection of data that supports the implementation and application of its embedded research-based strategies and interventions. Review360 supports this process by providing on-line professional development for establishing school-wide behavioural expectations, assisting teachers in the process of developing and maintaining best practices in classroom management, and by providing research-based strategies and interventions for students that need individualized support. The implementation of the individualized interventions is supported by on-line professional development. Additionally, by providing real-time data collection, which allows for constant monitoring of implementation as well as behaviour progress, the system provides

the foundation for the continual generation of research-based support for the product and its components and processes.

References for the Research Basis of Review360 can be found in Section 1 of the Reference List (pp. 7-8).

School-wide Behavioural Support and Intervention

Review360 aligns its efforts with partner school districts and their campus to facilitate the design and implementation of a discipline management system based on positive behavioural expectations and informed data-driven decision making. The first step is accomplished by providing on-line professional development in concert with the establishment of web-enabled discipline monitoring system. The second step is to supply a framework for the implementation of school-wide preventative and proactive activities to promote positive behaviour. The methods recommended are based on research-based practice support by educational research to significantly reduce the occurrence of problem behaviours in school, resulting in a more positive school climate and increased academic performance. These processes and methods include:

- Developing a school-wide behaviour support team

- Creating behavioural expectations that are taught and reinforced with all students

- Developing reinforcements and more positive engagement with students.

- Developing procedures for the common areas and systematic supervision of the school environment

- Using school and student data to provide school-wide and individual student interventions

References used in the development of the School-wide Behavioural Support Component

of Review360 can be found in Section 2 of the Reference List (pp. 9-13)

Classroom Management

After a thorough investigation of the educational research literature on Classroom Management, we have identified six research-based core indices of an effective and well-managed classroom:

1. Teaching behavioural expectations

2. Developing procedures and routines

3. Structuring the learning environment

4. Using reinforcement and acknowledgement

5. Improving student/teacher engagement

6. Developing effective correction procedures and strategies

Through the utilization of web-enabled professional development, these components are provided to teachers for them to complete on-line; and supports are available for teachers to use to institute these best practices with their students within the classroom environment.

Completion of teacher training components are recorded in real-time and reported to administrators to facilitate consistency of implementation.

References used in the development of the Classroom Management Component of Review360 can be found in Section 3 of the Reference List (pp. 14–17)

Strategies and Interventions for Individualized Behavioural Support

Review360 assists in implementing effective research-based strategies to improve behavioural and academic outcomes for students. It serves to braid two important legislative requirements - Response to Intervention (RtI) and Positive Behavioural Interventions and Supports (PBIS). Most states have adopted RtI and PBIS as best practices for intervening early to support students who struggle behaviourally and/or academically, developing tiered levels of support and intervention to address student needs, and monitoring student progress to better assess the success of interventions. Both RtI and PBIS requirements call for developing foundational best practices at the school and classroom level that are preventative in nature. Review360 assists in the development of a preventative proactive framework at the school and classroom level as well as providing intensive interventions and monitoring for students requiring more assistance. Review360 assists teachers in addressing serious behavioural issues exhibited by individual students by facilitating the process of identifying these disruptive behaviours, helping teachers promote positive replacement behaviours, and by supplying function driven research-based interventions and strategies through a deliverable method that provides web-based instructional support and professional development in order to implement and sustain best practices.

The function driven research-based strategies and interventions employed by Review360 as positive behavioural supports were developed from Psychological and Educational research literature as well as from best practices gathered from the pragmatic experiences of professionals. We identified the strategies from these sources based on which practices are most consistently identified with improving student behaviour. These strategies represent four classes of interventions:

- Academic Modifications- These strategies function through the modification of instructional practice in order to better address the behavioural needs of the students.

- Modifications of the Classroom Environment- The way that a classroom is organized has a functional impact on student behaviour and learning. These strategies help teachers provide the individual student with the optimal learning environment and promote positive behaviour.

- Strategies for improving Social Interactions- These research-based interventions are used to improve the social skills of individual students by replacing disruptive social behaviours with positive ones and supporting the development of these new behaviours in the student.

- Contingency-based Behavioural Systems- The strategies used within this function-driven method are based on established best practices for the research-based literature evaluating the impact of positive reinforcement.

Review360 supports the continual evaluation of research-based intervention and strategies in order to maintain their appropriateness and effectiveness; and using this process to establish itself as a "Knowledge Product," the system employs this feedback to upgrade the sustain in alignment to educational best practices with the most effective methods of improving student behaviour. A four-step process is used to ensure that the most effective and relevant research-based interventions and strategies are available for teachers to use with their students:

1. Best practices in the area of behavioural support are collected and developed into straightforward

interventions which teachers can implement with their student;

2. These best practices are organized in alignment with common areas of student behavioural issues (aggression, social/interpersonal, academic difficulties, defiance, hyperactivity/impulsivity, and inattention/disorganization);

3. Review360 allows for the continual evaluation of teachers' perceptions and acceptability of each specific behavioural intervention and strategy used by the system; and

4. Through real-time online progress monitoring, Review360 collects student behavioural performance data which is used to assess the effectiveness of each research-based strategy and intervention.

References used in the development of the Individualized Behavioural Support Component of Review360 can be found in Section 4 of the Reference List (pp. 18-22)

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