The Importance of Teacher's Wellbeing and How it affects Achievement and Behavior

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What we will do and discuss

• Background on teacher burnout or wellbeing (different sides of the same coin?)

• Factors affecting burnout and wellbeing
  • job satisfaction
  • job control
  • self efficacy
  • stress
  • emotional demands
  • self-care skills and practices

• How can we support educators to be more resilient?
Why do we do it this way?

In a 2005 national survey, 44% of teachers who left the profession pointed to student behavior as a reason for leaving, and 39% of highly qualified teachers left for that reason.
“We lose a third of our new teachers within three years. ... [M]ore young teachers leave teaching because of discipline issues than over teacher pay.”

— GOVERNOR HALEY BARBOUR, 2008 STATE OF THE STATE PREPARED REMARKS
Teacher support

• The National Center for Education Statistics in 1998 pointed out a staggering statistic:
  • out of the 467 accredited universities and colleges in the study, only 51% stated that they offered specific courses in discipline, and only 43% of the students at these schools were required to take these courses
Teacher satisfaction continues to decline

- Teacher satisfaction has declined 23 percentage points since 2008, from 62% to 39% very satisfied, including five percentage points since last year, to the lowest level in 25 years.

- Half (51%) of teachers report feeling under great stress several days a week, an increase of 15 percentage points over 36% of teachers reporting that level in 1985.

- Less satisfied teachers are more likely than very satisfied teachers to be in schools where budgets declined in the last 12 months (61% vs. 47%) and to identify maintaining an adequate supply of effective teachers (58% vs. 43%) and creating and maintaining an academically rigorous learning environment (66% vs. 56%) as challenging or very challenging for school leaders.

- Less satisfied teachers are more likely to be located in schools that had declines in professional development (21% vs. 14%) and in time for collaboration with other teachers (29% vs. 16%) in the last 12 months.

- Nearly all teachers (97%) give high ratings to other teachers in their schools.
  - MetLife Survey of the American Teacher
Teacher Wellbeing

• Much of the study of teacher wellbeing has focused on negative aspects of stress, mental health and burnout.

• Well-being expresses a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand.
  • (Aeltermann, Engels, van Petegem, & Verheghe, 2007, p. 286)
Teacher factors to consider

• **DEMANDS**
  - Pupil misbehavior
  - Workload
    - work stress and reduced job satisfaction
  - Emotional demands and emotional labor
    - affect teachers’ sense of personal accomplishment and efficacy
  - Parental behavior
• **Job control**
  - Improved job satisfaction
  - Reduced emotional exhaustion
• **Collegial support**
  - Supportive leadership
  - Supportive colleagues
  - Rewards and respect at work

• **Gender and Age**
  - Lower job satisfaction, higher work stress and lower wellbeing
    - Males (first 10 years)
    - Females (later career)
• **Burnout**
  - Depression
  - Experiential avoidance
• **Self-care skills and practices**

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**Educators Survey**

<table>
<thead>
<tr>
<th>HOW OFTEN:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Never</td>
<td>A few times a year or less</td>
<td>Once a month or less</td>
<td>A few times a month</td>
<td>Once a week</td>
<td>A few times a week</td>
<td>Every day</td>
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<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 6</td>
<td></td>
</tr>
<tr>
<td>1. _______</td>
<td>I feel emotionally drained from my work.</td>
</tr>
<tr>
<td>2. _______</td>
<td>I feel used up at the end of the workday.</td>
</tr>
<tr>
<td>3. _______</td>
<td>I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>4. _______</td>
<td>I can easily understand how my students feel about things.</td>
</tr>
<tr>
<td>5. _______</td>
<td>I feel I treat some students as if they were impersonal objects.</td>
</tr>
<tr>
<td>6. _______</td>
<td>Working with people all day is really a strain for me.</td>
</tr>
<tr>
<td>7. _______</td>
<td>I deal very effectively with the problems of my students.</td>
</tr>
<tr>
<td>8. _______</td>
<td>I feel burned out from my work.</td>
</tr>
<tr>
<td>9. _______</td>
<td>I feel I'm positively influencing other people's lives through my work.</td>
</tr>
<tr>
<td>10. _______</td>
<td>I've become more callous toward people since I took this job.</td>
</tr>
<tr>
<td>11. _______</td>
<td>I worry that this job is hardening me emotionally.</td>
</tr>
<tr>
<td>12. _______</td>
<td>I feel very energetic.</td>
</tr>
<tr>
<td>13. _______</td>
<td>I feel frustrated by my job.</td>
</tr>
<tr>
<td>14. _______</td>
<td>I feel I'm working too hard on my job.</td>
</tr>
<tr>
<td>15. _______</td>
<td>I don't really care what happens to some students.</td>
</tr>
<tr>
<td>16. _______</td>
<td>Working with people directly puts too much stress on me.</td>
</tr>
<tr>
<td>17. _______</td>
<td>I can easily create a relaxed atmosphere with my students.</td>
</tr>
<tr>
<td>18. _______</td>
<td>I feel exhilarated after working closely with my students.</td>
</tr>
<tr>
<td>19. _______</td>
<td>I have accomplished many worthwhile things in this job.</td>
</tr>
<tr>
<td>20. _______</td>
<td>I feel like I'm at the end of my rope.</td>
</tr>
<tr>
<td>21. _______</td>
<td>In my work, I deal with emotional problems very calmly.</td>
</tr>
<tr>
<td>22. _______</td>
<td>I feel students blame me for some of their problems.</td>
</tr>
</tbody>
</table>

http://www.mindgarden.com/117-maslach-burnout-inventory
Depression

• How prevalent
  • 17% lifetime and 7% for a one year period
  • Women are more likely to be depressed
  • In one study 27% of teachers were depressed

• Escalating cycle
  • Depressed people are more likely to focus on negative behavior and less likely to praise positive behavior
Depression

• Depression
  • Negatively associated with self-efficacy
  • Positively associated with turnover and burnout
  • Negatively associated with adoption of new practices and implementation quality

• What are influences?
  • Low administrator leadership
  • Low autonomy and participation in decision-making
  • Greater levels of student conflict/misbehavior
The Trap of the Dedicated Teacher

- Compared with the general population, teachers are at higher risk for
  - Psychological distress
  - Low job satisfaction (Schonfeld, 1990)
  - Burnout and depression

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The Trap of the Dedicated Teacher

• Teachers in schools with high levels of misbehavior and other stressful conditions
  • Become less interested in teaching
  • Have higher levels of stress and burnout
  • Are more likely to leave the field

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The Trap of the Dedicated Teacher

• Stress among special education teachers is related to their intention to leave the field

• Support from principals, other teachers, and the central office reduce stress and increase satisfaction

The Trap of the Dedicated Teacher

- Self-image as Caring and Competent (Evaluation)
- Difficulties with students, demands on time
- Negative thoughts and feelings
- Efforts to control negative thoughts and feelings
  - Many reasonable things, like exercise, listening to music, recreation
- But also:
  - Drinking
  - Medication
  - Complaining about others and the system
- WORK HARDER!
“How’s that Working for You?”
Experiential avoidance: A key enabler of burnout

• Experiential avoidance (EA) is the tendency to try to control the form or frequency of unpleasant thoughts and feelings even when doing so causes difficulties in life (Eifert & Forsyth, 2005; Hayes, Strosahl, & Wilson, 1999).

• Rather than working to control unpleasant thoughts and feelings, EA seems to exacerbate these experiences (Hayes et al., 1999).

• Thus, a diverse array of general stressors increases EA, which, in turn, locks people into struggle with whatever specific form of distress their particular situation and their unique history lead to.
The importance of teacher's wellbeing
Does Teacher Burnout Affect Students?

• **Stress Contagion**
  
  Elementary school children's morning cortisol levels varied among classrooms.

  Classroom teacher burnout predicted higher morning cortisol in children.

  Burnout explained more than half of the classroom variability in morning cortisol.

  Teachers' occupational stress is linked to students' physiological stress regulation

Teacher Experiences

Biases Threat Anxiety

Vulnerable Situations
- Lack of Procedural Clarity
- Fatigue
- Poor relationships

School Discipline Practices (Levers)

Traditional
Retributive (Rule and Transgression Focus)

SWPBIS + RP + CBT
Restorative (Relationship Focus)

Student Behaviors

(In)Equity in Behavioral Outcomes
- Discipline Incidents
- Office Referrals
- Suspensions
- Juvenile Justice Contacts
- Healthy Behaviors
- Student Engagement
- Academic Success
- College Applications

Student Experiences/School Climate

Student-Peer, -Teacher, & -School Relationships

Social Capital

Procedural Justice

Institutional Betrayal

Biosocial Stress

Perceived & Physiological

Cycle of Disproportionate Discipline

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OK, so what can we do?
Three main topics

• The Science of Equality
  • Implicit Bias
  • Racial Anxiety
  • Stereotype threat

• Acceptance and Commitment Training
  • Cognitive behavior therapy
  • Mindfulness
  • Acceptance
  • Pursuing valued activities and outcomes

• Gilbert’s model of performance engineering
Definitions

• *Implicit*: A thought or feeling about which we are unaware or mistaken.

• *Bias*: When we have a preference or an aversion toward a person or a category of person as opposed to being neutral, we have a bias.

• *Stereotype*: A specific trait or attribute that is associated with a category of person.

• *Attitude*: An evaluative feeling toward a category of people or objects – either positive or negative – indicating what we like or dislike.
A Multidimensional View of Biased Responding

(Godsil, Tropp, Goff, & Powell, 2014; McIntosh, Girvan, Horner, & Smolkowski, 2014)

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Types of Bias

• Overt Bias
  • Conscious belief in superiority of a group

• Explicit Bias
  • Conscious belief that some groups aspire to desirable traits more than others

• Implicit Bias
  • Unconscious associations regarding some groups
Implicit Bias is...

• ...The tendency to *automatically* associate people (e.g., Construction Workers, African Americans, or Women) with certain characteristics (e.g., masculinity, athleticism and criminality, nurturing) or evaluations (i.e., positive or negative) based upon the stereotypical characteristics of the groups into which they are placed.

• **Implicit Bias**, Implicit bias is a result of the automatic, unconscious association of attributes with different groups.

• ...Mostly unrelated to people’s consciously endorsed beliefs about stereotypes and evaluative attitudes.
Implicit Bias is...

- ...fairly pervasive. (Nosek et al., 2007)

<table>
<thead>
<tr>
<th>IAT</th>
<th>N</th>
<th>% Bias (Reverse)</th>
</tr>
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<tbody>
<tr>
<td>Old/Negative – Young/Positive</td>
<td>351,204</td>
<td>80%</td>
</tr>
<tr>
<td>Black/Negative – White/Positive</td>
<td>732,811</td>
<td>68%</td>
</tr>
<tr>
<td>Male/Career – Female/Family</td>
<td>83,084</td>
<td>76%</td>
</tr>
<tr>
<td>Male/Science – Female/Humanities</td>
<td>299,298</td>
<td>72%</td>
</tr>
</tbody>
</table>
Predictive Validity (Field)

• Measures of implicit bias have been found to predict extent to which:
  • **Interviewers** discriminated against:
    • Arab-Muslim job applicants (Rooth, 2010)
    • Obese job applicants (Agerström & Rooth, 2011)
  • **American Citizens** voted against Barack Obama, controlling for demographics, political party identification, and ideology (Payne et al., 2010)
  • **Arbitrators** decided labor grievances in favor of women compared to men (Girvan, Deason, & Borgida, 2015)
  • **Pediatricians** recommended less pain medication for African American children than White children with identical symptoms (Sabin & Greenwald, 2012)
  • **Police Officers** used force when arresting African American compared to White children (Goff et al, 2014)
  • **Teachers’** expected their minority students to perform more poorly than non-minority students and the actual gap in performance of those students on standardized tests (van den Bergh et al, 2010)
Implicit Bias...

• ...Most influential in:
  
  • **Ambiguous judgments** (e.g., deciding between two job applicants who have roughly equivalent qualifications)
  
  • **Snap decisions** or those for which there is little time or motivation to gather and consider better information (e.g., which stranger should I sit next to on the bus?)
  
  • **Unconscious behaviors** in socially-sensitive situations (e.g., body language in inter-racial interviews)
Think, pair, share

• For each of the following, share with your partner
  • In your words, the definition (what it means)
  • An example (if you are willing) of how this might play out in our daily lives at work

• Implicit
• Bias
• Stereotype
• Attitude
Can’t just address “implicit bias”

Stereotype threat

• **Stereotype threat**, which causes our cognitive capacities to diminish when we worry that we might confirm a negative stereotype about our identity group, and **racial anxiety**, where our discomfort around inter-racial interaction causes the very negative experiences we’re worried about, are key to addressing a host of racialized harms.

• Stereotype threat can affect anyone, depending on the prevailing stereotypes in a given context.

• Stereotype threat has been most discussed in the context of academic achievement among students of color, and among girls in STEM (science, technology, engineering and math) fields.

• Whites can suffer stereotype threat when concerned that they may be perceived as racist.
Stereotype threat

• Research finds that concern about negative stereotypes can trigger physiological changes in the body and the brain, such as:
  • An increased cardiovascular profile of threat and activation of brain regions used in emotion regulation
  • Cognitive reactions (especially a vigilant self-monitoring of performance)
  • Affective responses (especially the suppression of self-doubts)
• Stereotype threat diverts cognitive resources that could otherwise be used to maximize task performance.
Racial Anxiety

• Racial anxiety is discomfort about the experience and potential consequences of interracial interaction.
  • People of color can be anxious that they will be the target of discrimination and hostile or distant treatment.
  • Whites can be anxious that they will be assumed to be racist and, therefore, will be met with distrust or hostility.
Interventions

• Interventions to deal with implicit bias – which often involve enhancing awareness of racial bias – must also address people’s concerns about navigating discussions about race and their anxieties about appearing racist. Otherwise, one racial dynamic may be lessened but another triggered.

• Research suggests that some forms of anti-bias education may have detrimental effects if they increase bias awareness without also providing skills for managing anxiety.
Interventions to impact Implicit Bias

- **Stereotype replacement**: Recognizing that a response is based on stereotypes, labeling the response as stereotypic, and reflecting on why the response occurred creates a process to consider how the biased response could be avoided in the future and replaces it with an unbiased response.

- **Counter-stereotypic imaging**: Imagining counter-stereotypic others in detail makes positive exemplars salient and accessible when challenging a stereotype’s validity.

- **Individuation**: Obtaining specific information about group members prevents stereotypic inferences.

- **Perspective taking**: Imagining oneself to be a member of a stereotyped group increases psychological closeness to the stereotyped group, which ameliorates automatic group-based evaluations.

- **Increasing opportunities for contact**: Increased contact between groups can reduce implicit bias through a wide variety of mechanisms, including altering their images of the group or by directly improving evaluations of the group.
Preventing Implicit Bias from Affecting Behavior

- **Doubt objectivity:** Presuming oneself to be objective actually tends to increase the role of implicit bias; teaching people about non-conscious thought processes will lead people to be skeptical of their own objectivity and better able to guard against biased evaluations.

- **Increase motivation to be fair:** Internal motivations to be fair, rather than fear of external judgments, tends to decrease biased actions.

- **Improve conditions of decision-making:** Implicit biases are a function of automaticity (what Daniel Kahneman refers to as “thinking fast”). “Thinking slow” by engaging in mindful, deliberate processing prevents our implicit biases from kicking in and determining our behaviors. SLOW THINGS DOWN!

- **Count:** Implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes.
  
  - Once one is aware that decisions or behavior are having disparate outcomes, it is then possible to consider whether the outcomes are linked to bias.

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Interventions to Reduce Racial Anxiety

• The mechanisms to reduce racial anxiety are related to the reduction of implicit bias – but are not identical.

• combining interventions that target both implicit bias and racial anxiety will be vastly more successful than either in isolation.
  
  • *Direct intergroup contact*: Direct interaction between members of different racial and ethnic groups can alleviate intergroup anxiety, reduce bias, and promote more positive intergroup attitudes and expectations for future contact.
  
  • *Indirect forms of intergroup contact*: When people observe positive interactions between members of their own group and another group (vicarious contact) or become aware that members of their group have friends in another group (extended contact), they report lower bias and anxiety, and more positive intergroup attitudes.
Stereotype Threat Interventions

• **Social belonging intervention:** Providing students with survey results showing that upper-year students of all races felt out of place when they began but that the feeling abated over time has the effect of protecting students of color from assuming that they do not belong on campus due to their race and helping them develop resilience in the face of adversity.

• **Wise criticism:** Giving feedback that communicates both high expectations and a confidence that an individual can meet those expectations minimizes uncertainty about whether criticism is a result of racial bias or favor (attributional ambiguity). If the feedback is merely critical, it may be the product of bias; if feedback is merely positive, it may be the product of racial condescension.

• **Behavioral scripts:** Setting set forth clear norms of behavior and terms of discussion can reduce racial anxiety and prevent stereotype threat from being triggered.

• **Growth mindset:** Teaching people that abilities, including the ability to be racially sensitive, are learnable/incremental, rather than fixed has been useful in the stereotype threat context because it can prevent any particular performance from serving as “stereotype confirming evidence.”

• **Value-affirmation:** Encouraging students to recall their values and reasons for engaging in a task helps students maintain or increase their resilience in the face of threat.

• **Remove triggers of stereotype threat on standardized tests:** Removing questions about race or gender before a test, and moving them to after a test, has been shown to decrease threat and increase test scores for members of stereotyped groups
Discussion: Relationships

• Let’s reflect on this for a minute with a Think, Pair, Share.
  • **T**: Sit for a minute quietly, and think about how relationships (teacher-student, student-student) affect our decision making. How would you describe your relationships with students? What do you do to promote positive relationships in your classroom and school?
  • **P**: Pair with a neighbor and discuss what you came up with.
  • **S**: Share with the larger group.
Acceptance and Commitment Training

• We need to help teachers find constructive approaches to frustration
  • Accepting unpleasant thoughts and feelings and in defining, committing to, and taking valued action (ACT)
  • https://contextualscience.org/act
The nature of human language

- The trap and feelings
- Experiential avoidance
- Acceptance of thoughts and feelings
- Committed action towards values
Acceptance vs. Experiential Avoidance

• Don’t Worry!
• Don’t think about chocolate cake.....
Acceptance: How “control” can get in the way

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Can some simple “moves” make a difference?

• Acceptance and commitment training
  • Cognitive skill-based
  • Addresses the problems of human language and emotional avoidance
  • Over 400 published studies demonstrate it’s effectiveness
    • Accept
    • Commit
    • Take Valued Action

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Worksite Stress
Bond & Bunce, 2000

- Study done at BBC in England
- Three treatment conditions (30 per condition)
  - Acceptance and Commitment Training
  - Behavioral Innovation Promotion
General Health and Stress

Behavioral Innovation

Control

ACT

Pre  Mid  Post  F-Up

The importance of teacher’s wellbeing

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Occupational Stress Study

Propensity to Innovate

Pre  Mid  Post  F-Up

Behavioral Innovation

ACT

Control

The importance of teacher’s wellbeing
ACT

• Acceptance
  • Name one really frustrating situation that you or a colleague faces at school
  • Name one emotion associated with that situation

• Commitment
  • Describe one action or emotion that would make it worse (e.g., getting mad, blaming others, working harder, drinking)
  • Describe a valued action that would make the situation better, or at least move in that direction

• Take valued action
  • Describe how you would carry out your committed action
  • Describe how you would work to defuse anger or frustration maintain a commitment to valued action (care for the caregiver)
Tug-of-war With a Monster

• The situation you are in is like being in a tug-of-war with a monster. It is big, ugly, and very strong. In between you and the monster is a pit, and so far as you can tell it is bottomless. If you lose this tug-of-war, you will fall into this pit and will be destroyed. So you pull and pull, but the harder you pull, the harder the monster pulls, and you edge closer and closer to the pit.
Consider What You Value

HAPPY RETIREMENT

No Homework Today

HAPPY RETIREMENT

JODY, KAREN, LIZ, A+

SANDY, SHARON, DEAN & WALLY!

OACS Rules!

No more pencils

No more books

No more students

Dirty looks!
Taking a Kindly Look at How Our Minds Work

• What comes up in difficult situations with a student
• Think back to a recent difficult situation with a student
  • Remember it as vividly as you can
  • What thoughts came to mind at the time?
  • What feelings?
  • What thoughts come up now?
• Did anyone NOT have any negative thoughts or feelings?
• What are your values?
• What action did you or could you have taken?
Rewarding a Difficult Student

• Imagine a situation where a difficult student does something that you DON’T want him or her to do.
• What comes up for you?
  • Did anyone NOT have any negative thoughts or feelings?
• What are your values?
• What action did you or could you have taken?
A Difficult Situation with a Parent

• What comes up in difficult situations with a student
• Did anyone NOT have any negative thoughts or feelings?
• What are your values?
• What action did you or could you have taken?

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A Difficult Situation with Someone Else

• Such as: staff member, administration, district personnel, support staff, police, family service person, neighborhood, (spouse for that matter).

• What came up?
  • Thoughts?
  • Feelings?
  • Values?
  • Action?
"Garage Sale Principle"
Problem Solving in Context

“Everything looks different when we can see it”

★ Guidelines for focused attention
★ Collect everything you can
★ Lay it out where you can look at it
★ Establish the context
★ Practice visual triage
★ Cut out the unnecessary

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Roam (2008)

"Everything looks different when we can see it"
The importance of teacher's wellbeing
Looking & Seeing: Acceptance-Focused

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The importance of teacher's wellbeing
Noticing with Intention

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The importance of teacher's wellbeing
The importance of teacher’s wellbeing
Action Step 1: Use specific techniques to maintain or heighten your awareness of the actions of students in your classroom.

- React immediately—frequently scan the classroom
- Work the crowd—move around
- Periodically scan and make eye contact with each student
- Pay particular attention to potential problems
- Make eye contact with students who are involved in potential problems or who are currently exhibiting problem behaviors
- If eyes don’t work, move toward student
- If this does not work, say something privately
- Forecast problems—identify potential difficulties and make plans to prevent or think about how you will intervene. Prevention is always better, do not “lay in wait”

- **Observe a master teacher**
Action Step 2: Use specific techniques to maintain a healthy objectivity with students

- Squelch anger and frustration when delivering negative consequences. Do not be sorry for enforcing rules by implementing consequences. One can express empathy for the student’s choice, but do not express that you are sorry for what you must do in response.
- Monitor your own thoughts. Do not hold grudges. Start fresh.
  - Mentally review and anticipate problems with particular students.
  - Try to replace negative expectations with positive ones. (Everyone will do something right.)
- When interacting with those students, think about your positive expectations.
- Take care of yourself—deep breathing, guided imagery, sense of humor, seek opportunities to laugh, be your own best friend.

Threats to Success

• New initiatives may fail because teachers
  • fear the extra work involved in implementing them
  • fear that their efforts will be sabotaged or priorities will changed on a whim
  • feel pressured by other demands (test scores, legal threats)
  • do not feel supported by colleagues or administrators
Organizational Features of Schools to Consider

• Participation, job control, and collegiality
  • Shared values regarding school mission and purpose (admin, staff, families, students)
  • Clear expectations for learning and behavior
  • Multiple activities designed to promote pro-social behavior and connection to school traditions
  • A caring social climate involving collegial relationships among adults and students
  • Students have valued roles and responsibilities in the school
Organizational Support

- high-quality *leadership and support* provided by a principal or other administrator
- an *internal “champion”* for a program (aka coach)
- *access to formal training* and technical assistance
  - Just in time and continuous
  - No train and hope or “drive by workshops”
- adequate *financial resources* for adoption, implementation, and maintenance of the program.
### Behavior Engineering Model

<table>
<thead>
<tr>
<th>Setting Variables</th>
<th>Valued Outcomes</th>
<th>Tools</th>
<th>Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Variables</td>
<td>Skills</td>
<td>Ability</td>
<td>Motivation</td>
</tr>
</tbody>
</table>

How to help your staff be incompetent: Information and Instrumentation

• Don’t let people know how they are performing
• Give people misleading information about how well they are performing
• Hide from people what is expected of them
• Give people little or no guidance about how to perform well
• Design the tools of work without ever consulting the people who use them
How to help your staff be incompetent: Knowledge and Capacity

• Leave training to chance
• See that good performance gets punished in some way
• Don’t make use of non-monetary incentives or motivation
• Avoid arranging working conditions that employees would find more pleasant
• Give pep talks rather than information or incentives to do better
How to help your staff be more competent!

• Give relevant and frequent feedback about performance
• Clearly describe what is expected
  • Rules, recognition, classroom management
• Give adequate tools, time and materials
• Make non-monetary incentives available
• Provide scientifically designed training that matches requirements of exemplary performance
• Achieve “goodness of fit”
# PBS Application of the Gilbert Matrix

## Antecedents

<table>
<thead>
<tr>
<th>1. Information:</th>
<th>2. Tools:</th>
<th>3. Incentives:</th>
</tr>
</thead>
</table>

### Environment Variables and Supports

- Access to performance-based data
  - Office discipline referrals, suspensions and expulsions
  - Fidelity of implementation scores
    - Self-rating
    - Expert rating
- Descriptions of what is expected of performance
  - Public posting of expectations (for students and adults)
  - Marketing materials
- Clear and relevant guides to adequate performance
  - Standardized curriculum materials and protocols

### 4-Knowledge:

- Scientifically designed training and consultation
  - Coaching
  - Dosage
  - Adherence
- Placement/Decision to adopt
  - Agreement to achieve short and long term outcomes for students
  - Agreement to face the pain/effort associated with change and carry through

### 5-Capacity:

- Skills or Behavioral Repertoire of personnel
  - Behavioral management skills
  - Classroom management skills
  - Relationship skills
  - Problem solving skills
  - Teaching effectiveness
  - Scheduled time for implementation activities

### 6-Motives:

- Motivation and commitment to support students
  - Prior experience
  - Mental health status
  - Career trajectory
  - Collegiality

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