Supporting Classroom SW-PBS Practices and Systems

Danielle Starkey
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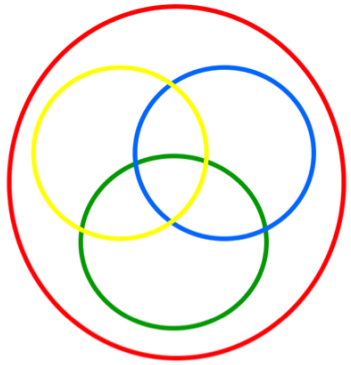

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Session Outcomes

- Understand a schoolwide framework for supporting teachers' use of effective classroom-management practices.
- Use examples provided in the session and guiding questions to create an action plan for implementing a schoolwide system to support teachers' classroom management.

“The goal of effective classroom management is not creating “perfect” children, but providing the *perfect environment* for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

Social Competence &
Academic Achievement

Supporting
Staff
Behavior

Supporting
Data
Decision
Making

Supporting Student Behavior

We Have a PROBLEM!

- 12% of public school teachers leave within their first 2 years of teaching

- 50% leave within the first 5 years

(Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; DeAngelis, & Presley, 2011; Feng, 2006; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001; Ingersol, Merril, May, 2012; Johnson & Birkeland, 2003; Ingersoll & Smith, 2003; Kaiser & National Center for Educational Statistics, 2011; Kukla-Acevedo, 2009; Luekens, Lyter, Fox, & Changler, 2004; Smith & Ingersoll, 2004; Torres, 2012; Zabel & Zabel, 2002)

WHY Do Teachers LEAVE?

- Most consistently listed factors:
  - Lack of training
  - School environment
  - Poor student behavior and motivation

- Teachers consistently report:
  - Inadequate pre-service training on classroom management
  - Lack of support and training for handling student behaviors

What We Know WORKS!

1. Classroom Expectations & Rules
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Academic Learning Time

Instructional Time: the amount of *allocated time* that results in teaching.

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior

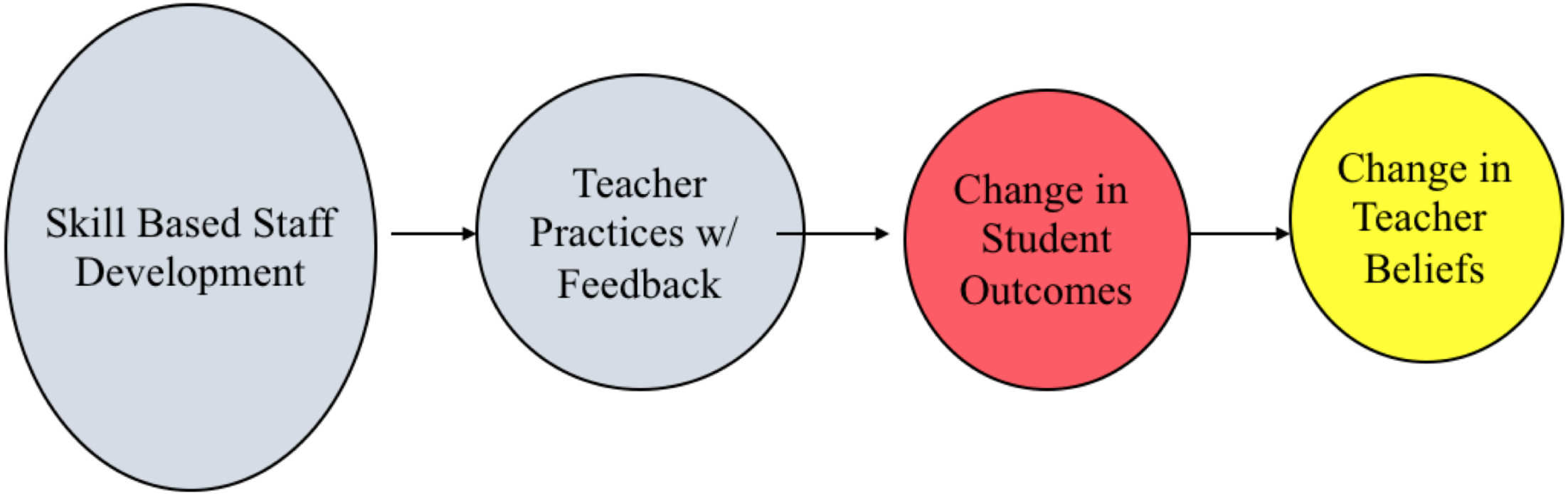
Engaged Time: the amount of *instructional time* students are actively engaged in learning.

- Active Supervision
- Opportunities to Respond
- Activity Sequencing & Choice
- Task Difficulty

"If your school does a great job of PBIS in the commons areas, but you don't work together to implement classroom systems...
then your students are not going to a PBIS School."

-Kent McIntosh

Staff Implementation & Buy-In



Guskey, 1986

Effective Systems for Supporting Staff

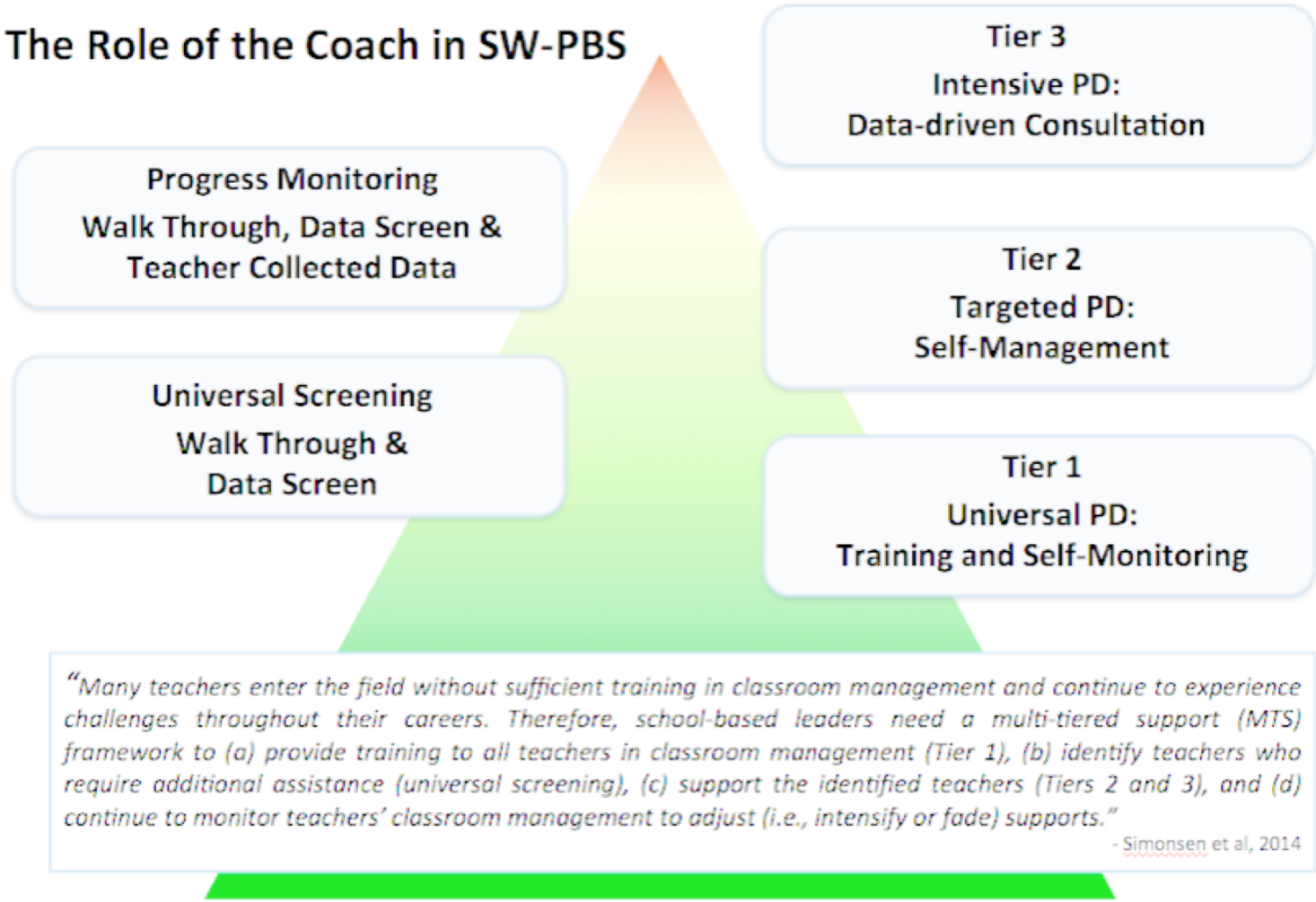
- Teach
  - Brief in-service, single topic focus

- Practice (performance feedback)
  - Peer Coaching/Observation
  - Principal “Walk-Throughs”
  - Self-Assessment

Model for Teaching Staff

- Tell
- Show
- Practice, Practice, Practice
- Feedback

The Role of the Coach in SW-PBS



"Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers' classroom management to adjust (i.e., intensify or fade) supports."

- Simonsen et al, 2014

Adapted from: Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugai, G. (2014). Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal Of Positive Behavior Interventions*, *16*(3), 179-190.

Elementary School Example – Encouraging Expected Behavior

(Coaching in the Classroom & Observation)

The Beginning - Background Information

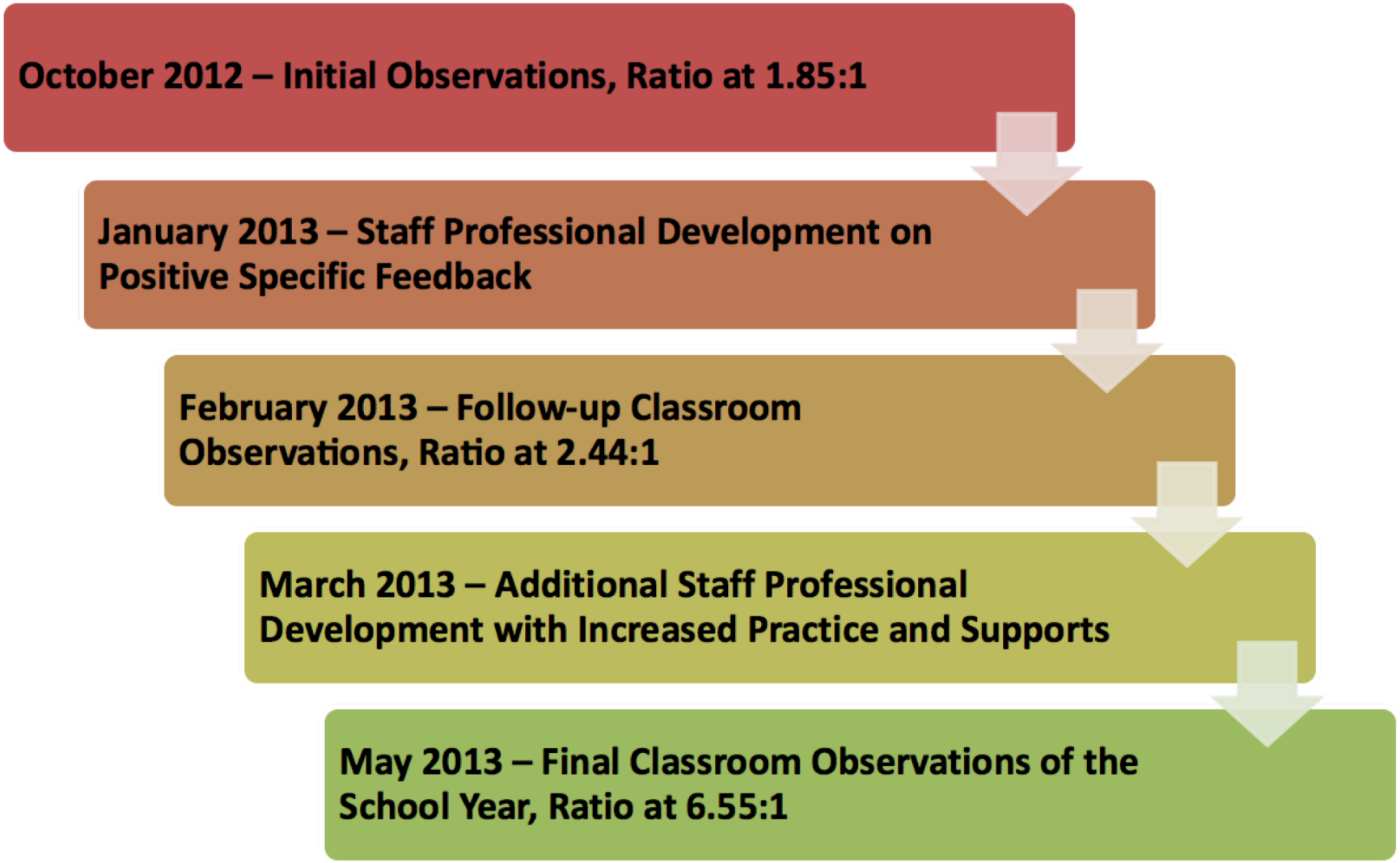
- School used a universal screening instrument in October of 2012.
- Results indicated that 32.3% of students were in the at-risk or high-risk range.
- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - **Encouraging Expected Behavior**
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond
- Based on data, team identified 1 practice to impro

Initial ratio of positive specific feedback to correctives: ***1.85:1***

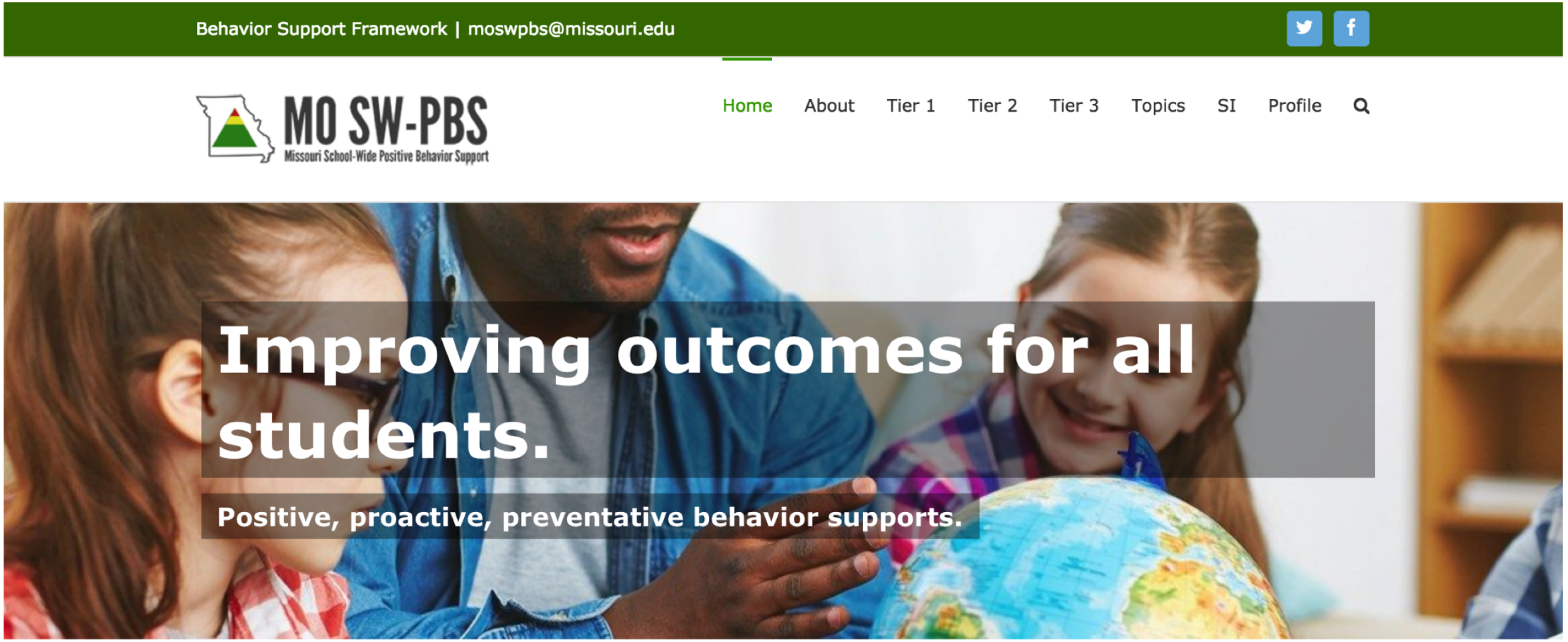
Professional Development Process & Data



End of Year Outcomes

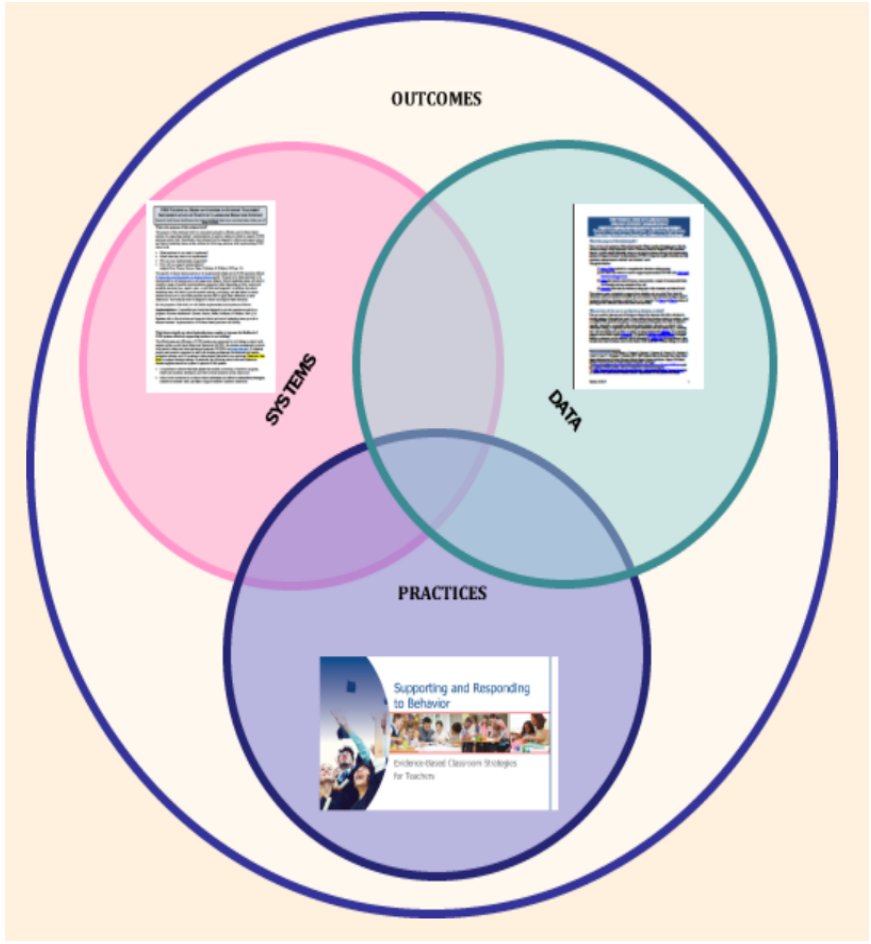
- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.

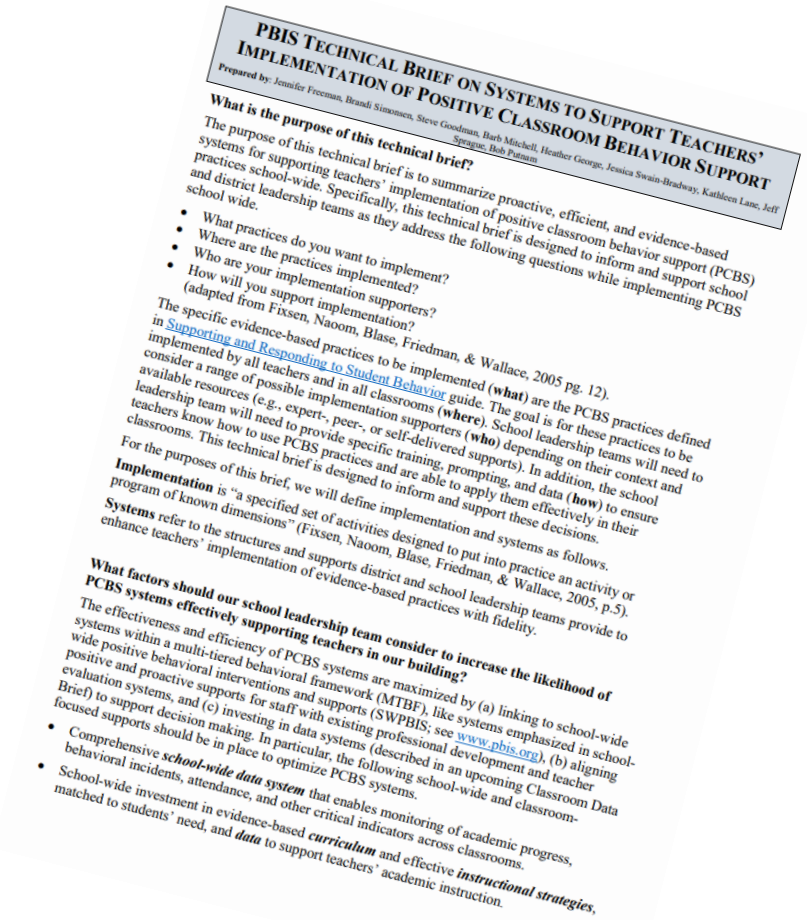
MO SW-PBS Resources on Practices pbismissouri.org



PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

Prepared by: Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam





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What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?

(adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (**what**) are the PCBS practices defined in Supporting and Responding to Student Behavior guide. The goal is for these practices to be implemented by all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible implementation supporters (**who**) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBIS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.

- Comprehensive ***school-wide data system*** that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based ***curriculum*** and effective ***instructional strategies***, matched to students' need, and ***data*** to support teachers' academic instruction.

Guiding Questions

Guiding Questions for Systems to Support PCBS Implementation

1. Are foundational school-wide systems in place for all staff to enable successful implementation of PCBS?

PCBS implementation is a clear school and district **priority** + School and district **resources** are available to support PCBS implementation + School and district teams have considered **alignment and integration** of PCBS with other district priorities and initiatives

*If **yes**, proceed to question 2. If **no**, review content in Table 1 related arranging the school environment for success.*

2. Do all staff know what they are implementing and if they are doing it accurately?

Clear **expectations** and explicit **training** about practices that should be implemented by all staff. + **Coaching** and/or regularly available **performance feedback** on the use of PCBS practices?

*If **yes**, proceed to question 3. If **no**, review content in Table 2 related to effective professional development, coaching, and performance feedback before proceeding to question 3. If **unsure**, collect data on implementation (see Table 3 for examples of data collection tools and uses).*

3. Do data indicate that staff members are implementing PCBS effectively?

See upcoming Classroom Data Brief for more information on using data to guide decision making.

Yes → Well done! Continue to **monitor** implementation across time and ensure the school environment supports sustained implementation.

No → Determine the **number** of classrooms needing support (many or a few.)

Many → Revisit and adjust universal support.

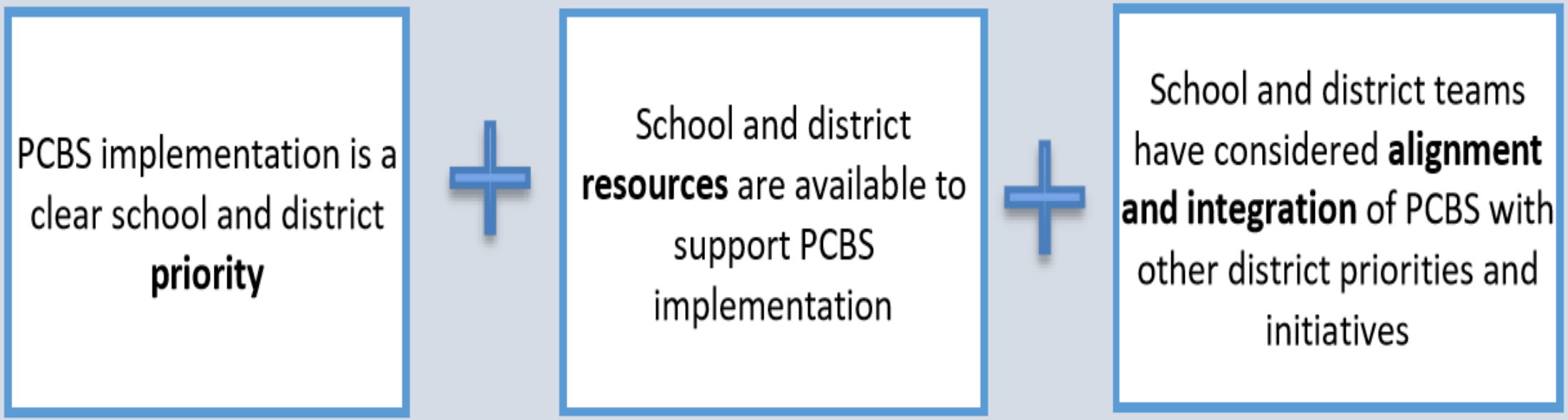
Few → Determine **type** and **severity** of implementation challenges (minor or major).

Minor → Provide supplemental support to small groups of staff needing support.

Major → Consider individualized supports and other strategies for staff members needing intensified support.

Guiding Questions for Systems to Support PCBS Implementation

1. Are foundational school-wide systems in place for all staff to enable successful implementation of PCBS?



*If **yes**, proceed to question 2. If **no**, review content in Table 1 related arranging the school environment for success.*

Tables with Details

TABLE 1.

FOUNDATIONAL SCHOOL-WIDE SYSTEMS

System Feature Description *What are the critical features?*	Examples of PCBS Features *How can I implement this feature in my school?*	Non-examples of PCBS Features *What should I avoid when I'm implementing this feature?*	Empirical Support and Resources *What evidence supports this feature and where can I find additional resources?*
• PCBS implementation is a clear school and district **priority**	• District and school administrators have communicated a clear priority for PCBS implementation.	• No practices are prioritized for implementation, identified strategies lack evidence of effectiveness, and/or priority practices are not effectively disseminated among all staff.	**PCBS is an important priority:** • Students benefit when teachers implement evidence-based classroom management practices.[1] • Ineffective instruction and classroom management contributes to low student achievement and increased referrals to special education.[2] • Limited skills in classroom management are primary predictors of teacher stress, burnout, and attrition.[3] **Alignment and Integration Resources:** • PBIS Implementation Blueprint • Technical Guide for Alignment • Integrated Systems Framework Monograph • District Capacity Assessment
• School and district **resources** are available to support PCBS implementation	• Staff have time dedicated to support PCBS implementation. • A portion of full faculty meetings, grade level team meetings, professional learning community, and/or department meeting time is designated for discussion of and problem solving around PCBS. • Instructional coaches and/or building leaders are aware of and promote use of PCBS along with academic instructional practices. • Implementation fidelity and outcome data (e.g., increased instructional time, fewer disruptions, improved achievement data) are regularly shared with staff and time is dedicated for problem solving around available information. • Improved implementation is regularly recognized by building leaders (e.g., administration and/or	• Time is not designated or protected for data-based conversations about PCBS. • Instructional coaches are only available for and/or provide feedback about academic instructional strategies. • Data about implementation of PCBS is unavailable, not regularly shared with staff or is not used in a problem-solving fashion. • Staff recognition is not available to support effective implementation of PCBS.	

1 Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008
2 Donovan & Cross, 2002; Harrell, Leavell, van Tassel, & McKee, 2004; Oliver & Reschly, 2007
3 Berliner, 1986; Brouwers & Tomic, 2000; Espin & Yell, 1994; Harrell et al., 2004; Ingersoll & Smith, 2003; Zabel & Zabel, 2002

Tables with Details

	leadership team) with individual teachers and/or with full staff. • Budget allocations have been identified to support PCBS implementation at school and/or district levels.	
• School and district teams have considered **alignment and integration** of PCBS with other district priorities, needs, and initiatives	• Implementation of PCBS is connected to a clear need in the building. • Implementation of PCBS is connected to academic instructional practices. • PCBS strategies are adapted to ensure classroom contextual fit (e.g., values, philosophy, pedagogy of local educators, developmental age and learning history of students).	• Data demonstrating need for PCBS is not regularly shared with staff. • Academic instructional strategies are taught in isolation rather than promoted as intertwined with behavior support practices. • Providing training on technical components of practices without connecting to "why" this is important to values of the school.

School-Level Scenarios

Scenario: Establishing Systems to support Classroom Implementation at the School Level

Northeast Middle School is working to implement a multi-tiered behavior framework (MTBF) in their school and is a part of a larger district implementation effort. As the school-wide leadership team reviewed their student and teacher school-wide data, they noted that implementation of classroom practices was an area of need. Walk through observation data in addition to teacher reports indicated that implementation of PCBS strategies in each classroom was inconsistent. In some classrooms strategies were implemented consistently and effectively, whereas in others teachers were struggling to effectively implement PCBS.

Priority, Resources, and Alignment

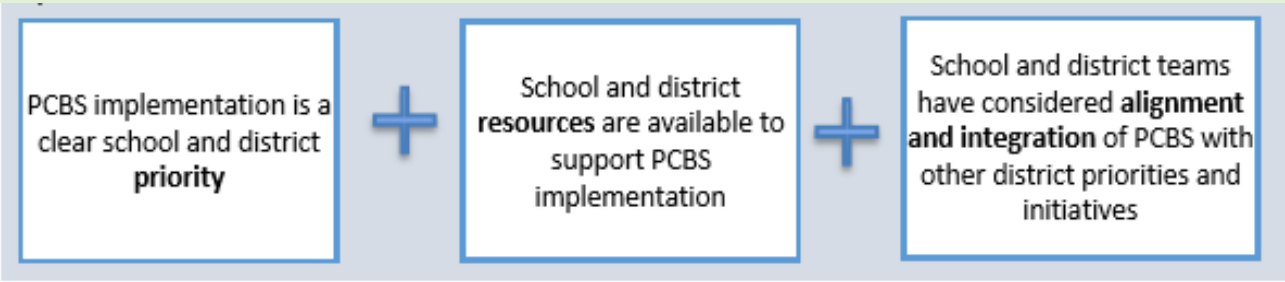
As a part of their school-wide MTBF effort, teachers are currently expected to teach the school-wide expectations in the context of their classroom routines, and supporting teachers use of PCBS strategies is a clear priority for both the building and district administration. Administrators have clearly stated the expectation that all teachers implement PCBS practices in their classrooms and have dedicated resources (professional development time and coaching) to support this effort. Teachers at Northeast Middle School currently work in grade-level teams to plan instruction and address student needs. There is an existing staff recognition system through which teachers are acknowledged for implementing school-wide MTBF practices. Seeing that these foundations were in place, the Northeast Middle leadership team knew they were ready to begin improving the implementation PCBS strategies in all classrooms.

The leadership team began by looking at the current school-wide initiatives that teachers had been asked to implement this year. They made a list of each new initiative, the expected outcomes, the data that would be used to guide implementation, and the current training and coaching capacity using the table below. The leadership team determined that they did have a clear school and district priority to implement, the time, training and coaching resources they would need, and that this initiative did not overlap with others currently in place in the building. (for more information on integrating and aligning inactivates see the upcoming Technical Guide for Alignment on pbis.org).

Initiative	Expected Outcome	Outcome/ Implementation Data	Training Capacity	Coaching Supports
New math curriculum	Improved student math performance	Student unit tests Teacher self-reports	2-day training fall, winter and spring (6 days total) outside expert	Yes
PCBS implementation	Improved student classroom behavior and climate	Classroom behavior referrals Classroom walkthroughs	2 PD days or faculty meeting time for brief (15-min) skill-focused trainings at each faculty meeting available for this topic. district coach could serve as trainer	Yes- District behavior coach available

Action Planning

- Review the critical features and topics we just discussed (and corresponding info in the systems brief).
- Describe each key to your partner as you would to members of your PBIS team and identify questions or areas for clarification.
- Identify needed action items and add note to your plan (to fully develop later).



Plan to Support School-wide Foundations (Priority, Resources, and Alignment)

Action	Who	When	Notes

Table 1 – Foundations

2. Do all staff know what they are implementing and if they are doing it accurately?

Clear **expectations** and explicit **training** about practices that should be implemented by all staff.

+

Coaching and/or regularly available **performance feedback** on the use of PCBS practices?

*If **yes**, proceed to question 3. If **no**, review content in Table 2 related to effective professional development, coaching, and performance feedback before proceeding to question 3. If **unsure**, collect data on implementation (see Table 3 for examples of data collection tools and uses).*

Table 2. Explicit Professional Development

TABLE 2.

EXPLICIT PROFESSIONAL DEVELOPMENT, COACHING AND PERFORMANCE FEEDBACK STRATEGIES

System Feature Description *What are the critical systems features?*	**Examples of PCBS Features** *How can I implement this feature in my school?*	**Non-examples of PCBS Features** *What should I avoid when I'm implementing this feature?*	**Empirical Support and Resources** *What evidence supports this feature and where can I find additional resources?*
Explicit Professional Development (PD)	• Includes clearly communicated measurable outcomes selected intentionally based on data and school need. • Clearly defines critical features of targeted practices and provides a rationale for each. • Provides opportunities to practice and apply PCBS skills. • Components of explicit PD are described further in next two rows.	• PD consists of theory and discussion alone. • PD assumes educators will discover new practices on their own.	**Empirical Support:** Researchers suggest the following aspects of PD are likely to lead to implementation.[4] • Teachers should play an active role in PD and not be "passive recipients." • PD should be a sustained effort that consistently and strategically builds toward an established goal. • Effective PD is job-embedded, with multiple methods of engaging (e.g., on-demand resources, presentations, practice guides). • PD should include integrated opportunities for ongoing support and peer collaboration. • PD is more effective if it involves recurring opportunities for self-assessment of the targeted practice against a set of standards. **Resources:** • PBIS Professional Development Blueprint
• PD sessions consistently include **model, lead & test** components	• The school coach provides an overview of specific PCBS skills and a rationale for their use. Educators create a plan for using targeted skills in their classrooms and practice skills together.	• Educators attend a full day training in classroom practices. Practices are described theoretically and educators are not given opportunities to practice or receive feedback.	Training material examples that include critical features of explicit training • Mid-Atlantic classroom training materials and implementation snapshots

Table 2. Coaching

	content/department areas.		
Coaching and Performance feedback	• Provides prompts and reminders to educators related to targeted strategy implementation. • Provides supportive data-based feedback and suggestions for improving implementation. • Supports may be delivered by internal or external coach, mentor, peer, or self (as described in next three rows).	• Data used in an evaluative or punitive fashion. • Feedback provided to educators is too delayed or not clear in pointing out desired performance regarding the practices.	**Empirical Support:** Research supports the importance of coaching and performance feedback. • One time PD events are insufficient for improving implementation of classroom practices.[5] • Training followed by on-going coaching and performance feedback leads to improved implementation.[6] **Resources:** • NIRN Coaching Service Delivery Plan • Wisconsin Coaching materials • NEPBIS Coaching Manual

Share and Action Plan

- Review the critical features and topics we just discussed (and corresponding info in the systems brief).
- Describe each key to your partner as you would to members of your PBIS team and identify questions or areas for clarification.
- Identify needed action items and add note to your plan (to fully develop later).

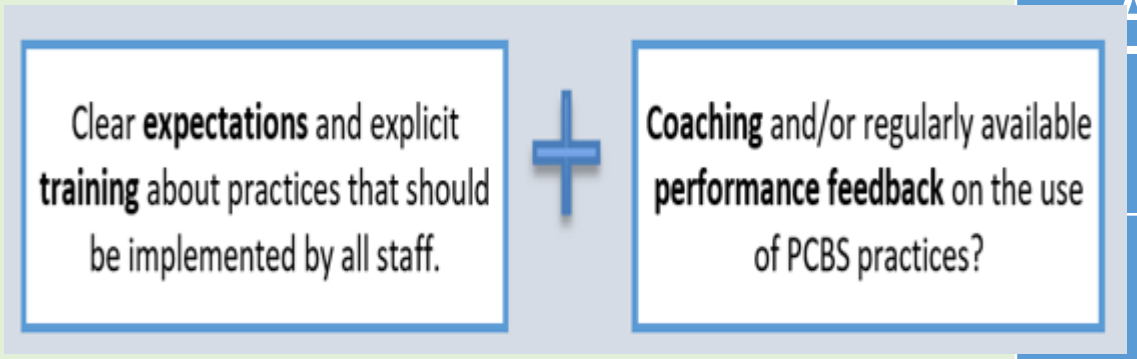


Table 2 – Training and Coaching

Plan to Provide Explicit Training and Coaching to Staff on Empirically Supported Classroom Practices

Action	Who	When	Notes

3. Do data indicate that staff members are implementing PCBS effectively?

See upcoming Classroom Data Brief for more information on using data to guide decision making.

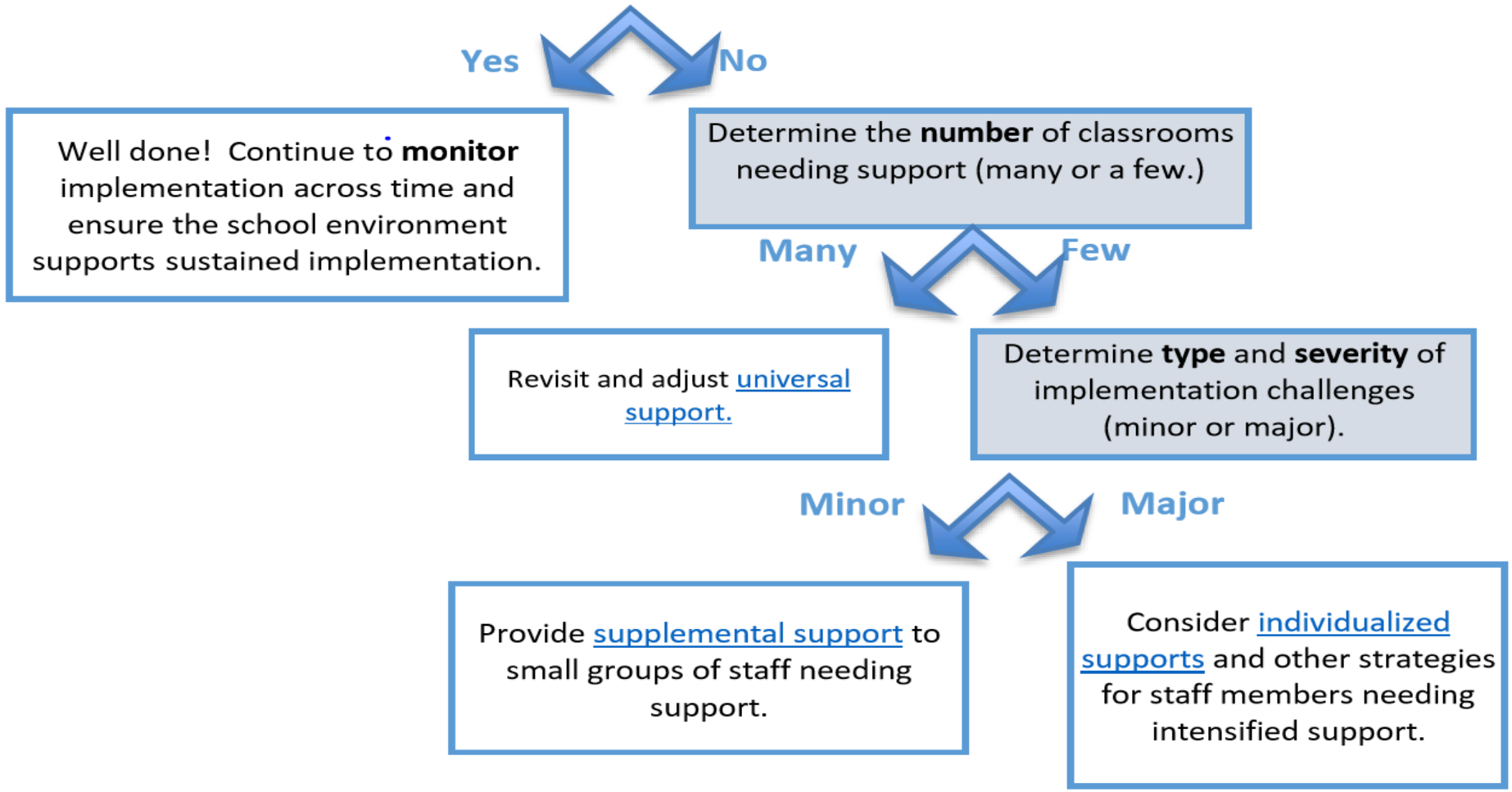


Table 3. Data Tools

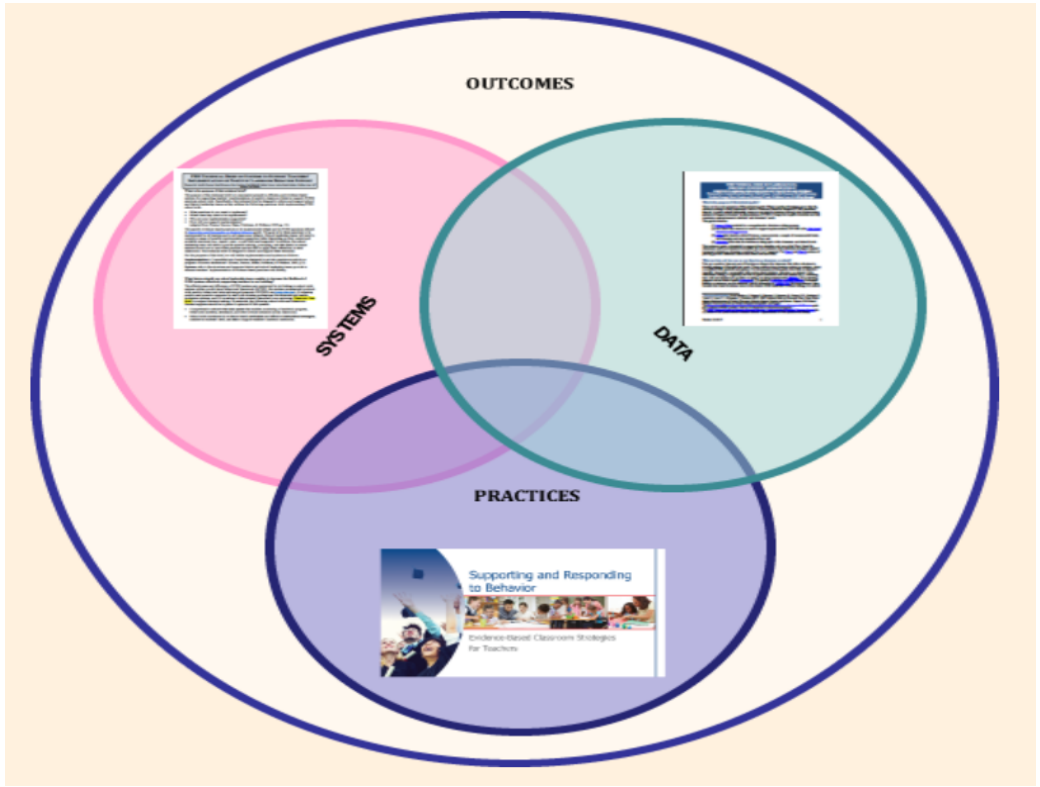
TABLE 3.

TOOLS FOR DATA COLLECTION

Data Collection Strategy *What key strategies can I use to collect data on teacher PCBS implementation?*	Conditions and Examples *Under what conditions will this strategy be appropriate?*	Non Examples of Use *Under what conditions will this strategy be inappropriate?*	Tools and Resources for Data Collection Method *What are some sample tools?*
Self-Assessment Checklists	• Staff have received training on and can identify examples of each measured skill.	• Staff are unable to recognize or describe PCBS practices. • Staff have not been trained in use of the checklist.	• Classroom management self-assessment • MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices (2016)
Observer Checklists	• Prepare staff for visit; ensure opportunities for shared reflection and problem solving.	• Observations are used for evaluation purposes or data is not shared back with staff.	• MO SW-PBS Teacher Self-Assessment of Effective Classroom Practices • Wisconsin Walk through tools
Tools for Measuring Discrete Skills or Strategies	• Staff have received training on and can identify examples of each measured skill. • Staff have set specific goals for improvement of targeted skills.	• Data needed for decision making requires information on more than one or two discrete skills.	• Self-management training scripts and tools • Data-collection applications ○ SCOA

PBIS TECHNICAL GUIDE ON CLASSROOM DATA:
USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS

Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague[1]



PBIS TECHNICAL GUIDE ON CLASSROOM DATA:
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Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague[1]

What is the purpose of this technical guide?

There are two main purposes of this technical guide. **First**, it guides **educators** to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) **practices**.[2] **Second**, it guides **school leadership teams** to use data for decision making when implementing **systems** to support educators' implementation of PCBS.[3] Using data to guide decisions can help maximize responsiveness to students' and educators' needs.

This guide describes

(1) types of data included in a comprehensive decision-making process;

(2) how these data sources are used to support implementation of PCBS in the data-based decision-making process;

(3) tables that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and

(4) scenarios of the data for decision-making cycle at the classroom and school levels.

This technical guide is **intended to support data selection and use at the Tier 1 level** for classrooms and is not intended to describe the more intensive data collection strategies required to support students or educators receiving Tier 2 or 3 supports. The Tier 2 and Tier 3 sections of pbis.org provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this guide, **data** refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (**fidelity**), (2) evaluating progress toward desired goals (**outcomes**), (3) guiding a **problem-solving process** if adequate fidelity or outcomes are not observed, and (4) informing an **action plan** for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical

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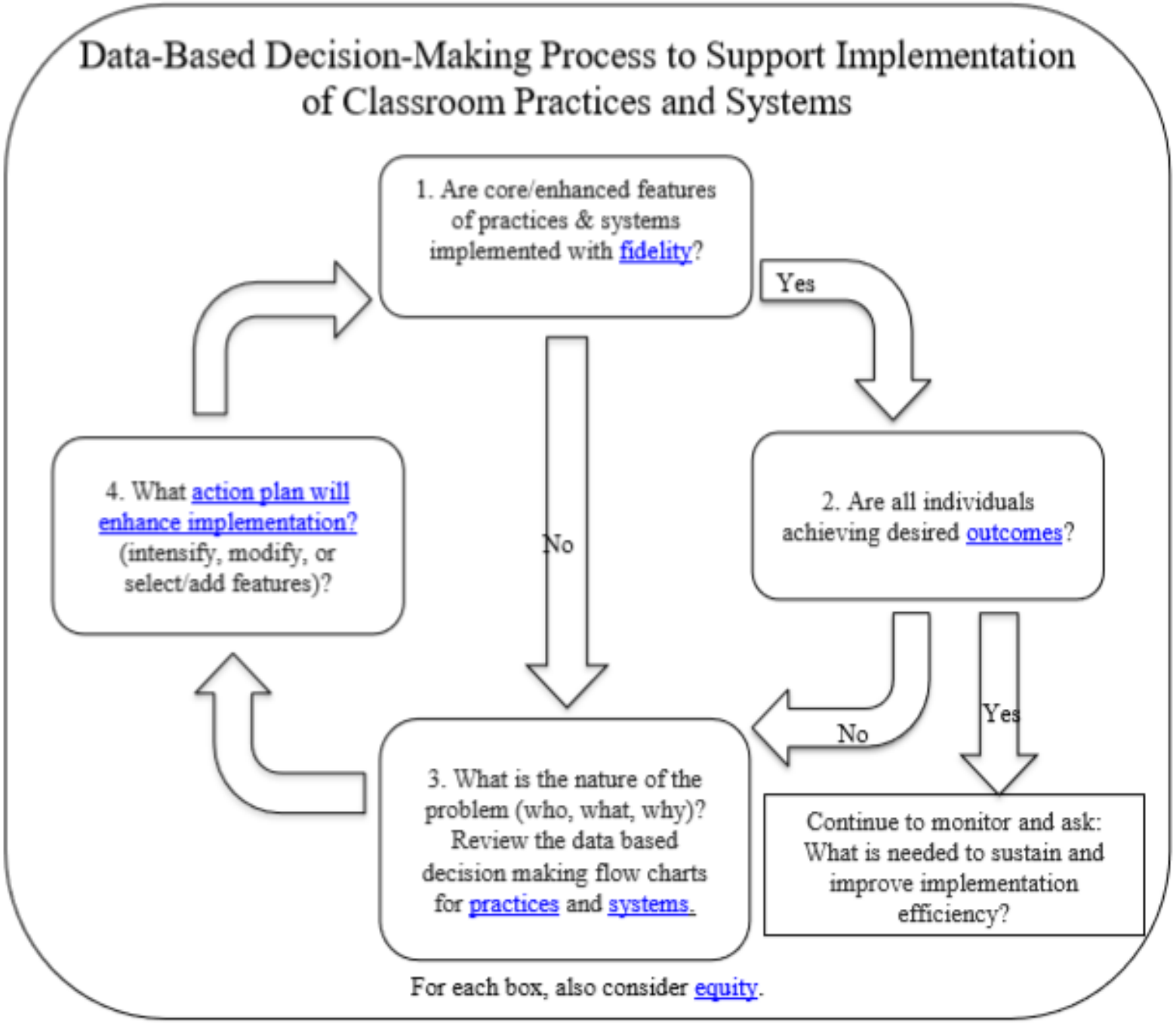
[1] **Recommended citation**: Swain-Bradway, J., Putnam, R., Freeman, J., Simonsen, B., George, H. P., Goodman, S., Yanek, K., Lane, K. L. & Sprague, J. (December 2017). *PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems.* Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support.

[2] See Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators guide for an overview of PCBS practices, which are the foundation of classroom management.

[3] See PBIS Technical Guide on Systems to Support Educators' Implementation of Positive Classroom Support for an overview of the systems needed to enhance educators' implementation of PCBS practices with fidelity.

Data-Based Decision-Making Process to Support Implementation of Classroom Practices and Systems



For each box, also consider equity.

Share and Action Plan

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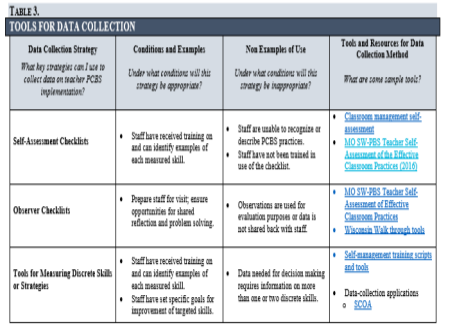

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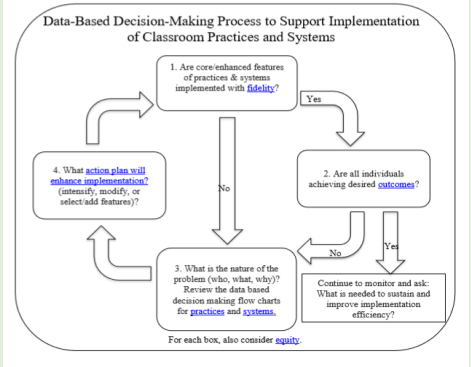
Self-Assessment Checklists	• Staff have received training on and can identify examples of each measured skill.	• Staff are unable to recognize or describe PCBS practices. • Staff have not been trained in use of the checklist.	• Classroom management self-assessment • MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices (2016)
Observer Checklists	• Prepare staff for visit; ensure opportunities for shared reflection and problem solving.	• Observations are used for evaluation purposes or data is not shared back with staff.	• MO SW-PBS Teacher Self-Assessment of Effective Classroom Practices • Wisconsin Walk through tools
Tools for Measuring Discrete Skills or Strategies	• Staff have received training on and can identify examples of each measured skill. • Staff have set specific goals for improvement of targeted skills.	• Data needed for decision making requires information on more than one or two discrete skills.	• Self-management training scripts and tools • Data-collection applications o SCOA

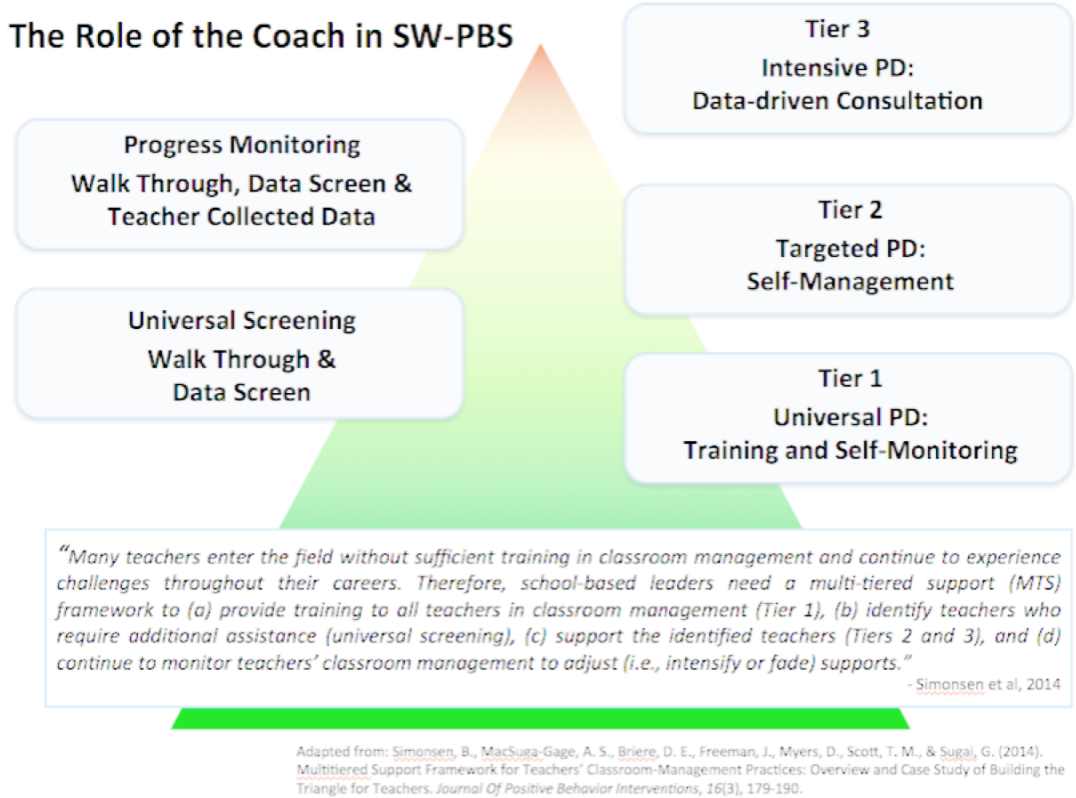


Plan to Support School-wide Foundations (Priority, Resources, and Alignment)

Action	Who	When	Notes

Table 3 Data Tools

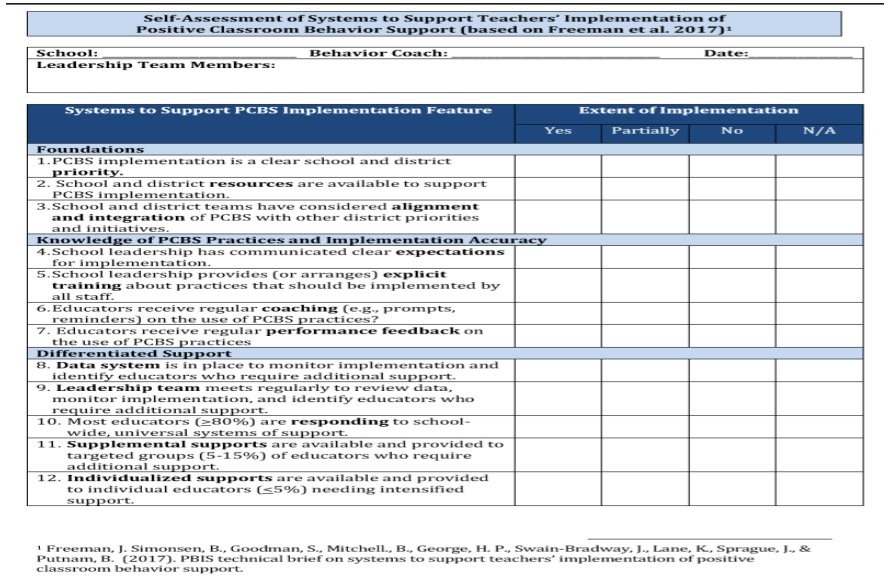
How can we approach intensifying our supports for educators implementing PCBS?



Adapted from: Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugai, G. (2014). Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal Of Positive Behavior Interventions*, *16*(3), 179-190.

Share and Action Plan

- Review Systems Self-Assessment Tool
- Begin to draft strategies that you will put in place to support ALL educators (add to your school's action plan or used provided template).
- Consider ALL elements of the systems framework.
- This should be developed with your team, so you're just identifying potential actions.



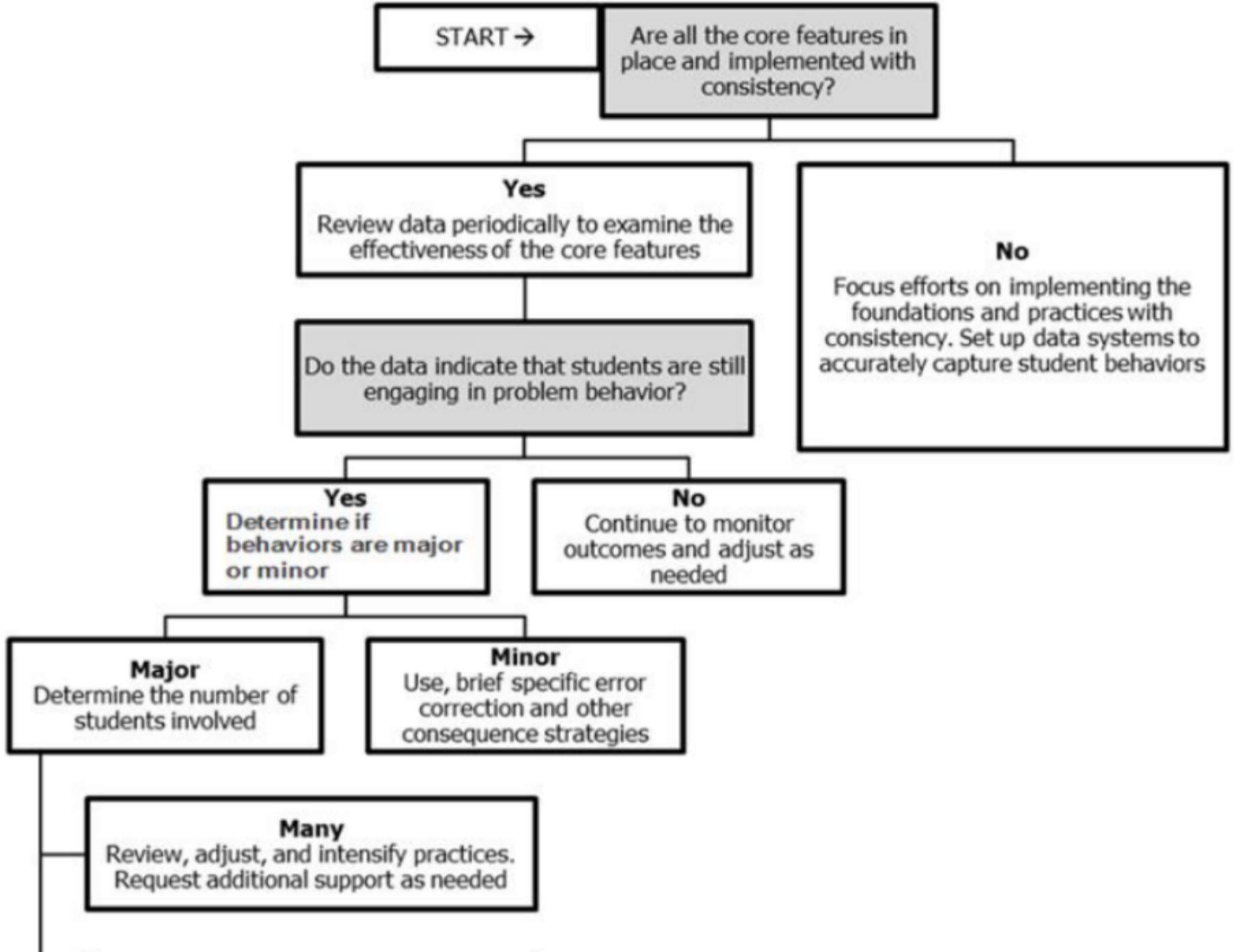
Self-Assessment of Systems to Support Teachers' Implementation of Positive Classroom Behavior Support (based on Freeman et al. 2017)[1]

School: _____ **Behavior Coach:** _____ **Date:** _____

Leadership Team Members:

Systems to Support PCBS Implementation Feature	Extent of Implementation			
	Yes	Partially	No	N/A
Foundations				
1. PCBS implementation is a clear school and district **priority.**				
2. School and district **resources** are available to support PCBS implementation.				
3. School and district teams have considered **alignment and integration** of PCBS with other district priorities and initiatives.				
Knowledge of PCBS Practices and Implementation Accuracy				
4. School leadership has communicated clear **expectations** for implementation.				
5. School leadership provides (or arranges) **explicit training** about practices that should be implemented by all staff.				
6. Educators receive regular **coaching** (e.g., prompts, reminders) on the use of PCBS practices?				
7. Educators receive regular **performance feedback** on the use of PCBS practices				
Differentiated Support				
8. **Data system** is in place to monitor implementation and identify educators who require additional support.				
9. **Leadership team** meets regularly to review data, monitor implementation, and identify educators who require additional support.				
10. Most educators (≥80%) are **responding** to school-wide, universal systems of support.				
11. **Supplemental supports** are available and provided to targeted groups (5-15%) of educators who require additional support.				
12. **Individualized supports** are available and provided to individual educators (≤5%) needing intensified support.				

[1] Freeman, J. Simonsen, B., Goodman, S., Mitchell., B., George, H. P., Swain-Bradway, J., Lane, K., Sprague, J., & Putnam, B. (2017). PBIS technical brief on systems to support teachers' implementation of positive classroom behavior support.


START →
Are all the core features in place and implemented with consistency?
Yes
Review data periodically to examine the effectiveness of the core features
No
Focus efforts on implementing the foundations and practices with consistency. Set up data systems to accurately capture student behaviors
Do the data indicate that students are still engaging in problem behavior?
Yes
Determine if behaviors are major or minor
No
Continue to monitor outcomes and adjust as needed
Major
Determine the number of students involved
Minor
Use, brief specific error correction and other consequence strategies
Many
Review, adjust, and intensify practices. Request additional support as needed

How do we build systems to support implementation?

One District's Journey

District Leadership Team – Function: set direction, allocate resources, communication, data based decision making

Makers Team – Function: Design District-wide Professional Development focus of Effective Classroom Practices

School Teacher Leaders – Function: Deliver Professional Development

School Team – Function: Monitor School Implementation – Provide Support

District Leadership Team – Function: Seek Social Validity, Monitor School Implementation – Provide Support

District Leadership Team: Starts with Data and Sets Direction

Referral Locations			
Comparison between YTD last year to this year			
Location	Up to 11/6/16	Up to 11/7/17	Difference
Classroom	5089	4911	-178
Hallway	1981	906	-1075
Detention	442	33	-409
School Bus	487	495	8
Cafeteria	398	258	-140
Gym	373	240	-133
Art Room	268	237	-31
Music Room	178	101	-77
Playground	197	190	-7

Markers Team Creates Presentation and Facilitators Guide

Session Agenda

8:00 Welcome, Agenda, Goals

8:15 Setting the Context

Connecting Vision and Practice

8:25 Revisiting the "Why" of PBIS

9:00 Break

9:10 Universal Screener

10:00 Break

10:10 Behavior Specific Praise

11:05 Ghost Walk

12:00 Lunch

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Table of Contents

Principals and School Teams Monitor Implementation

Tier I: PBIS Classroom Strategies

Staff Name _____ Date _____ Time _____
Observer _____ Location _____ Subject _____

Data was collected during:			
☐ Independent Work	☐ One-on-One	☐ Small Group	☐ Whole Group

Check any that apply throughout the lesson:

Practices that were observed:	Opportunities to respond:
☐ PBIS Matrix/Behavior Expectations ☐ Procedure/s observed ☐ Attention signal ☐ Active supervision used ☐ Positive reinforcement system ☐ Precorrects	☐ Individual ☐ Whole group ☐ Peer to peer

*Pre-correct: A teacher statement that explains social/ behavioral expectations, school or classroom routines or procedures before students have an opportunity to demonstrate them

During the observation period, record simple tally marks to each of the following behaviors:

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior		Totals
	Specific Positive Feedback *"Thanks for raising your hand. That's a great way to be respectful."*	General Positive Feedback *"Good job" "Wow! Nice work."*	Corrective Feedback *"Please be safe by keeping your hands and feet to yourself."*	Ineffective Feedback *"Stop" "Shh" "Don't"*	
Behavioral					
Evidence					
Academic					
Evidence					

** Ideal goal: Higher number of specific positive statements*

Total Ratio of All Interactions = _____ (Goal is 4:1)

Total Ratio of Behavioral Interactions = _____ (Goal is 4:1)

Data was collected during:	
Independent Work	Students are working on assignment tasks independently
One-On-One	Teacher is working one-on-one with specific student
Small Group	Students are working in small groups either teacher led or collaborative
Whole Group	Teacher is teaching a lesson to the full group of students

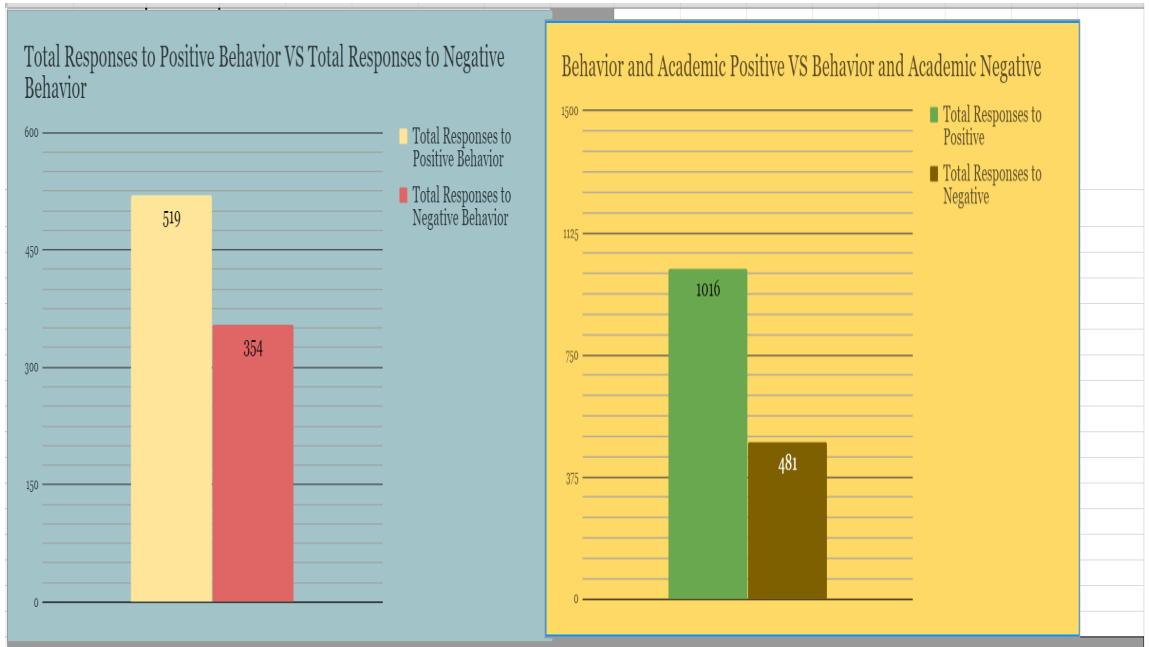
Opportunities to Respond:	
Individual	A single student is given the opportunity to respond
Whole Group	All students are given the opportunity to simultaneously respond
Peer to Peer	Students work together in pairs or small groups providing each other with opportunities to respond and provide each other feedback

Practices That Were Observed:	
Classroom Matrix Posted	Classroom matrix is big, bold and posted in the classroom
Procedures Observed	At least one classroom procedure was observed
Use of Attention Signal	A signal was used to get all students attention when needed
Active Supervision Used	Teacher moves around the room frequently
Use of Reinforcement Systems	Teacher uses reinforcement system to acknowledge appropriate student behaviors
Precorrects	Step 1: Identify context and anticipated behaviors. Step 2: Determine the Expected Behaviors. Step 3: Adjust the environment. Step 4: Provide opportunities for behavioral rehearsal. Step 5: Provide strong reinforcement to students engaging in expected behavior. Step 6: Develop a prompting plan to remind students about the expected behavior. Step 7: Develop a monitoring plan to determine the effectiveness of the precorrection plan. Step 8: Offer students an opportunity to give feedback on this strategy.

Ratio of Interactions	Responding to Positive Behaviors		Responding to Negative Behaviors	
	Specific Positive Feedback *"Thanks for raising your hand. That's a great way to be respectful."*	General Positive Feedback *"Good Job" "Wow, nice work"*	Corrective Feedback *"Please be safe by keeping your hands and feet to yourself."*	Ineffective Feedback *"Stop" "Shh" "Don't"*
	A teacher statement that occurs in response to or after a desired behavior that specifically states what a student did.	A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised.	A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what he/she/they should do instead of the problem behavior	A teacher statement that occurs in response to or after a problem behavior that does not provide specific information about what the child should do instead of the problem.

Monitoring Implementation - Effective Classroom Practice – Positive Specific Feedback

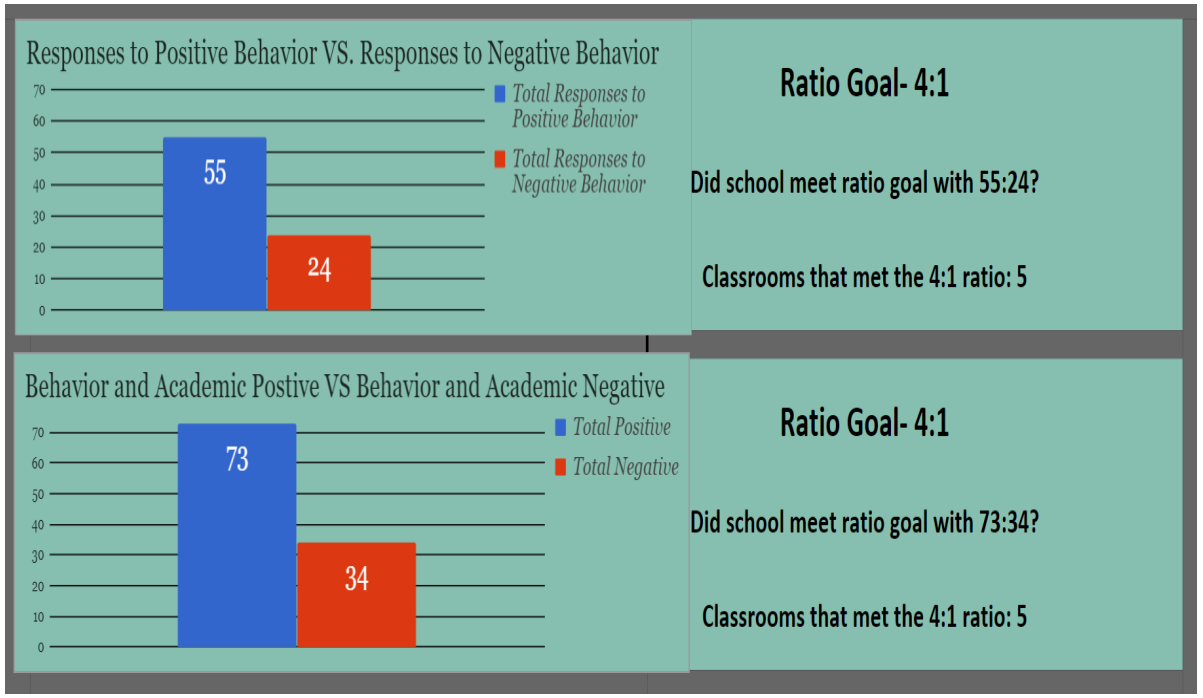
District Data



The goal is to have a 4:1 ratio.
The current ratio of Responses to Positive Behavior to Responses to Negtive Behavior is **1.4:1**

The goal is to have a 4:1 ratio.
The current ratio of Responses to Positive Behavior to Responses to Negtive Behavior is about **2:1**

School Data



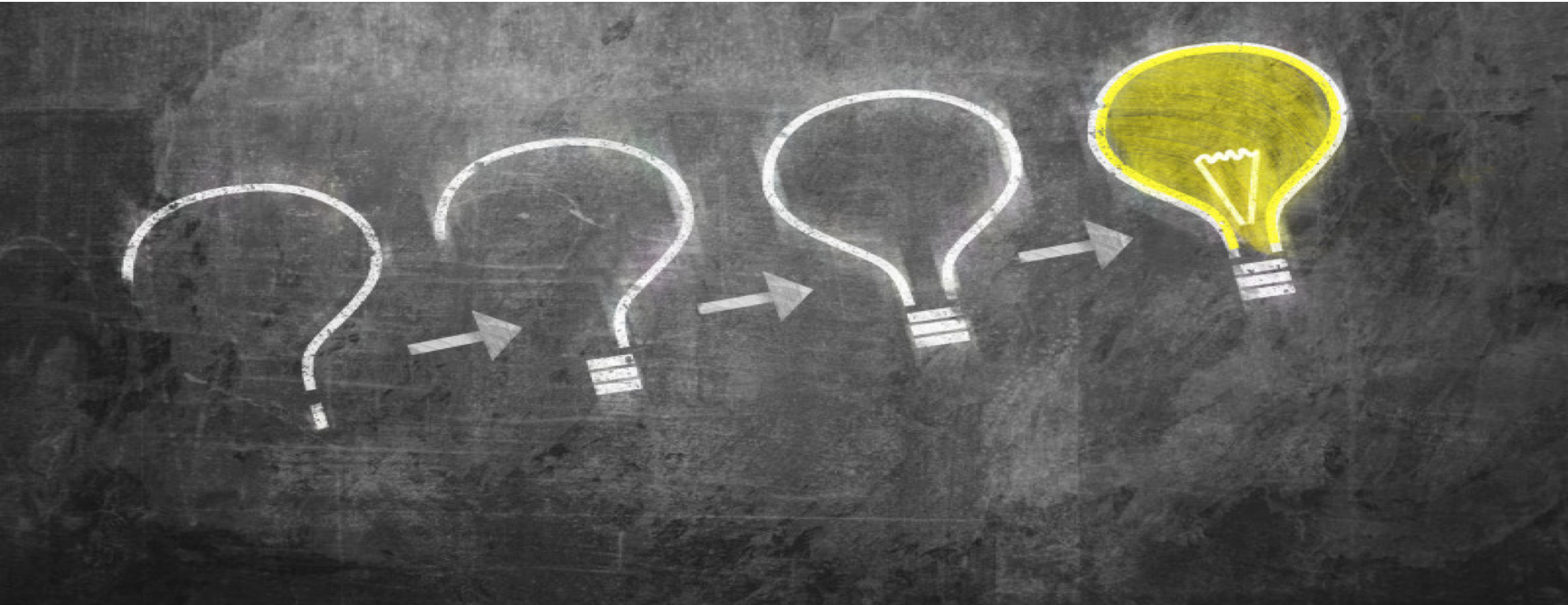
Big Ideas

- Develop a schoolwide framework for supporting teachers' use of effective classroom-management practices.
  - Focus on classroom systems
  - Ensure use of effective classroom management practices
  - Resources are avaible to support this work
- Use guiding questions to create an action plan for implementing a schoolwide system to support teachers' classroom management.
  - Classroom, school, district action planning

Organize and Integrate… Individually Reflect…

Identify two connections you are making

Idenfiy one possible next step to consider in developing a district plan



Thank
You
Gracias
Merci
Arigato
Grazie
Biyan
Bïi
Juspaxar
Shukria
Dankscheen
Efcharisto
Yaqhanyelay
Mehrbani
Ekhmet
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