

# An Ounce of Prevention is Worth a Pound of Cure: Implementing Universal SW-PBS in the Classroom and Beyond

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## Thank You!



## Goals

- You Will...
  - Think about how you arrived at PBS as a point of interest and/or necessity for your work
  - Consider barriers to implementing PBS in the classroom
  - Plan ways to support PBS in the classroom after the summer institute
- I Will...
  - Be moderately entertaining
  - Not talk too fast
  - Enjoy having no small people saying, "Mama!"

## Why am I qualified to talk to you about PBS?



### What happened next...

Principal → Rob & George → Presentation to ENTIRE PS 84 Staff

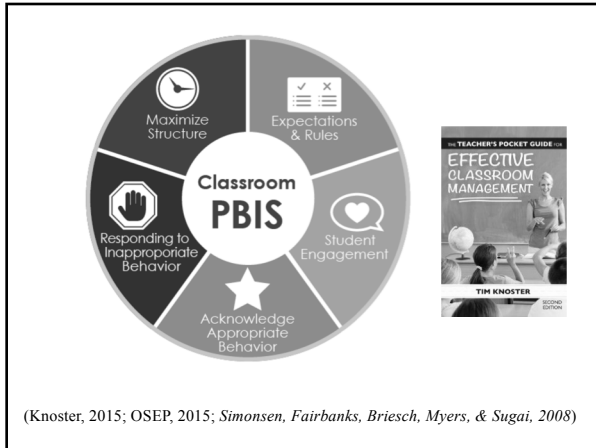
### Later that same school year...

**Empirically Supported Classroom Management Strategies are Nothing New!**

**This stuff works everywhere!**

The voice and vision of special education

**Bring work home! (Sometimes)**



PDF available at [www.pbis.org](http://www.pbis.org) or specifically here: <https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

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Behavior Support Framework | moswpbs@missouri.edu

MO SW-PBS

Tier 1 Effective Classroom Practices

MO SW-PBS has identified Eight Effective Classroom Practices that have been shown to increase the likelihood of appropriate behavior and decrease problem behavior while increasing academic learning time.

Introduction to Effective Classroom Practices

Missouri Schoolwide Positive Behavior Support

MO SW-PBS

MO SW-PBS Eight Effective Classroom Practices

Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems.

Effective Classroom Practices

The Effective Classroom Practices offer research based strategies for increasing instructional time and student engagement, while decreasing the likelihood that problem behavior occurs. MO SW-PBS Schools train all staff to implement these practices with fidelity.

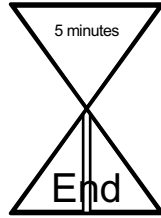
Tool	Description
8.0 MO SW-PBS Tier 1 Workbook Ch 8 Classroom	Effective Classroom Practice chapter from the MO SW-PBS Tier 1 Team Workbook.
8.1 MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices	Short Teacher Self-Assessment to assess implementation fidelity of the Effective Classroom Practices.

What does effective classroom management look like?

**Turn & Connect: Audience Activity #1**

- Think about what the barriers are to supporting PBS practices in classrooms.
- Discuss these with the folks around you.
- Be ready to share!

### 5 Minute Timer

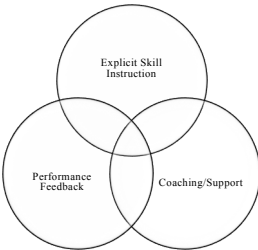


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## Multi-Tiered System of Support for Professional Development (MTS-PD)



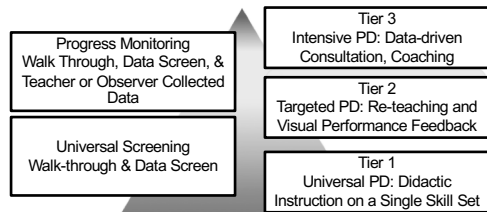
### Effective Classroom Management Professional Development/Learning Includes...



Connection is key!

*Allen & Forman, 1984; Fixen, Naoom, Blase, Friedman, & Wallace, 2005; Slider, Noell, & Williams, 2006; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007*

### Multi-Tiered Systems of Support (MTSS) Logic Applied to Teachers' Classroom Management Professional Development



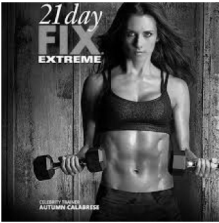
Adapted from Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T., Sugai, G. (2012).



### Example of Universal (Tier 1) School-wide Training

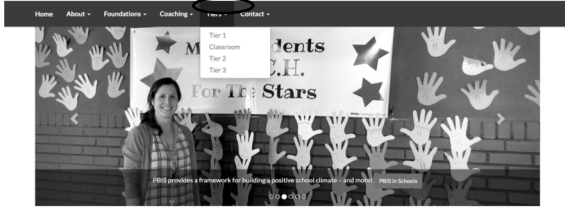


# Free & Low-Cost Resources



<http://flpbis.cbcs.usf.edu>

**Florida PBIS** Florida Positive Behavioral Interventions & Support Project  
A Multi-Tiered System of Supports



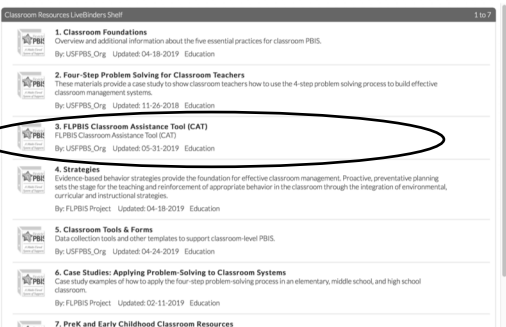
**Maximize positive outcomes for students.**

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework.

[About PBIS](#)
[R&B PBIS Database](#)
[Evaluation PBIS Login](#)
[Model Schools](#)

## Classroom Resources

- The FLPBIS Project offers an online guide to support PBIS coaches in using a structured problem-solving process to help teachers improve their classroom PBIS systems. District-level training on the classroom guide is available through your FLPBIS Project contact.
- To access case studies and coaching materials related to classroom implementation, visit our school-level coaching page.
- Tools for data collection and examples of using data to support classroom implementation can be found on our evaluation page.
- Go straight to our web-based Classroom Assessment Tool.



# Classroom Assistance Tool (CAT)

**What**

- Checklist style assessment
- Focus on 3 domains of effective classroom management
  - Environmental
  - Instructional & Curricular
  - Classroom behavior systems
- Derived from Marzano, Danielson, and CWPBIS practices

**Who**

- Assess *individual teacher* behavior via observation or self-report

**How**

- Excel document pre-populated with response choices
- Generates pie graphs depicting areas of strength and need

**Where**

- Available free on the FLPBIS website
- [http://flpbis.fmbi.usf.edu/resources\\_classroom\\_foldersmod.cfm](http://flpbis.fmbi.usf.edu/resources_classroom_foldersmod.cfm)

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# Classroom Assistance Tool (CAT)

**Classroom Assistance Tool**

Class/Teacher: 5th Grade Date: 10/20/18 School: 87 Washington High

Mark one: Self-Assess  Observer  Date: 11/18/18 District: Seminole Grade-level: 5th grade

Comments: Lesson on characterization; application to the characters in The Great Gatsby

**Section:**

1. Select appropriate response from the drop down menu to best describe the behavior. "If not applicable, it will affect your percentage"

2. Review the percentage of Pass, Somewhat a Pass, and No Pass (see below) (then enter your percentage)

3. Note strength and areas needing improvement in each domain across the sampling period.

4. Develop Classroom Management Plan based on the most significant areas needing improvement.

**ENVIRONMENTAL FACTORS (Environmental conditions help promote or decrease problem behavior)**

A. Physical Setting: Classroom setting is organized to promote learning and collaboration. \*\*

B. Space: Seating is arranged to promote learning. \*\*

C. Materials: Materials are organized to promote learning. \*\*

D. Instructional: Instructional strategies promote student learning. \*\*

E. Instructional: Instructional strategies promote student learning. \*\*

F. Instructional: Instructional strategies promote student learning. \*\*

G. Instructional: Instructional strategies promote student learning. \*\*

H. Instructional: Instructional strategies promote student learning. \*\*

I. Instructional: Instructional strategies promote student learning. \*\*

J. Instructional: Instructional strategies promote student learning. \*\*

K. Instructional: Instructional strategies promote student learning. \*\*

L. Instructional: Instructional strategies promote student learning. \*\*

M. Instructional: Instructional strategies promote student learning. \*\*

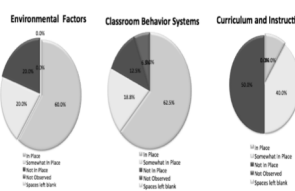
N. Instructional: Instructional strategies promote student learning. \*\*

O. Instructional: Instructional strategies promote student learning. \*\*

P. Instructional: Instructional strategies promote student learning. \*\*

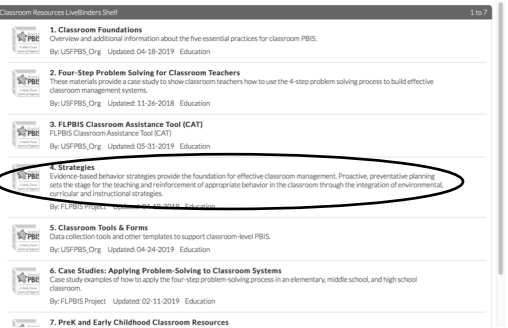
Instructional Factor Comments:

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**4. Strategies**

Evidence-based behavior strategies provide the foundation for effective classroom management. Proactive, preventative planning sets the stage for the teaching and reinforcement of appropriate behavior in the classroom through the integration of environmental, curricular and instructional strategies.

**Table of Contents**

Strategies

Instruction

- Active Supervision OSEP Resource
- Differentiated Instruction
- Engaging Instruction to Increase Equity
- Instructional Strategies to Increase Engagement
- Instructional Strategies for Teaching Behavior
- Instructional Strategies Aligned with Social Skills
  - FSA Social Skills Lesson
- Instructional Modifications
- Marzano Planning Questions
- Opportunities to Respond OSEP Resource
- Technology Resources for Engagement
  - IRS Center: Universal Design for Learning
- FLPBS Classroom Chat: Instruction

## School/Classroom Observation & Analysis (SCOA) Application

- What:** A downloadable application for android or iOS devices that allows you to conduct walkthroughs/observations tracking classroom management behaviors of interest by teacher and allows for simultaneous collection of some student data. The app comes pre-loaded with the classroom management behaviors, operational definitions of each, and options to customize. The app can be used in the absence of internet connectivity
- Who:** Use for conducting individual teacher walkthroughs/specific skill observations and/or combined to look at all teachers/groups of teachers and student level data.
- How:** All data can be immediately emailed post-observation individually and/or can be emailed/downloaded in Excel format both individually and by desired groupings. Excel data can be used to create graphic displays examining questions of interest.
- Where:** Download from your app provider \$2.99

## School-wide Classroom Observation & Analysis App (SCOA)

Overall Timer - Kim Allen, Davis  
Overall Timer 00:00:26

Instructional Variables

- Independent Work 00:00:00
- One on One 00:00:00
- Small Group Pair 00:00:00
- Small Group Teacher 00:00:00
- Whole Group 00:00:00

Quick Now

% of Students Actively Engaged: NA  
1-25% 2-50% 3-75% 4-75%

Total Observations: 2 - All Dates  
Time for this Observation Note: 00:00:01

## Library of Training Video Examples/Samples

**Instructional Videos**

The Primary Level strategies videos show examples of the 10 instructional strategies described above.

**Instructional Focus**

The **Heating** videos focus on the application of the entire range of Primary Level strategies in the context of reading instruction. The videos represent a cross section of student ages, abilities, and grade levels. The **Meat** videos focus on the application of the entire range of Primary Level strategies in the context of math instruction. The videos represent a cross section of student ages, abilities, and group sizes. The **Behavior** videos focus on the application of the entire range of Primary Level strategies in the context of teaching expected behavior. The videos represent a cross section of student ages, abilities, and group sizes.

Instructional Strategy	Student and Teacher	Classroom	Classroom Management	Classroom Organization	Classroom Procedures	Classroom Structure	Classroom Environment	Classroom Culture	Classroom Climate	Classroom Community	Classroom Relationships	Classroom Interactions	Classroom Instruction	Classroom Assessment	Classroom Feedback	Classroom Reflection	Classroom Evaluation
Behavior	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video
Meat	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video
Heating	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video	Video

**Classroom Context**

The **Group Instruction** videos focus on the application of the entire range of Primary Level strategies to multiple students in a small group or class-wide context. The videos represent a cross section of instructional focus, student ages, and student abilities. The **Individual Instruction** videos include both group and 1:1 instructional settings, but the focus is on the application of the entire range of Primary Level strategies with individual students. The videos represent a cross section of instructional focus, student ages, and student abilities.

<https://louisville.edu/education/abri>

## Sample ABRI Video Clip: Choice

UNIVERSITY OF LOUISVILLE

**PBS Reach Madison Elementary**

**High Leverage Practice #8: Effective Feed...**

**Evidence-Based Classroom Management Practices Part 3: Classroom-Based Strategies**

**Shirley Lane Elementary (Bakersfield, CA) ...**

**Evidence-Based Classroom Management Practices Part 2: Teaching Behaviors**

**Evidence-Based Classroom Management Practices Part 1: Antecedent Practices**

**Supporting Student Behavior with Evidence-Based Practice Part 3: Opportunities to Respond: Immediate, Specific, Frequent, and Informative Feedback**

**Praxis® Subject Content Assessment**

**Functional Behavior Assessment 101 Part 1: Ask Basics**

**FEATURED**

- The PBS Cash Elevator
- The Responsibility Fairy
- Active Supervision

**BROWSE THIS GROUP**

225 Videos  
244 Members  
2 Moderators

<http://pbissmissouri.org/tier-1-effective-classroom-practices/>

**MO SW-PBS Eight Effective Classroom Practices**

Together, these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. Implementing these evidence-based practices has been shown to maximize learning for all students while minimizing discipline problems.

- Effective Classroom Practices
- Classroom Expectations and Rules
- Classroom Procedures and Routines
- Classroom Encouraging Expected Behavior
- Classroom Discouraging Inappropriate Behavior
- Classroom Active Supervision

**Classroom Expectations and Rules**

Tool	Description
ECPI.1 Classroom Expectations and Rules Content Acquisition Podcast	Introductory video on Classroom Expectations and Rules.
ECPI.2 Classroom Expectations and Rules Training Video	Training video on Classroom Expectations and Rules that includes classroom implementation examples and interviews with teachers.
ECPI.3 Teacher Tool – Classroom Expectations and Rules	Teacher Tool for Classroom Expectations and Rules that includes a summary of the practice, research, implementation examples, and a self-assessment.
ECPI.4 Classroom Module Expectations and Rules	Training PowerPoint – Classroom Expectations and Rules
ECPI.5 Rules Writing Worksheet Example	Example completed worksheet for writing classroom rules that follow OMPUA.
ECPI.6 Rules Writing Activity Classroom Rules Worksheet	Worksheet for writing classroom rules that follow OMPUA.
ECPI.7 Classroom Rules Self-Assessment	Teacher self-assessment to review existing classroom expectations and rules to ensure they meet the OMPUA guidelines.
ECPI.8 Plan to Create and Teach Classroom Rules	Worksheet to develop a plan to create and teach classroom expectations and rules.

<https://www.pbis.org>

**PBIS Positive Behavioral Interventions & Supports**

2019 Leadership Forum Information - Registration is now available!

Featured Content: Getting Back to School after Disruption!

What's New & Upcoming Events

Behavior Related Policy

School Climate Transformation

State / District Resources

Videos for Training

**Textbook/Book Study Resources**

Focus on Behavior Management from a PBIS perspective

Focus on Behavior & Instruction/Planning

Managing Classroom Behavior Using Positive Behavior Supports

Classwide Positive Behavior Interventions and Supports

EFFECTIVE CLASSROOM MANAGEMENT

Classroom Management

Classroom Management

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**Final Assignment: Audience Activity #2**

- Consider the resources we have shared today.
- Pick one that you will try to utilize during the 2019-2020 school year.
- Send an email, make a FB/Insta/Tweet posting, anything to hold yourself accountable.

**Create A Movement**

<https://www.youtube.com/watch?v=3EKAXQbYA9U>



# Thank You!

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APBS Website  
<http://www.apbs.org>

University of South Florida Website  
<http://flpbis.cbcs.usf.edu>