Welcome to
SCHOOLWIDE & CLASSROOM WEEK!
June 23-24

MISSOURI SW-PBS SUMMER INSTITUTE

VIRTUAL CONFERENCE
SUMMER 2021

ROOTING FOR EACH OTHER!

TEAMS

THANK YOU FOR JOINING THE KEYNOTE ADDRESS

Keynote Speaker –
Kelsey Morris, Ed.D.

Always the Anchor: Effective Practices for Teaching and Learning and Classwide PBIS

Begins at 9:00 a.m.

Tweet about your experience!

#MOSWPBS

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Your microphone will be muted for this session.

Your camera will be off for this session.

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#MOSWPBS

Always the Anchor

Effective Practices for Teaching and Learning & Classwide PBIS

Dr. Kelsey Morris

- Co-Director, MU Center for School-wide PBS

- Center on PBIS Implementation Partner

- 15+ years applied and practical experience

Big Ideas

01 *CONTEXT*
How do school-wide PBS and classrooms connect?

02 *CLARIFY*
What does classwide PBIS look like?

03 *COLLABORATION*
How can *WE* implement effectively?

Organization & Structure

(P) Plan for what you want

(E) Experiment with empirically documented best practices

(A) Analyze your data

(C) Challenge your limiting beliefs

(E) Establish a support network

National Center for Faculty
Development & Diversity

P

Plan For What You Want

How Do School-wide PBS & Classrooms Connect?

P Plan For What You Want

Improved/Increased:

- Academic Achievement

- Attendance

- Mental Health, Social-Emotional Competence, Pro-Social Behavior

- Racial/Ethnic Equity in School Discipline

- Outcomes for Students with Disabilities

- Perceptions of School Climate, Organizational Health, and Safety

- Outcomes for Educators (e.g., greater efficacy, reduced stress and burnout)

Less/Reduced:

- Reported bullying and substance abuse
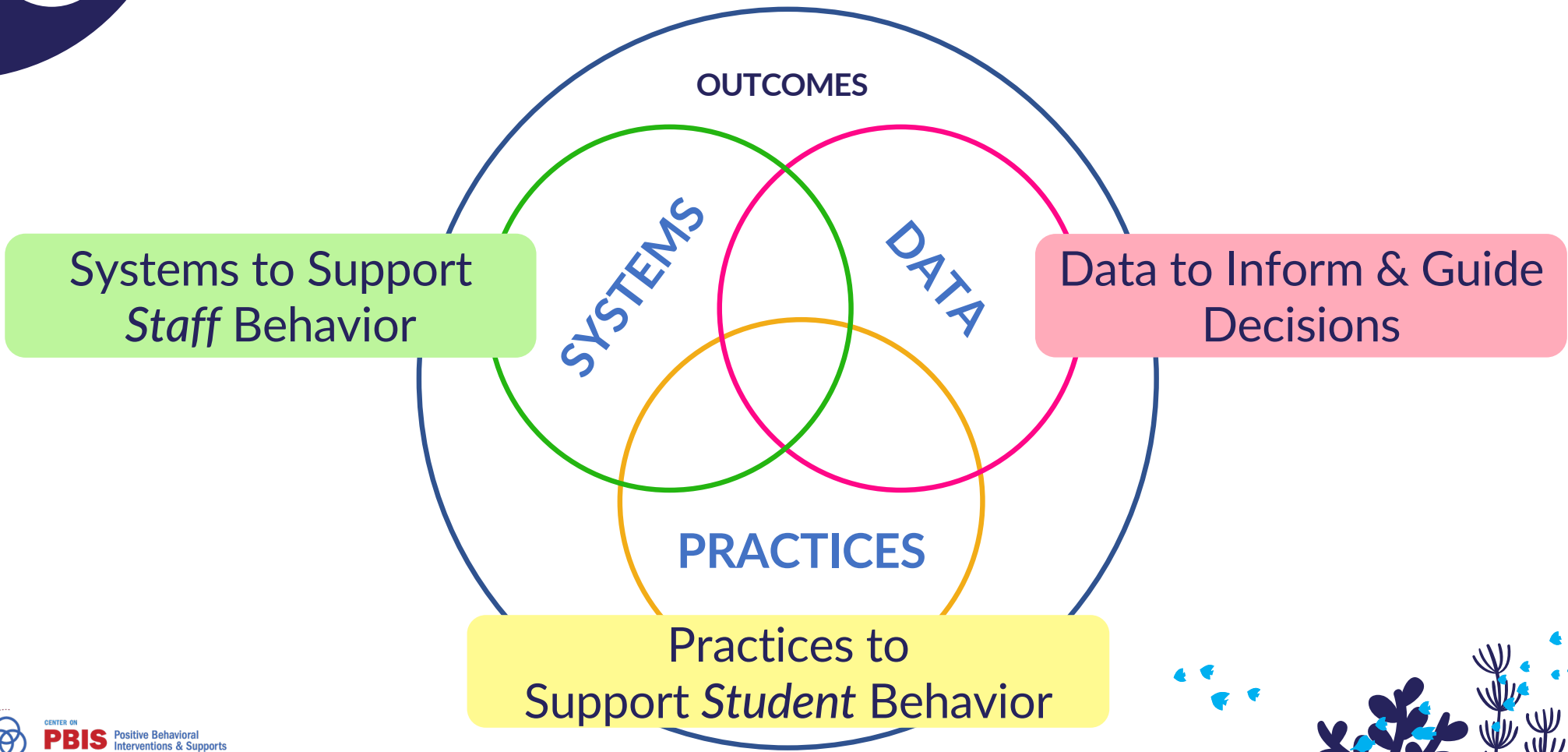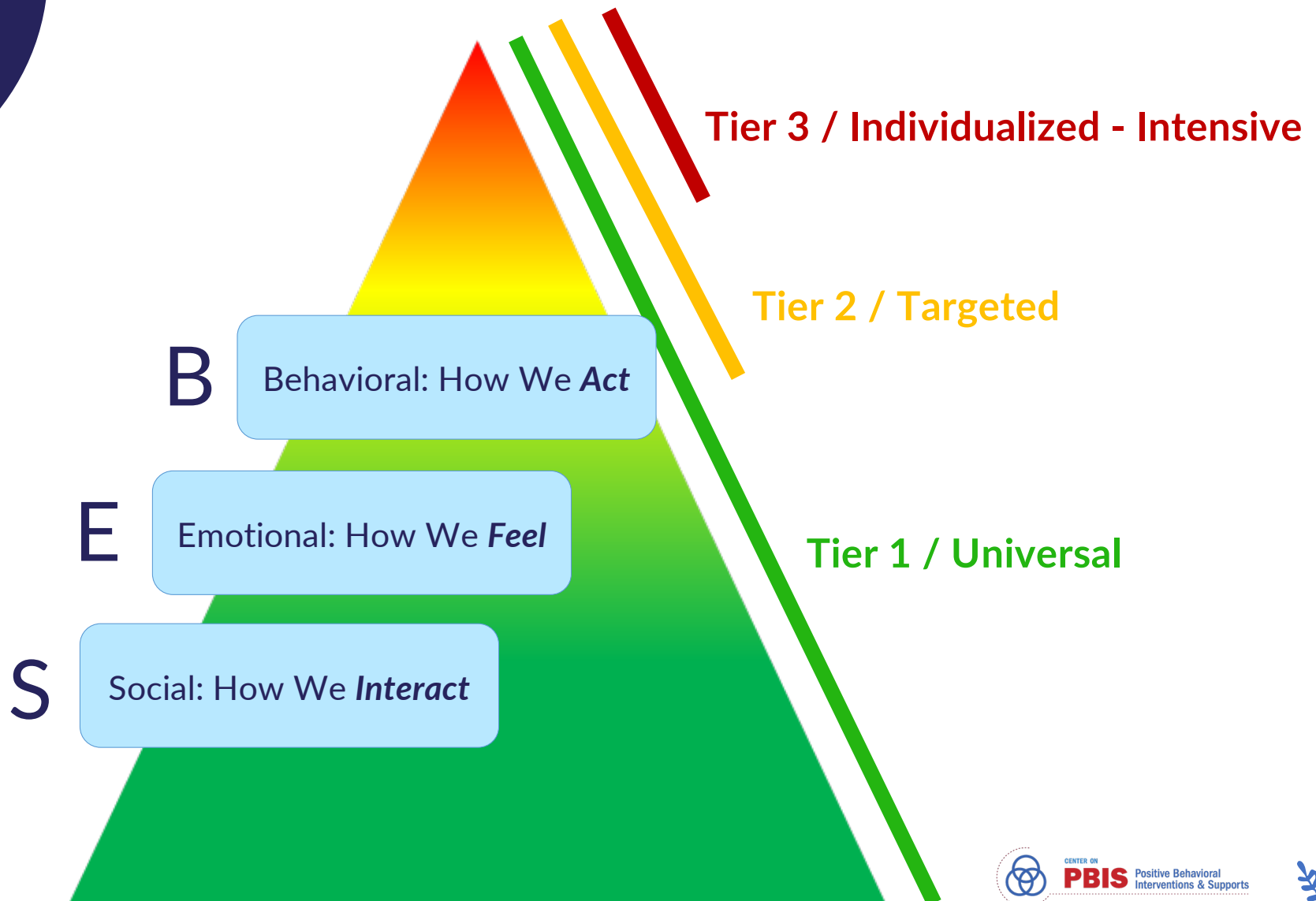
- Exclusionary discipline

OUTCOMES

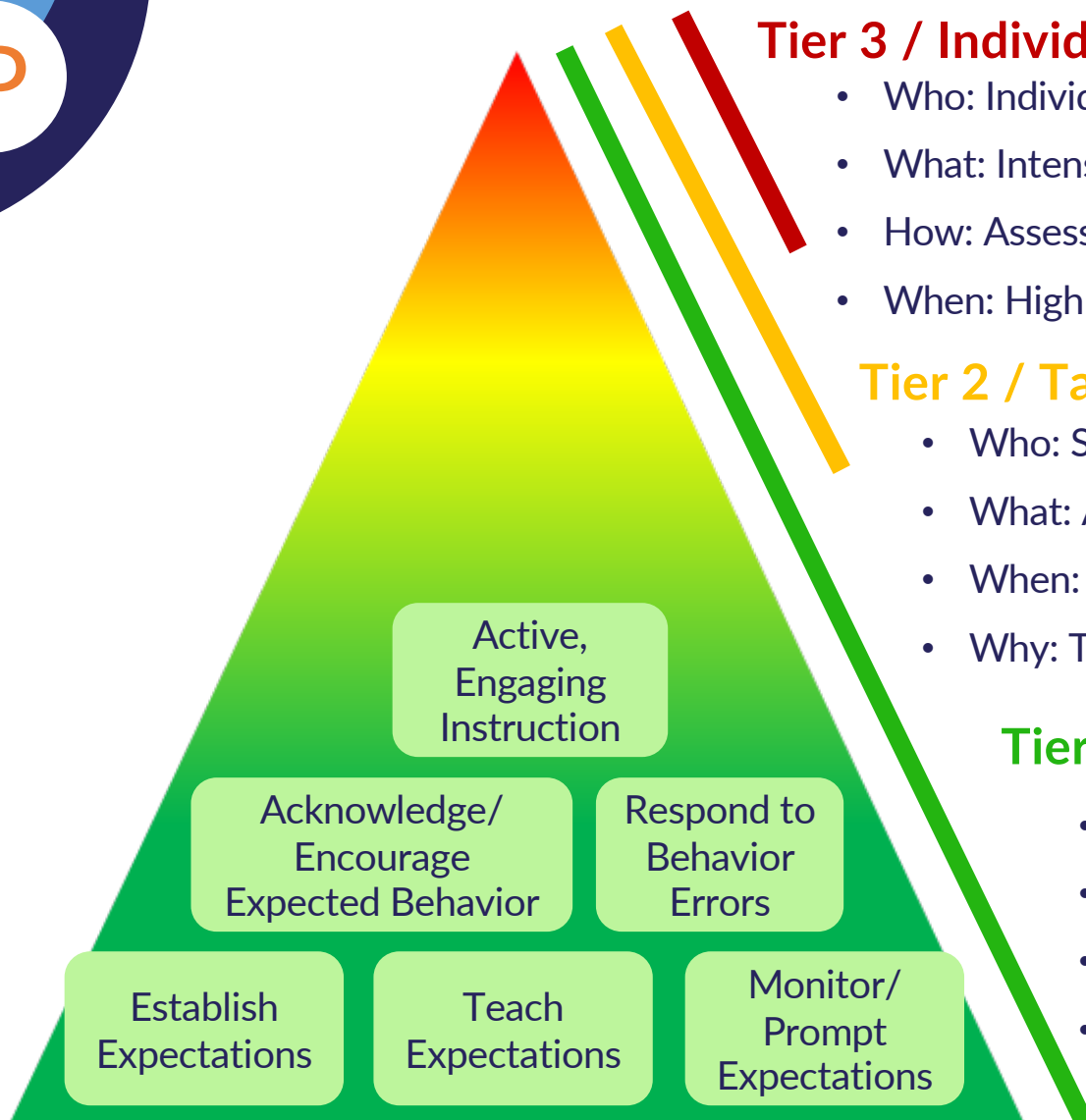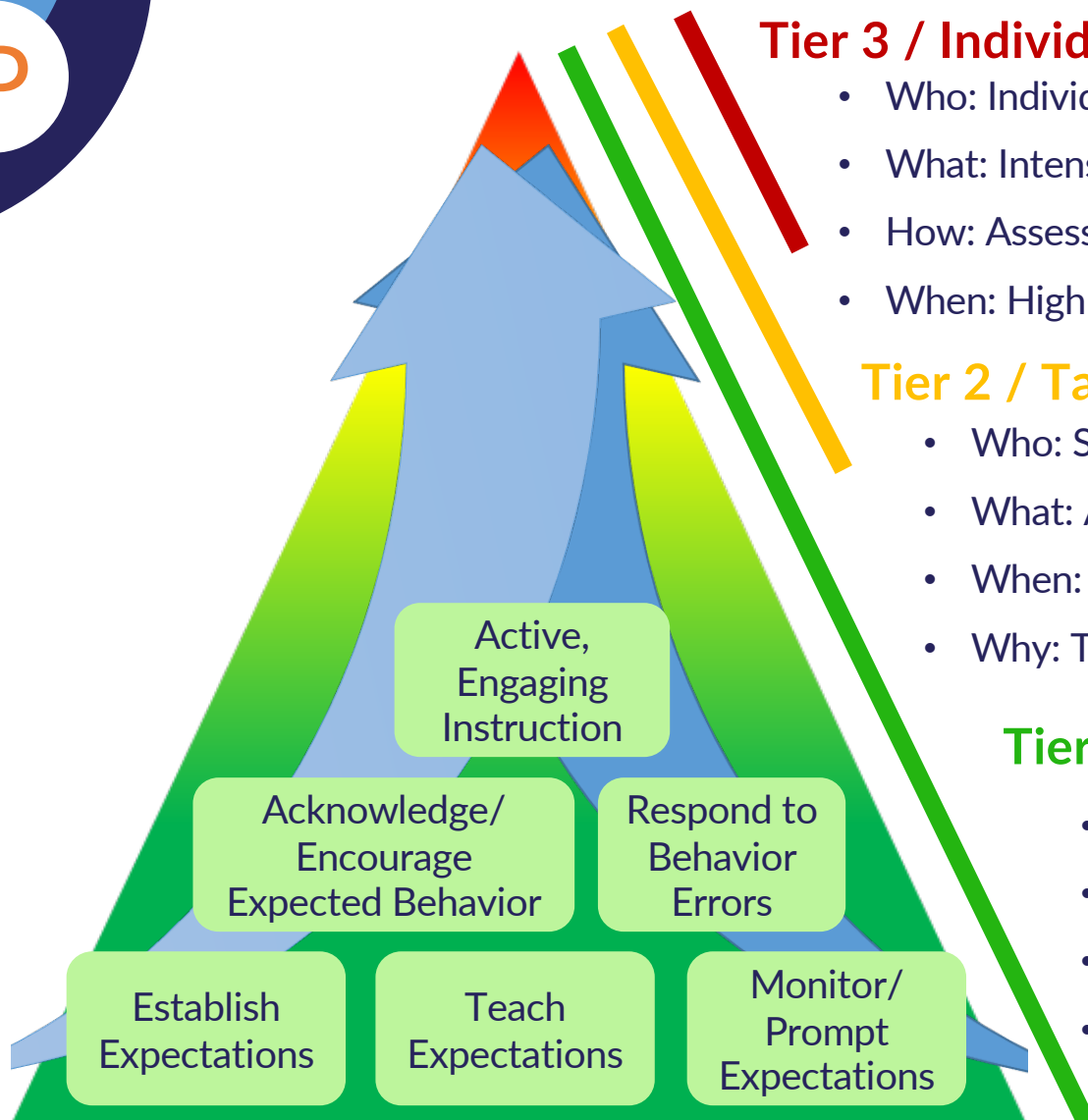*Social Competence &
Academic Achievement for
Each and Every Child*

Social Competence & Academic Achievement for Each and Every Child

OUTCOMES

SYSTEMS

DATA

PRACTICES

Systems to Support *Staff* Behavior

Data to Inform & Guide Decisions

Practices to Support *Student* Behavior

Tier 3 / Individualized - Intensive
- Who: Individual Students
- What: Intensive Instruction/Structure/Feedback
- How: Assessment-based, Comprehensive Supports
- When: High Frequency

Tier 2 / Targeted
- Who: Some Students
- What: Additional Instruction/Structure/Feedback
- When: More Frequently
- Why: Targeted Skill Development

Tier 1 / Universal
- Who: Each and Every Student
- What: Core Components & Practices
- When: Each and Every Day
- Why: Proactive, Preventive

Active, Engaging Instruction

Acknowledge/ Encourage Expected Behavior

Respond to Behavior Errors

Establish Expectations

Teach Expectations

Monitor/ Prompt Expectations

CENTER ON
PBIS Positive Behavioral Interventions & Supports

Tier 3 / Individualized - Intensive

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CENTER ON PBIS Positive Behavioral Interventions & Supports

E

Experiment With Empirically Documented Best Practices

What Does Classwide PBS Look Like?

VS

Classroom Management

Tier 1 / Universal

- Each and Every Student
- Each and Every Day
- Proactive, Preventive

Empirically Documented Best Practices

Maximize Structure
- Schedule
- Routines

Tier 1 Classroom PBIS

Active, Engaging Instruction
- Opportunities to Respond
- Task Difficulty
- Choice
- Activity Sequencing

Expectations for Behavior
- 3-5 & Positive
- Teach & Prompt

Monitor Behavior
- Move
- Scan
- Interact

Acknowledge / Encourage Expected Behavior

Respond to Behavior Errors
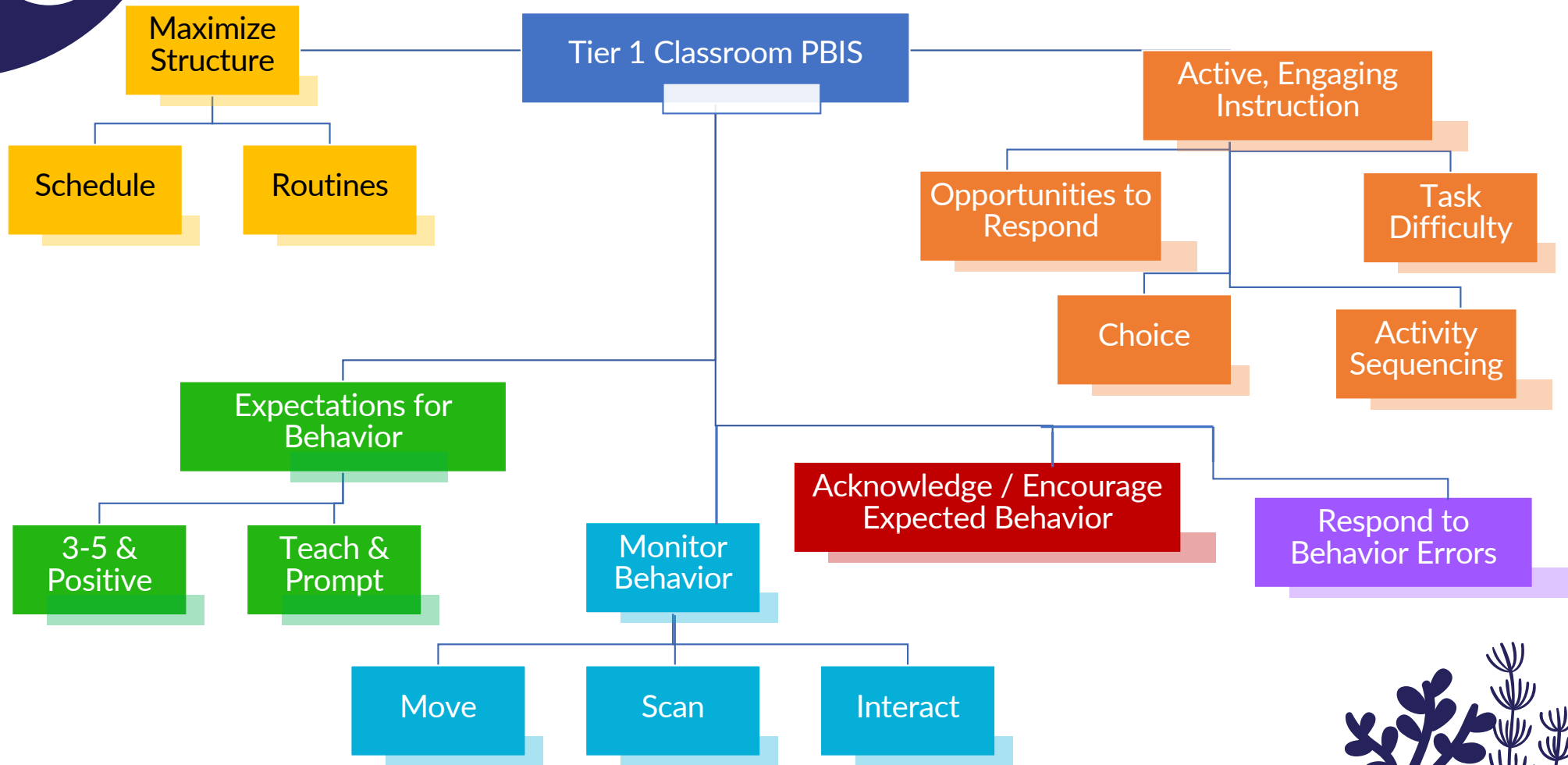
Empirically Documented Best Practices

Classroom Behavior Management Crosswalk

Classroom Management System	Maximized Structure (Environment, Routines, Procedures)	Expectations & Rules (Post, Teach, Review, Monitor)	Student Engagement	Acknowledge Appropriate Behavior	Respond to Inappropriate Behavior
Classwide Positive Behavior Interventions and Supports (PBIS)	✓	✓	✓	✓	✓
Capturing Kids Hearts		✓			
CHAMPS	✓	✓	✓	✓	✓
Conscious Discipline	✓ SW Routines only	✓			
First Days of School (Wong)		✓	✓	✓	
LEAPS (Classroom)		✓		✓	
Love and Logic (Fay)		✓		✓	
Positive Classroom Discipline (Jones)	✓	✓		✓	
Responsive Classroom	✓	✓	✓	✓	✓

Empirically Documented Best Practices

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Interactive Map of Core Features

Classroom Interventions and Supports

Foundations (Table 1)

1.1 Settings
The physical layout osf the classroom is designed to be effective

1.2 Routines
Predictable classroom routines are developed and taught

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

Prevention

2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Precorrections
Provide reminders, before a behavior is expected, that clearly describe the expectation

Response

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
More tips for teachers

Data Systems (Table 3)

3.1 Counting
Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
Record how long a behavior lasts (also called duration).

3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

E

1 Routines & Procedures	**5** Active Supervision
2 Expectations & Rules	**6** Opportunities to Respond
3 Encourage Expected Behavior	**7** Activity Sequencing + Offering Choice
4 Respond to Behavior Errors	**8** Task Difficulty

The importance of emphasizing what you **want**.

E 1 + 2 Expectations, Routines, & Rules

Stay in **your** car.

OR

Stay in your car.

E 1 + 2 Expectations, Routines, & Rules

E 1 + 2 Expectations, Routines, & Rules

Classroom Behavior Expectations

	Entering/ Leaving Class	Transitions	Cooperative Group Work	Individual Seat Work	Whole Group	Taking Care of Personal Needs
Be Safe	Walk KAHFOOTY (Keep all hands, feet, and other objects to yourself)	Walk KAHFOOTY Push in chairs behind you.	Use materials appropriately. KAHFOOTY Use calm language when disagreeing.	Notice your neighbor. KAHFOOTY	Stay at seat. KAHFOOTY Notice your neighbor.	Walk. KAHFOOTY Only ONE person out of their seat at a time.
Be Responsible	Have all class materials with you. Start on your "Do Now". Keep your area clean.	Listen and follow directions as stated. Take materials with you if needed.	Offer help to your groupmates. Stay on task. Contribute. Participate.	Be on task. Follow Directions. Stay in your seat. Ask for help if needed.	Follow directions. Stay on task. Participate in class discussions.	Have planner filled out. Take shortest route. Go at an appropriate time.
Be Respectful	Use indoor voices. Have a positive attitude. Greet Ms. Thoenen. Ask permission.	Respect personal space. Use repectful language.	Listen to others ideas without interupting. Use respectful language. Encourage Others.	Use quiet voice. Raise your hand if you have a question.	Eyes/ Ears on Speaker Raise hand to speak. Stay quiet.	Wait for me to stop talking. Return to your seat quickly and quietly.

- Anchor classroom expectations to school-wide system

- PBIS expectations should reflect the values of all stakeholders:
  - Students
  - Staff
  - Families

E 1 + 2 Expectations, Routines, & Rules

Classroom Behavior Expectations

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- Anchor classroom expectations to school-wide system
- Organize by common routines
- Rules become examples of the broad expectation
- Teach directly and explicitly to students
- Revisit instruction through the year
- Acknowledge compliance
- Respond to behavior errors

E **1** + **2** Expectations, Routines, & Rules

Observable

Measureable

Positive

Understandable

Always applicable

OMPUA
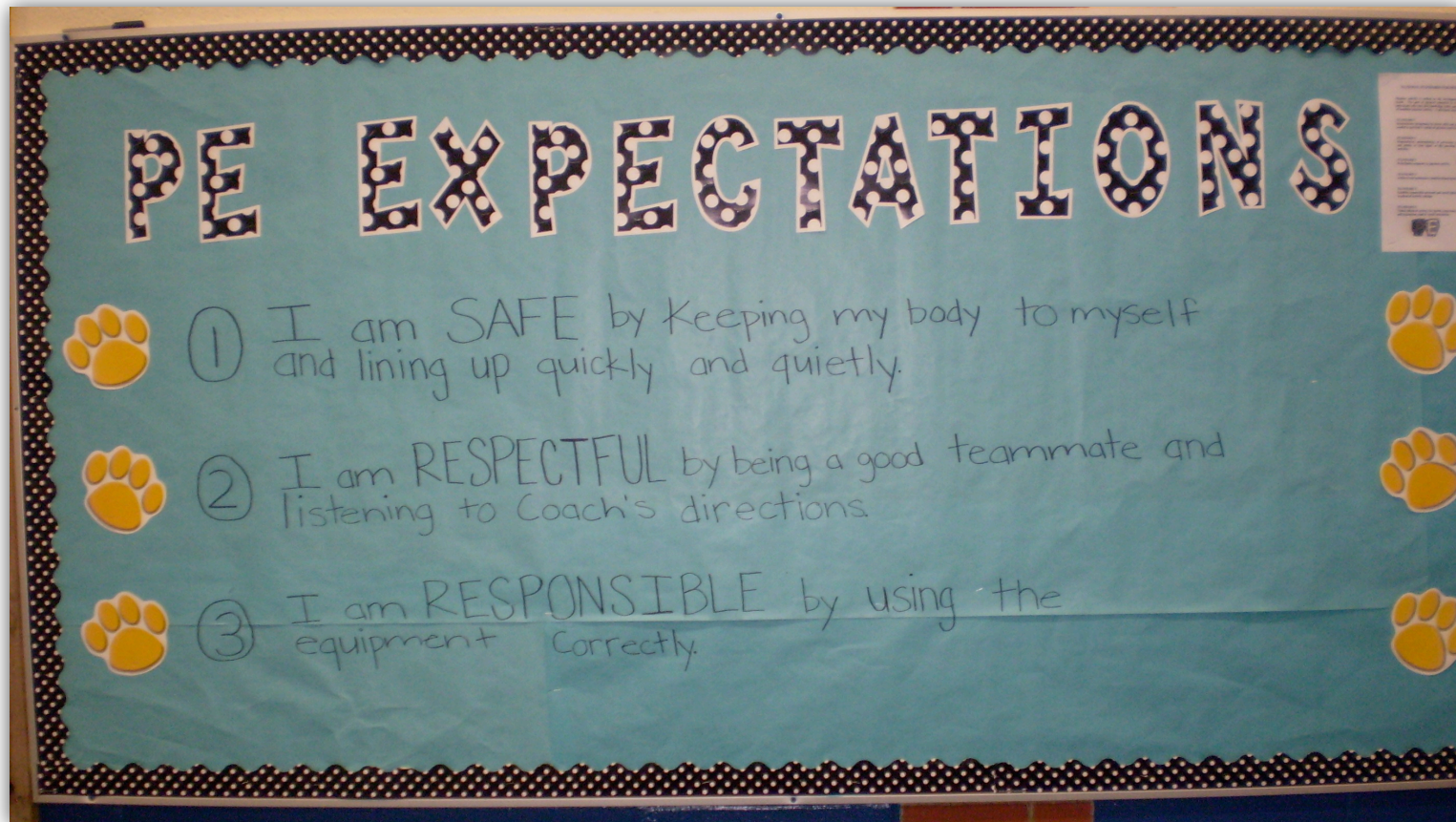
Expectations, Routines, & Rules

Classroom Matrix (Secondary ELA)
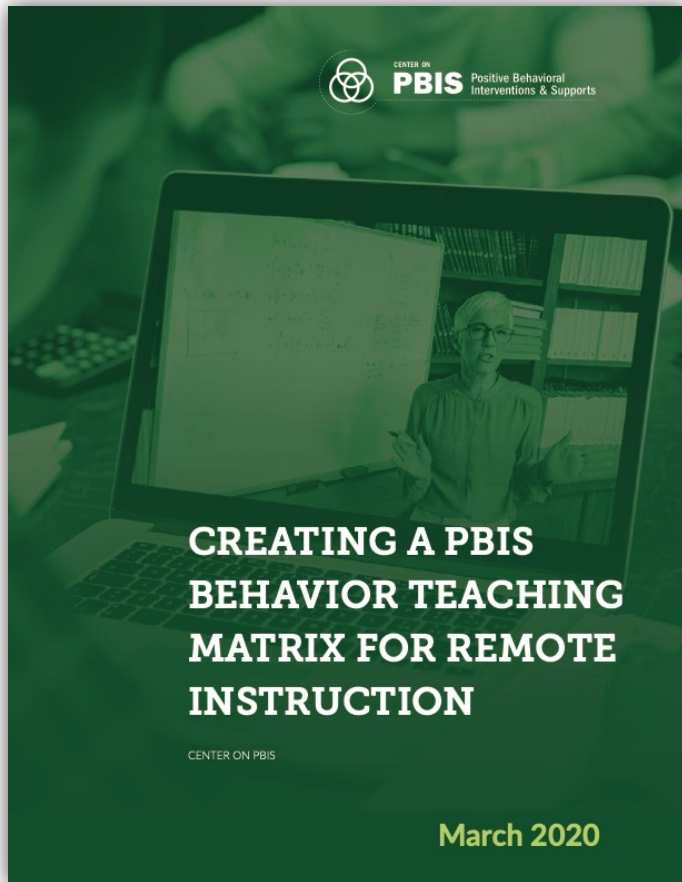
Routines (In a Covid Hybrid Model)

In Person

Expectations*		Transitions	Explicit/ Whole Group Instruction	Group Work/ Discussion	Independent Work	Taking care of personal needs
	Be Purposeful	- Check the board to have the correct supplies out -Move efficiently from place to place - Go to the agenda when finished with a task	- Rewrite notes in your own words - Ask questions if you don't understand something	-Show up prepared with your prep work complete - Ask follow-up questions your peers - Take note of what your peers say	-Work quietly - Remain on task throughout work time -Stay in your assigned seat	- Complete errands quickly -Walk efficiently from place to place
	Be Respectful	-Keep 6 feet away from peers - Arrive to class on time	- Store personal electronics in backpacks -Keep your focus on the speaker	- Use calm and compassionate language -Remain in your assigned seat -Wait for peers to complete their thoughts before responding	- Turn in your own work - Focus on your own tasks -Stay within your 6-foot bubble	-Keep personal belongings in your area -Ask for an EPass during independent work time or transitions
	Be Dedicated	-Return to tasks that are unfinished during work time -Collect materials quickly for the next task	- Ask for help when stuck -Take note of the follow-up task	- Fulfill your assigned group task -Actively listen to group members	- Complete assignments with your best effort -Turn in work in a timely manner	- Pick up any of your discarded waste -Log the correct time in your EPass

Online

Expectations*		Transitions	Explicit/ Whole Group Instruction	Group Work/ Discussion	Independent Work	Taking care of personal needs
	Be Purposeful	- Go to the agenda when finished with a task - Wait patiently for the teacher to let you into the room -Use the updates on Schoology to keep your work in order	- Rewrite notes in your own words -Keep outside, personal belongings out of view of camera -Ask for clarifications via the chat box	-Show up prepared with your prep work complete -Include your group number in your name -Consistently communicate with your group members via chat about expectations	-Work quietly - Remain on task throughout work time - Prepare and keep track of questions for my office hours call	- Return quickly to the zoom call -Keep output audio on loud
	Be Respectful	-Remain on the entirety of the Zoom call -Gather your materials prior to logging on	-Keep your focus on the speaker - Remain on the call for the duration of the session -Raise hand via Zoom reactions	- Use calm and compassionate language - Mute your call when you are not speaking -Display school appropriate content	- Turn in your own work -Create a space that is yours for work	-Turn off your camera -Mute sound
	Be Dedicated	-Return to tasks that are unfinished during work time -Minimize outside distractions surrounding your work environment	-Schedule an office hours appointment if needed -Log on to an alternative session if missed	- Stay on your call screen for the entirety of the session -Respond to student email in 24 hours on school days	-Follow directions posted on Schoology -Email questions as needed	-Return to your zoom call quickly -Separate personal tasks from allotted school time

E 1 + 2 Expectations, Routines, & Rules

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS · CENTER ON PBIS · Positive Behavioral Interventions & Supports

March 2020

		Classroom Routines				
		Routine	Routine	Routine	Routine	Routine
Expectations	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule
	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule
	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule

E 1 + 2 Expectations, Routines, & Rules

Guided, explicit instruction enhances long-term memory

Classroom Routines

Expectations		Routine	Routine	Routine	Routine	Routine
	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule
	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule
	Expectation	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule	• Rule • Rule

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PBIS Social Skills Lesson Plan

Lesson Focus:

Demonstrating _____ (expectation) in _____ (setting/location).

Teaching Objective:

Description of Expected Behavior from Matrix

Following instruction, students will demonstrate _____ (expectation) in _____ (setting/location) by _____ (describe behaviors).

Use your school-wide expectations matrix to describe the expected behavior within specific routine/setting (i.e., what does success look like and/or sound like?)

Teaching Examples:

Positive Examples	Negative Examples
•	•

Remember: teachers always model negative examples so that students do not receive extra practice in problem behaviors

Lesson Materials:
•

Lesson Activities:

1. Introduce the lesson focus and objective (i.e,. description of expected behavior).

Introduction:

2. Model the expected behavior. This portion of the lesson is often called "I do," as the teacher (or expert students) demonstrates the desired behavior while the students watch. You can play the role of the expert, enlist the help of older students, or pre-teach the skill to certain students so that they can model the behavior for their peers.

Model:

3. Lead the students by engaging in a quick activity that you do together ("We do") to quickly check for understanding and application of the behavior skill. Ideas include role playing, group practice with the skill, quick games to check for understanding, etc.

Lead:

4. Test student acquisition of the skills taught during the lesson. A simple way to test is to move into the targeted routine/setting and check for expectation-following behavior (e.g., writing a + or a - next to students' names on a class roster). You could also ask younger students to draw a picture of expectation-following behavior and then hanging them up as visual prompts in your classroom. Or, ask older students to write their own lists of positive and negative examples which adds to your list for future lessons. Your goal is to provide an initial test of knowledge and skill acquisition.

Test:

Adapted from Simonsen et al., (2012), Simonsen & Myers (2015)

E 1 + 2 Expectations, Routines, & Rules

Acquisition

Fluency

Maintenance

Generalization

E ③ Encourage Expected Behavior

Positive Specific Feedback

- Specifically describe the behavior.
  - Explicitly identify the behavior you saw/heard
    - Fosters replication

- Anchor your statement to your classroom expectations

E ③ Encourage Expected Behavior

Habits of Effective Classroom Practice

Set Yourself Up for Success	**Positively greet students as they enter**	**Provide specific feedback**
Add cues for effective practice	• Add greeting poster by door or a greeting slide to start class	• Script potential praise statements (see planning template[5])
Prevent undesired practices	• Prepare in advance of class (rather than during transition into class)	• Actively look for desired behavior (rather than focusing only on disruptions)
Add prompts	• Include greeting in your lesson plans • Set a reminder in Be+ app[3] or other system	• Include praise in your lesson plans • Set a reminder in Be+ app or other system

	Entering/ Leaving Class	Transitions	Cooperative Group Work	Individual Seat Work	Whole Group	Taking Care of Personal Needs
Be Responsible	Have all class materials with you. Start on your "Do Now". Keep your area clean.	Listen and follow directions as stated. Take materials with you if needed.	Offer help to your groupmates. Stay on task. Contribute. Participate.	Be on task. Follow Directions. Stay in your seat. Ask for help if needed.	Follow directions. Stay on task. Participate in class discussions.	Have planner filled out. Take shortest route. Go at an appropriate time.

Entering/Leaving the classroom:
Positive- "You guys all did a great job coming into class and starting your Do Now, thank you for being responsible."
Corrective- "Sometimes I forget to pick up after myself too, but please make sure we are keeping out work areas clean."

Transition:
Positive- "Thank you for taking everything you needed with you, that saves us a lot of time."
Corrective- "Please wait unti you have heard all directions before you get up to move."

Cooperative Group Work
Positive- "I see that this group is using its time wisely and staying on task. Thank you for being responsible."
Corrective- "I know it can be easy to let others do the work for you but to be responsible in this classroom means that you have to do your part."

Individual Seat Work
Positive- "Thank you for following directions and writing your name on your paper. That is very responsible."
Corrective- "Next time you don't understand something, please make sure you ask for help."

Whole Group
Positive- "I like how you raised your hand and participated in today's discussion. I enjoyed hearing your thoughts. Thanks for sharing."
Corrective- "Please make sure we are staying on task in whole group discussion. I know it can be easy to get off topic."

Taking Care of personal Needs:
Positive- "Thank you for having your planner filled out. It saves me a lot of time."
Corrective- "Next time you need a kleenex, please walk straight there and take care of buisiness instead of walking around the classroom."
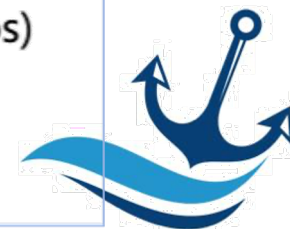
E ③ Encourage Expected Behavior

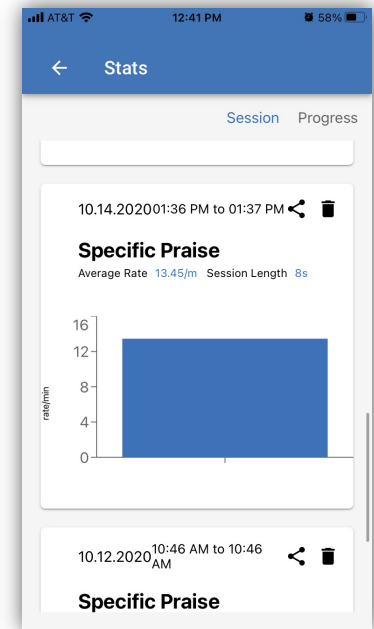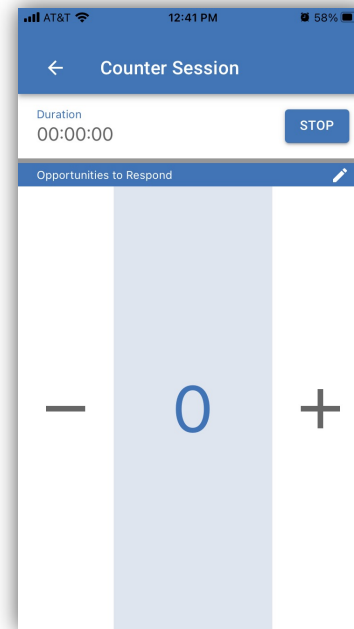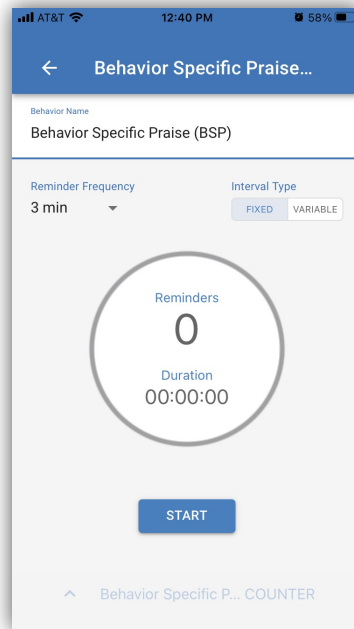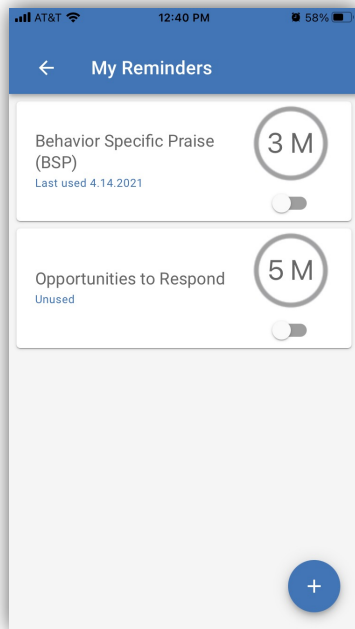## Habits of Effective Classroom Practice

Build Effective Habits	Positively greet students as they enter	Provide specific feedback
Use practice to build fluency	• Practice greetings until fluent	• Practice specific feedback until fluent
Monitor implementation	• Monitor daily greetings for each student with a table (name, point of connection like a pet, and other information needed to build relationships and uncover need)	• Track ratio of positive to corrective feedback (goal >5:1) via Be+ app[3] or on student roster (mark +/- to track ratios) • Examine data for equitable implementation

E ③ Encourage Expected Behavior

Be+ (Be Positive)

	Entering/ Leaving Class	Transitions	Cooperative Group Work	Individual Seat Work	Whole Group	Taking Care of Personal Needs
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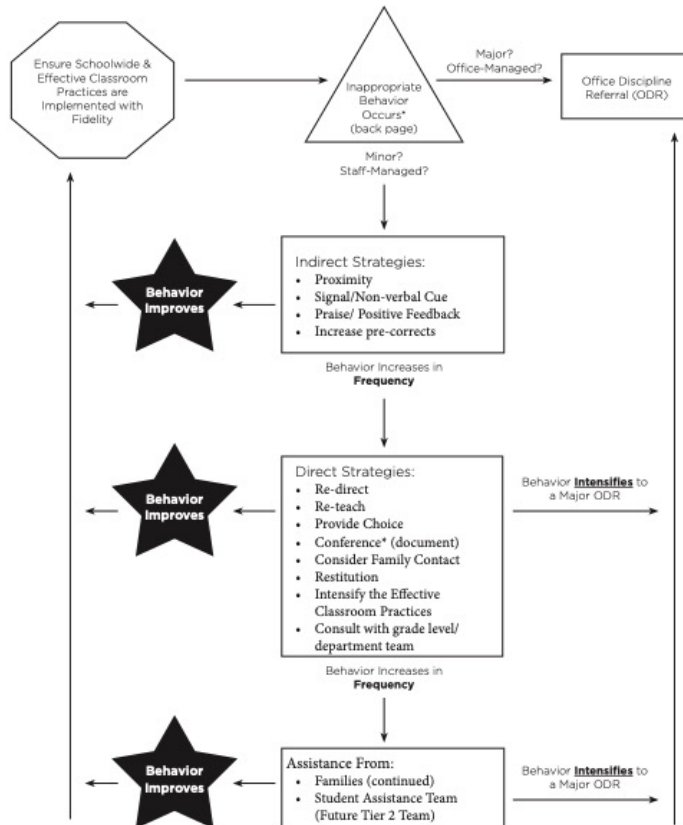
Lewis & Clark Trailblazers

Classroom Behavior Expectations

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Be Respectful	Use indoor voices. Have a positive attitude. Greet Ms. Thoenen. Ask permission.	Respect personal space. Use respectful language.	Listen to others ideas without interrupting. Use respectful language. Encourage Others.	Use quiet voice. Raise your hand if you have a question.	Eyes/ Ears on Speaker Raise hand to speak. Stay quiet.	Wait for me to stop talking. Return to your seat quickly and quietly.

4 Respond to Behavior Errors

**Schoolwide System to Discourage Inappropriate Behavior Flow Chart**

Ensure Schoolwide & Effective Classroom Practices are Implemented with Fidelity

Inappropriate Behavior Occurs* (back page)

Major? Office-Managed? → Office Discipline Referral (ODR)

Minor? Staff-Managed?

Behavior Improves

Indirect Strategies:
- Proximity
- Signal/Non-verbal Cue
- Praise/ Positive Feedback
- Increase pre-corrects

Behavior Increases in **Frequency**

Behavior Improves

Direct Strategies:
- Re-direct
- Re-teach
- Provide Choice
- Conference* (document)
- Consider Family Contact
- Restitution
- Intensify the Effective Classroom Practices
- Consult with grade level/ department team

Behavior **Intensifies** to a Major ODR

Behavior Increases in **Frequency**

Behavior Improves

Assistance From:
- Families (continued)
- Student Assistance Team (Future Tier 2 Team)

Behavior **Intensifies** to a Major ODR

EXAMPLE

Schoolwide System to Discourage Inappropriate Behavior

Staff-Managed and Office-Managed Behavior Definitions

Minor/Staff-Managed	Definitions
Defiance, Disrespect, Noncompliance	Brief or low-intensity failure to respond to adult requests.
Disruption	Low-intensity but inappropriate disruption
Inappropriate Language	Low-intensity instance of inappropriate language
Physical Contact	Non-serious but inappropriate physical contact
Property Misuse	Low-intensity misuse of property
Tardy	Arrives at class after the bell
Technology Violation	Non-serious but inappropriate use of technology

Major/Office-Managed	Definitions
Abusive, inappropriate language	Swearing, name-calling, use of word in inappropriate way
Defiance, Disrespect	Refuses to follow directions, talks back, rude
Fighting, Physical Aggression	Serious physical contact where injury might occur
Inappropriate Display of Affection	Inappropriate verbal or physical gestures or contact, sexual nature to another student or adult
Property Misuse, Vandalism	High-intensity misuse, destruction of property
Technology Violation	Serious inappropriate use of technology
Theft	In possession of or removes someone else's property
Use, Possession of Alcohol, Drugs, Tobacco	Possesses or uses alcohol, drugs or tobacco
Use, Possession of Weapon	Possession of knives, gun or other objects (real or look alike) that might injure others
Verbal assault, threat	Inappropriate, threatening language directed at someone

MO SW-PBS
Missouri School-Wide Positive Behavior Support
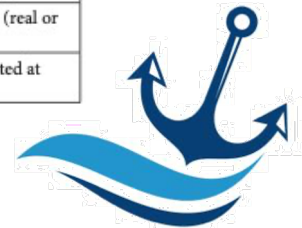
Active Supervision

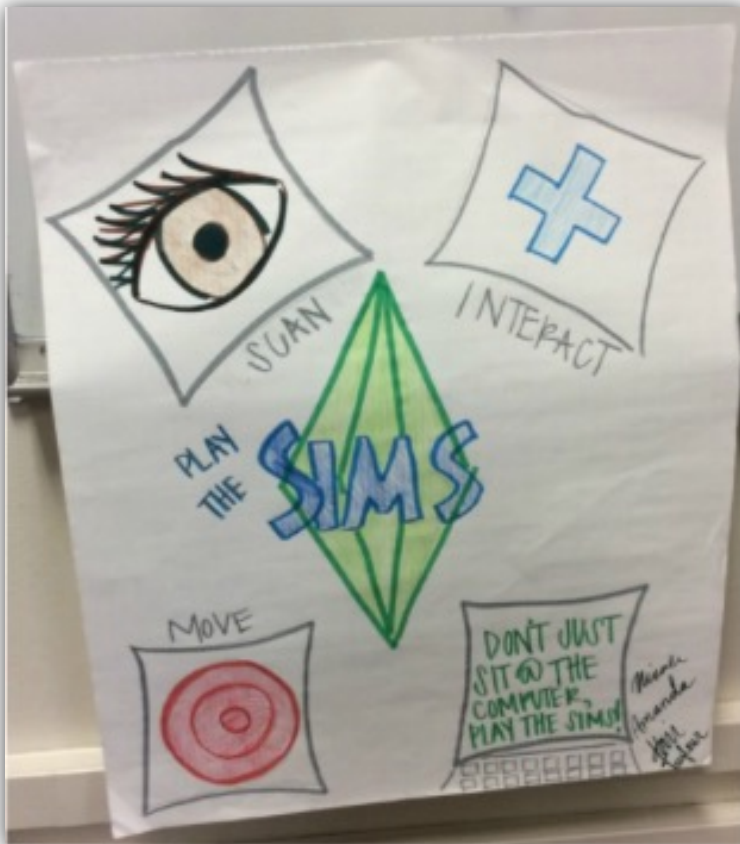Scan – Interact – Move (SIM)

Scan
- visual sweep of entire space

Interact
- respectful, verbal communication
  - prompts/pre-corrections
  - non-contingent attention
  - behavior specific feedback

Move
- Continuous movement, proximity

E **6** Opportunities to Respond

What?
Teacher behaviors that request/solicits a student response.

Why?
Actively engage students in multiple ways.

E 6 Opportunities to Respond

Volunteers or selected students share with the whole class. ③

Students share responses in pairs or small groups. ②

All students respond individually to a higher-order prompt. ①

Ripple Your OTRs

E 6 Opportunities to Respond

Set Yourself Up for Success

	Actively engage students in instruction
Add cues for effective practice	• Add opportunities to respond (OTRs) into instructional materials
Prevent undesired practices	• Reduce "lecture" segments of lessons
Add prompts	• Develop visual reminder of common OTRs approaches • Set a reminder in Be+ app or other system

Be+

Reminder

Precorrection Alarm   00:0

Counter   +−

Stats

About   1.0.44
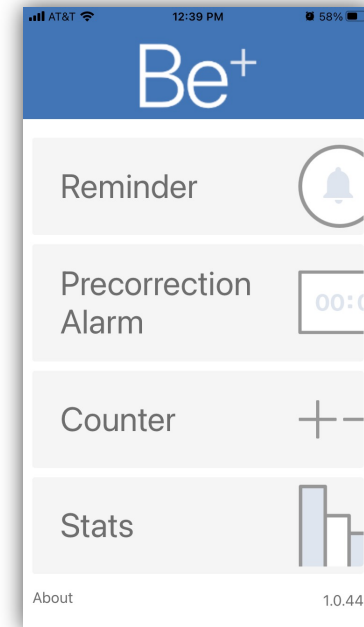
Activity Sequencing	
Task Interspersal	Behavioral Momentum
• Interspersing easy/brief problems or task among longer/more challenging ones.	• Giving 3-4 brief, simple requests before a more challenging one.

E **7** Activity Sequencing + Offering Choice

Create a Menu for Choices

- Type of activity/task

- Order/Sequence of task

- Materials

- With Whom

- Where to work

- How to use free time
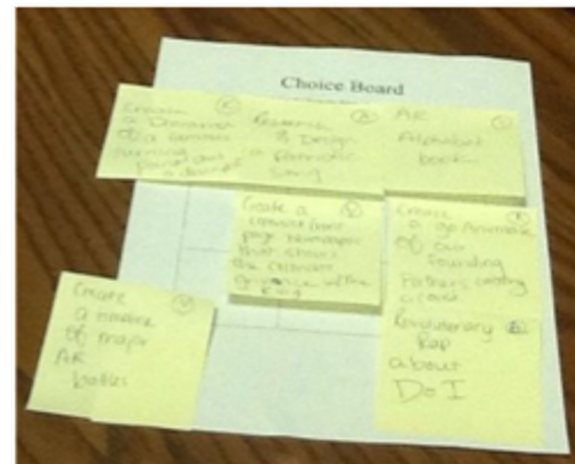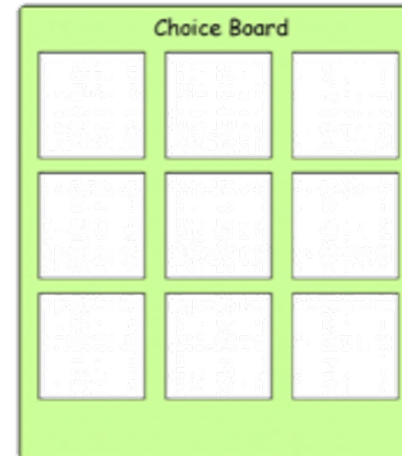
Task Difficulty
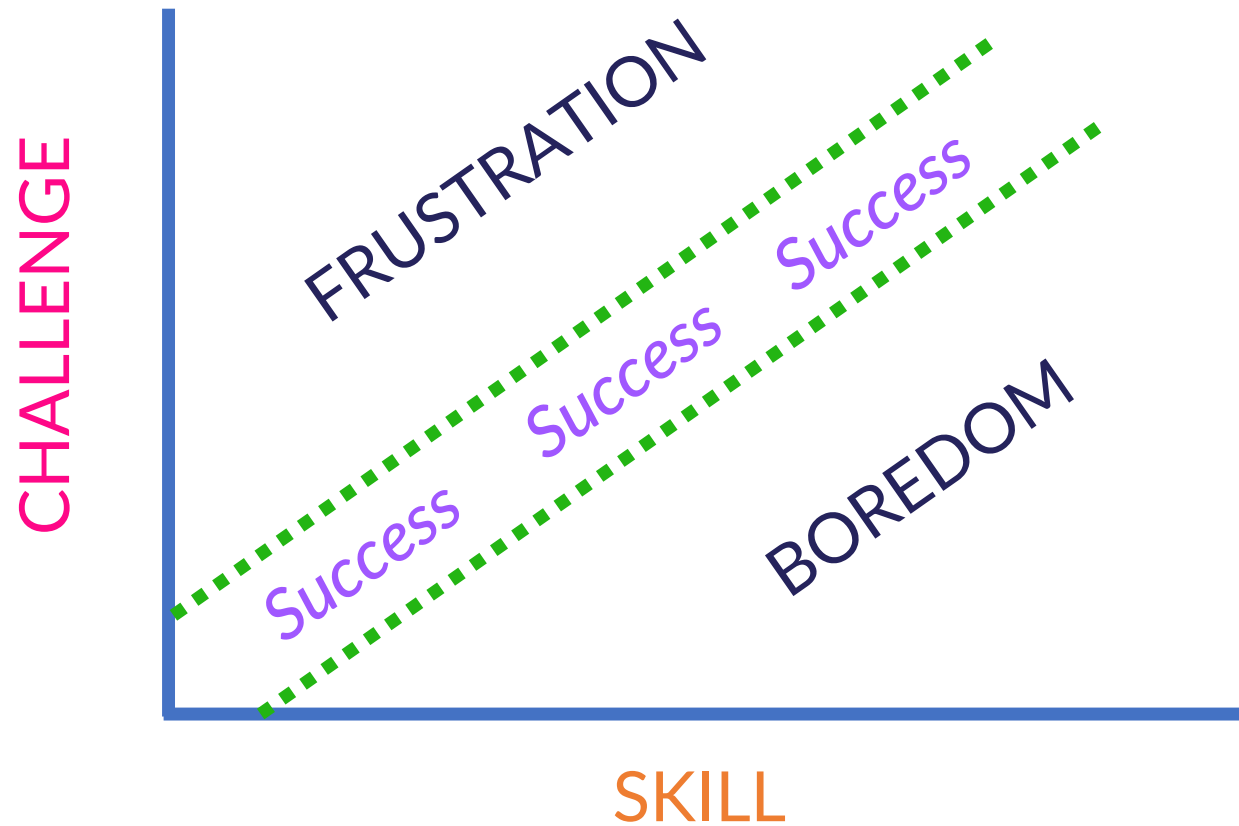
E ⑧ Task Difficulty

Frustration Level
- Knows less than 70% of the concept's elements
- Ratio of less than 90% of known to unknown words

Instructional / Guiding Level
- Knows 70 – 85% of the concept's elements
- Ratio of 93 – 97% known to unknown words

Independent & Successful Level
- Knows more than 90% of the concept's elements
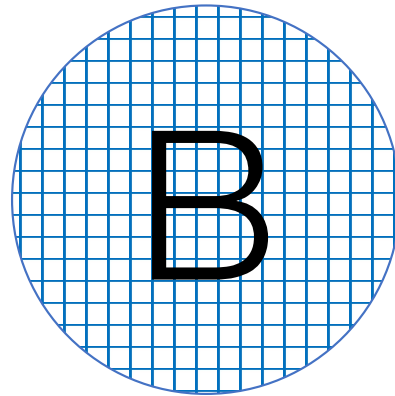- Ratio of more than 97% known to unknown words

Gickling & Armstrong, 1978; Umbreit, Lane, & Dejud, 2004

CHALLENGE

FRUSTRATION

Success

Success

Success

BOREDOM
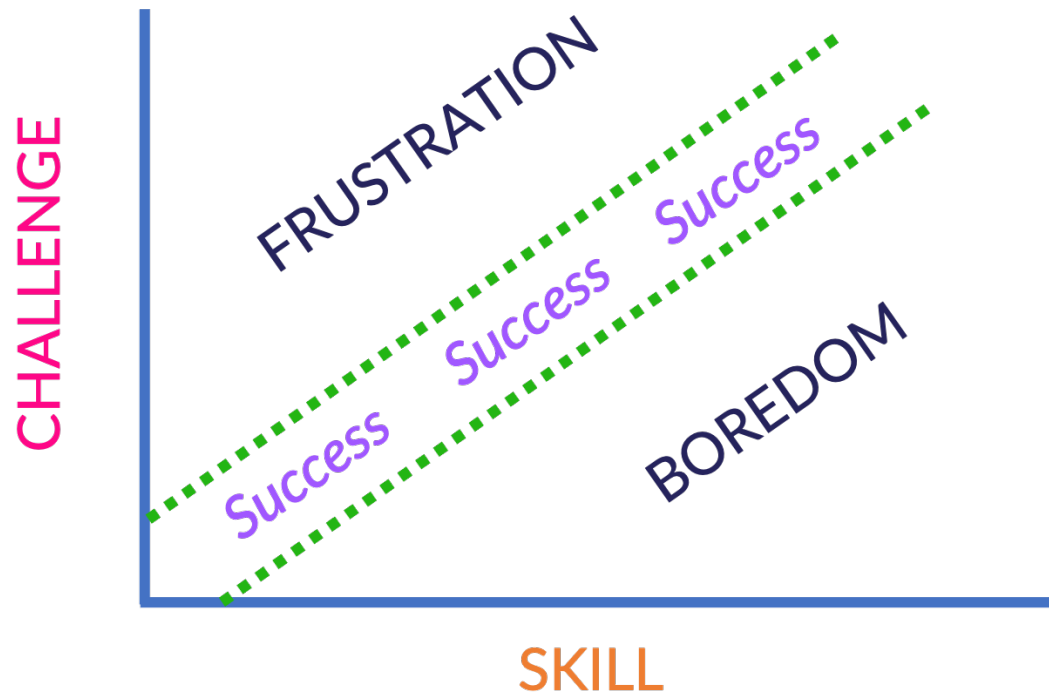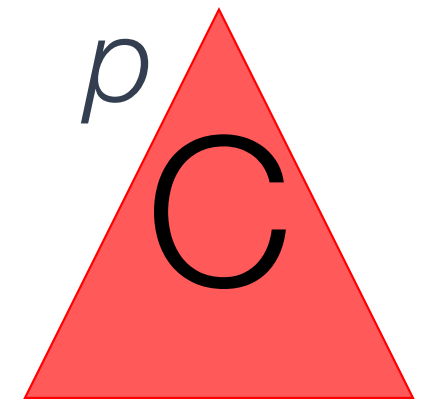
SKILL

Scaffolding to Success

Adult Behaviors = Student Change

E
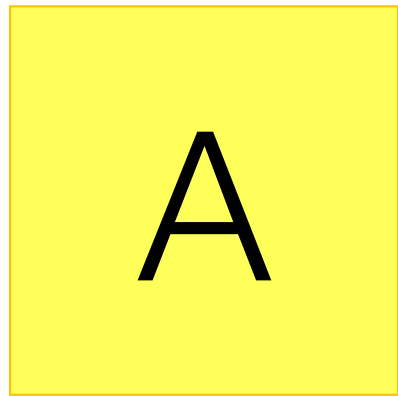
A
Student Characteristics
skills, abilities, social learning history, function/motivation, academic history

+

B
Teacher/School Control
curriculum (modeling, explicit, etc.), engagement, expectations, environment (routines, consistency, physical arrangement, etc.), time, feedback
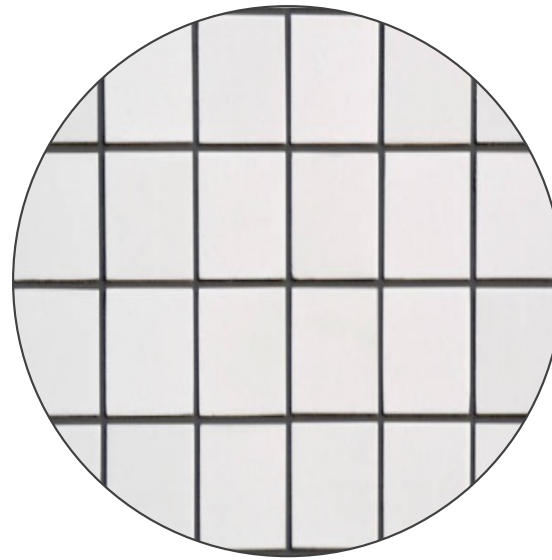
=

^{p}C
Desired State
measureable skills that predict favorable student outcomes (SEB & academic)

Scott, Hirn, & Cooper 2017

Adult Behaviors = Student Change
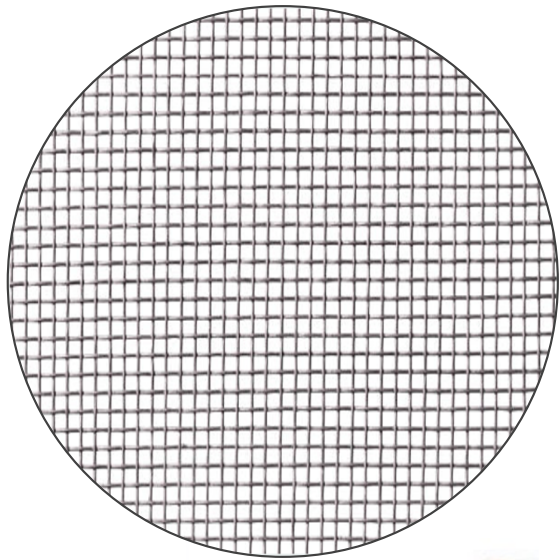
Build a screen tight enough to protect the smallest student.
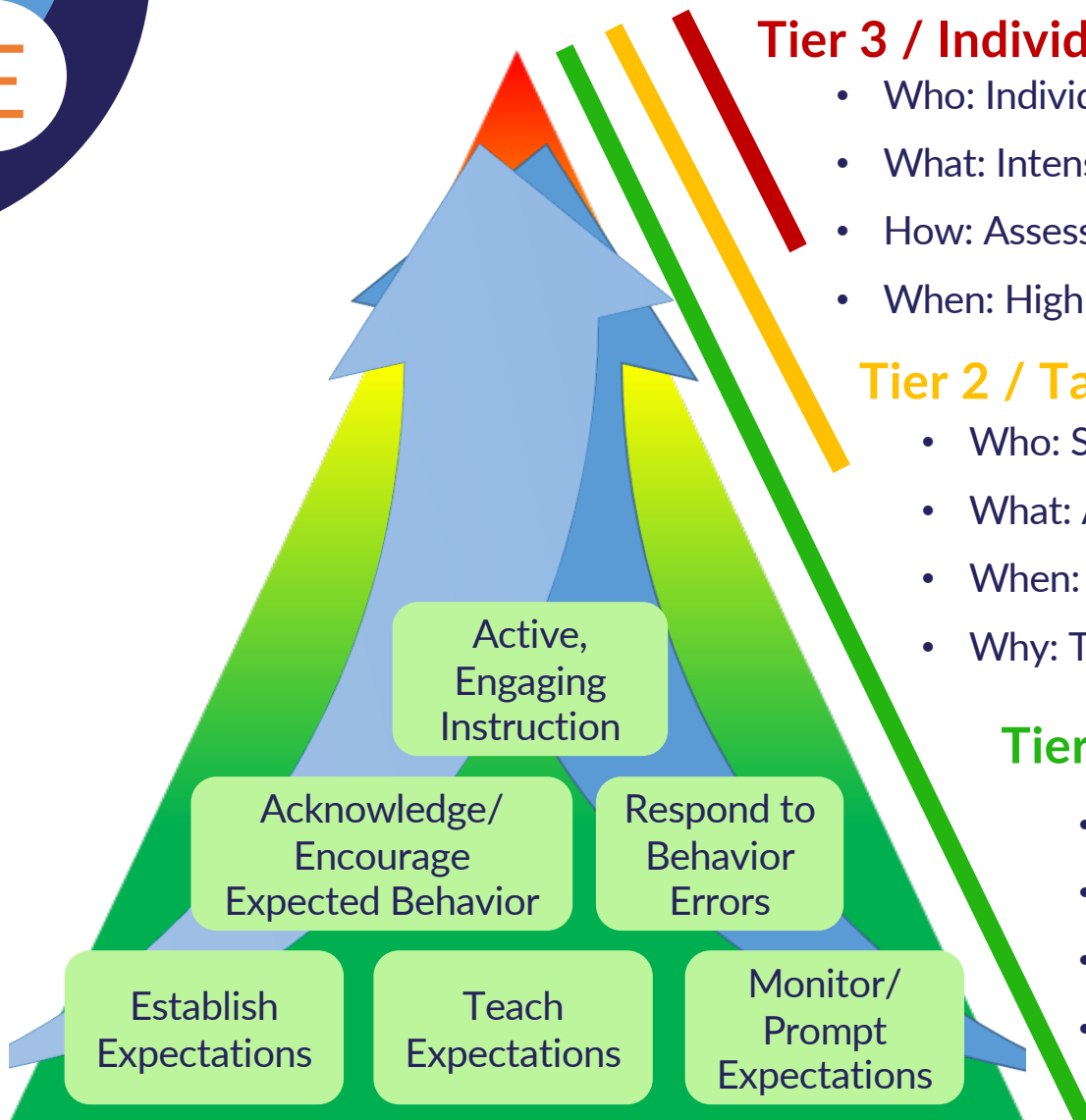
VS

Scott, Hirn, & Cooper 2017

Tier 3 / Individualized - Intensive

- Who: Individual Students
- What: Intensive Instruction/Structure/Feedback
- How: Assessment-based, Comprehensive Supports
- When: High Frequency

Tier 2 / Targeted

- Who: Some Students
- What: Additional Instruction/Structure/Feedback
- When: More Frequently
- Why: Targeted Skill Development

Tier 1 / Universal

- Who: Each and Every Student
- What: *Great 8*
- When: Each and Every Day
- Why: Proactive, Preventive

Active, Engaging Instruction

Acknowledge/ Encourage Expected Behavior

Respond to Behavior Errors

Establish Expectations

Teach Expectations

Monitor/ Prompt Expectations

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

Layer Evidence-based Practices

Example

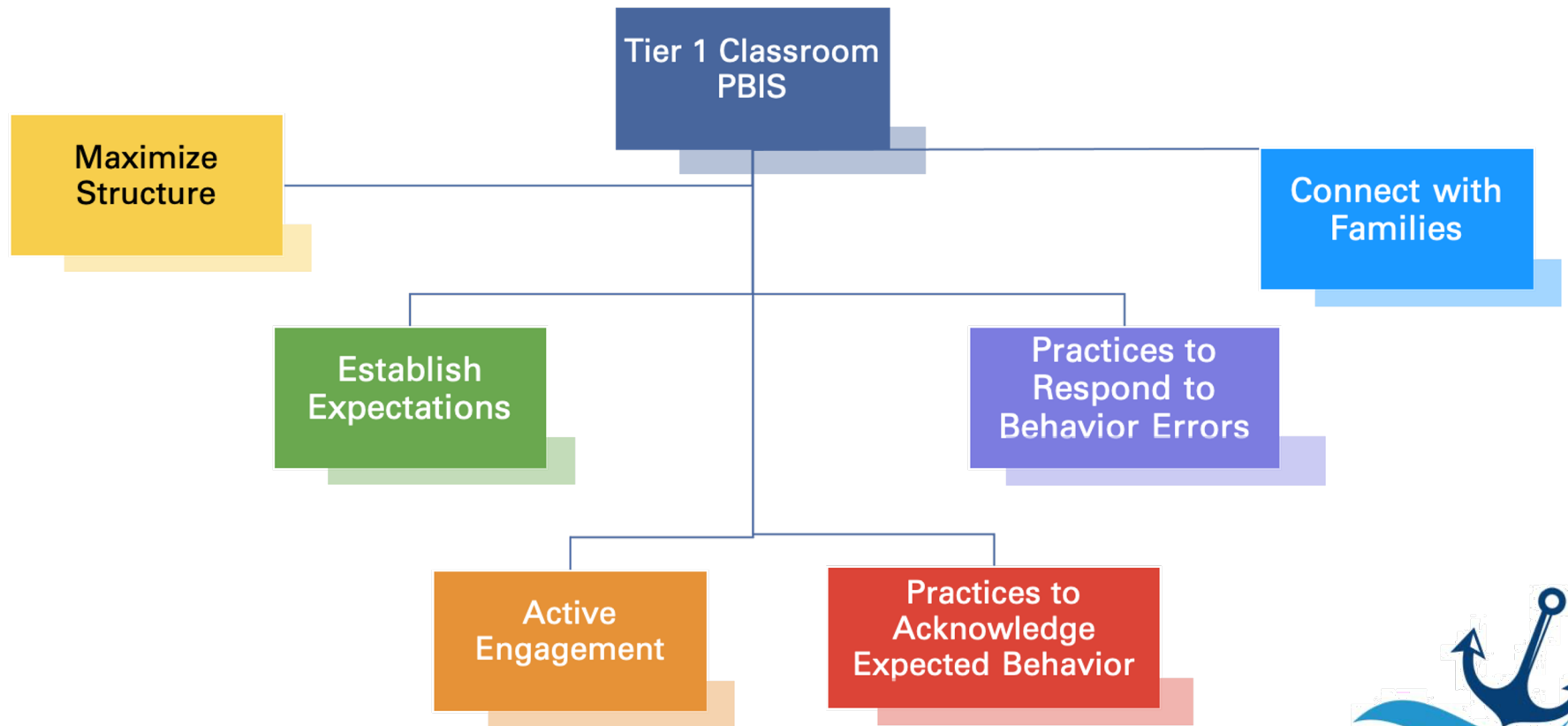|	Universal Tier	Targeted Tier	Individualized Tier
Evidence-based Practice: direct instruction in expectations and behaviors	Tyron's class is taught the school-wide behavior expectations (e.g., Be Safe, Be Respectful, Be Responsible) through scheduled lessons.	Tyron participates in the school's targeted, Tier 2 intervention Check-in, Check-out (CICO). As part of the intervention, he receives increased instruction and practice with expected behaviors through daily reviews of the school-wide behavior expectations and increased pre-corrections from teachers throughout the day.	Tyron receives individualized social skills instruction based on needs, function, and aligned to (and expanding on) the school-wide behavior expectations.
Evidence-based Practice: acknowledging performance of appropriate behaviors	Tyron participates in the school's universal system for acknowledging appropriate behavior and is recognized with the school's tangibles and earned reinforcers.	Within the CICO intervention, feedback is scheduled throughout the day. As a result, Tyron receives increased feedback from teachers and staff about his performance in relation to the behavior expectations.	As part of Tyron's individualized social skill instruction, he is coached on behaviors and receives increased acknowledgement of his performance.

Tip:
Anchor behavior expectations for students with disabilities to the school-wide behavior expectations (e.g., Safe, Respectful, Responsible). Using common language creates an inclusive community and supports the transfer and generalization of newly acquired social emotional/behavior skills to the school context/environment.
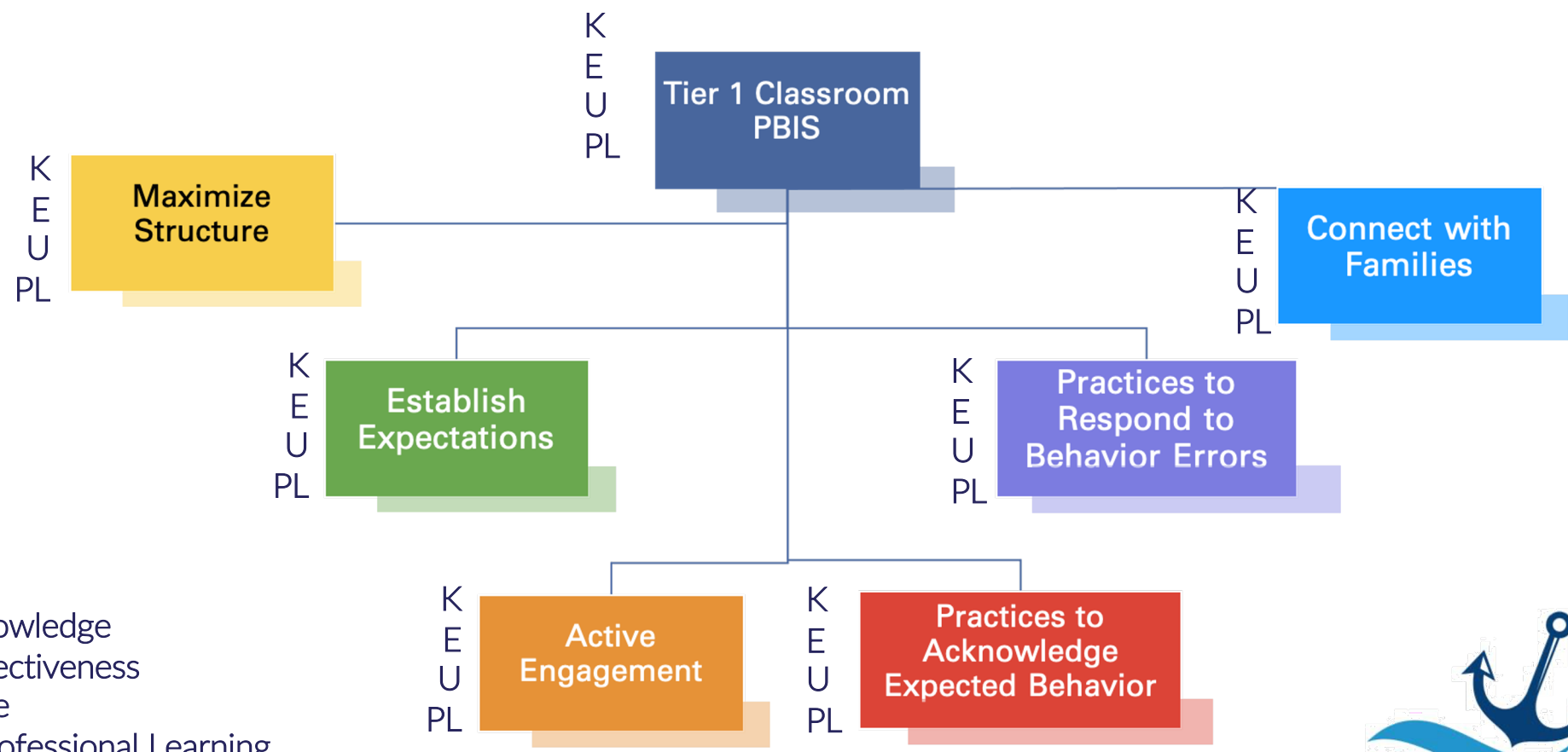
Classroom Management + Remote Instruction

Classroom Management + Remote Instruction

K
E
U
PL **Tier 1 Classroom PBIS**

K
E
U
PL **Maximize Structure**

K
E
U
PL **Connect with Families**

K
E
U
PL **Establish Expectations**

K
E
U
PL **Practices to Respond to Behavior Errors**

K
E
U
PL **Active Engagement**

K
E
U
PL **Practices to Acknowledge Expected Behavior**

K - Knowledge
E - Effectiveness
U - Use
PL - Professional Learning

Classroom Management + Remote Instruction

Knowledge	Effectiveness	Use	Professional Learning
1 – I have no knowledge of this practice. 2 – I have some knowledge of this practice 3 – I am knowledgeable about this practice.	1 – This practice is not effective. 2 – This practice is somewhat effective. 3 – This practice is effective.	1 – I do not use this practice as part of my classroom management for remote instruction. 2 – I seldom use this practice as part of my classroom management for instruction. 3 – I use this practice as part of my classroom management for instruction.	1 – I am not at all interested in additional professional learning on this practice. 2 – I am somewhat interested in additional professional learning on this practice. 3 – I am very interested in additional professional learning on this practice.

Classroom Management + Remote Instruction
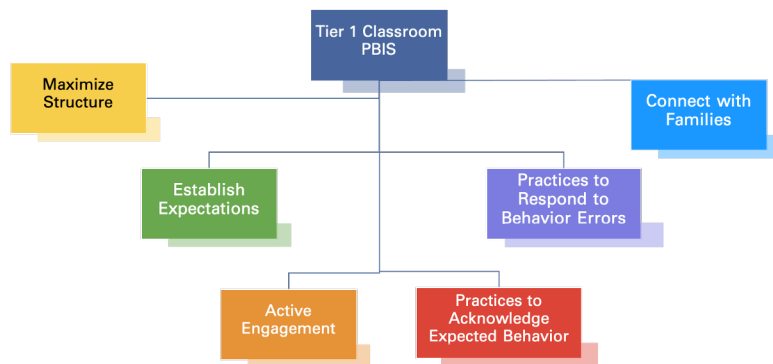
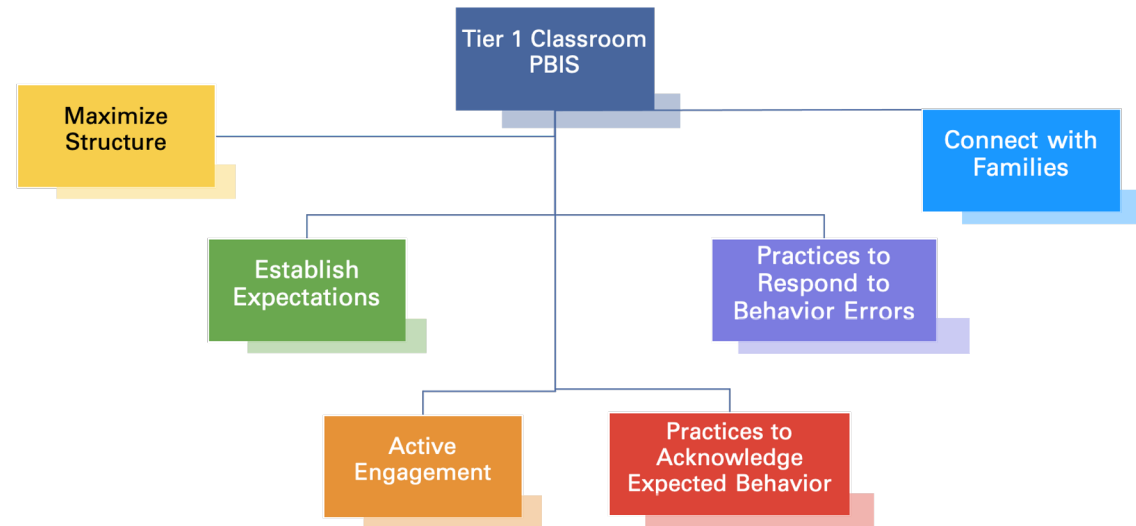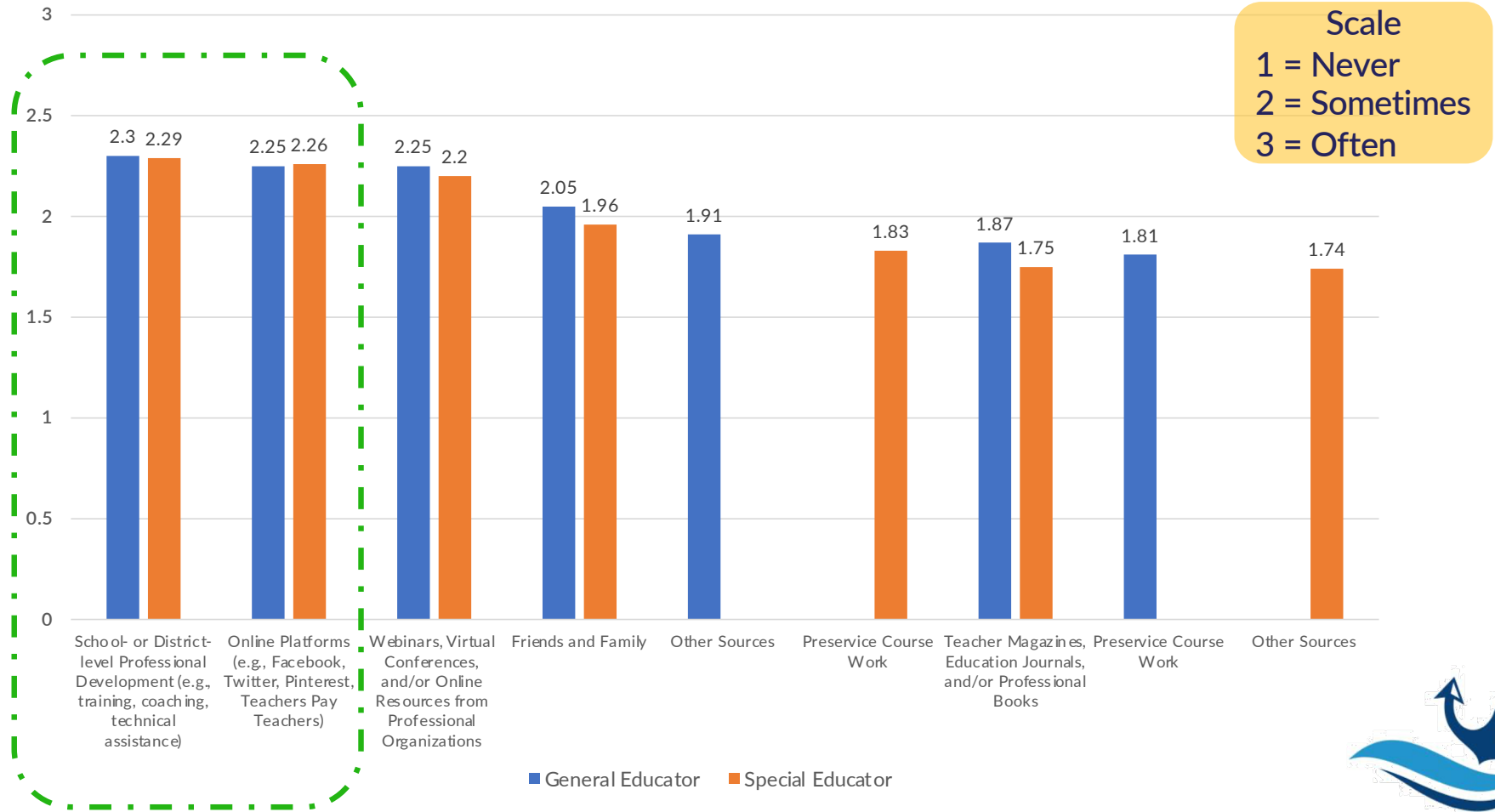| Practices*	Knowledge	Effectiveness	Use	Professional Learning
Establish, Prompt, and Monitor Positively Stated Expectations				
Define and post a small number (3-5) of positively stated classroom expectations for virtual (i.e., online) learning	1 2 3	1 2 3	1 2 3	1 2 3
Actively supervise during remote instruction (e.g., set up remote instruction platform to maximize visibility of students, conduct regular check-ins during small group chats)	1 2 3	1 2 3	1 2 3	1 2 3
Prompt students to meet positively stated expectations for virtual (i.e., online) learning and/or demonstrate other appropriate social behaviors. (Prompts are provided at appropriate times, delivered in an age-appropriate and positively stated manner)	1 2 3	1 2 3	1 2 3	1 2 3

Classroom Management + Remote Instruction

Scale
1 = Never
2 = Sometimes
3 = Often

Chart values:

Source	General Educator	Special Educator
School- or District-level Professional Development (e.g., training, coaching, technical assistance)	2.3	2.29
Online Platforms (e.g., Facebook, Twitter, Pinterest, Teachers Pay Teachers)	2.25	2.26
Webinars, Virtual Conferences, and/or Online Resources from Professional Organizations	2.25	2.2
Friends and Family	2.05	1.96
Other Sources	1.91	
Preservice Course Work		1.83
Teacher Magazines, Education Journals, and/or Professional Books	1.87	1.75
Preservice Course Work	1.81	
Other Sources		1.74

E Quality Resources

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Home | About | Tier 1 | Tier 2 | Tier 3 | Topic

- **Effective Classroom Practices**
- **Classroom Expectations and Rules**
- **Classroom Procedures and Routines**
- **Classroom Encouraging Expected Behavior**
- **Classroom Discouraging Unexpected Behavior**
- **Classroom Active Supervision**
- **Classroom Opportunities to Respond**
- **Classroom Activity Sequencing and Offering Choice**
- **Classroom Task Difficulty**
- **Intensifying Classroom Practices at Tiers 2 and 3**

JCPS Behavior Support Systems
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· 3 years ago | 133 views · 3 years ago | 66 views · 3 years ago | 343 views · 3 years ago

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

Analyze Your Data – Systems Level

TFI

1.8 Classroom Procedures: Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

- **Not Implemented** = Classrooms are not implementing Tier 1

- **Partially Implemented** = Classrooms are informally implementing Tier 1 but no formal system exists

- **Fully Implemented** = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

DSFI

7.8 Classroom Implementation: Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

- **Not Implemented** = Classrooms are not implementing Tier 1

- **Partially Implemented** = Classrooms are informally implementing Tier 1 but no formal system exists

- **Fully Implemented** = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

Analyze Your Data – Systems Level

Classroom Management Observation Tool (CMOT)

Overview. *The CMOT includes two components: (a)* **observation items**, *which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a* **checklist** *of empirically-supported practices to "look for" periodically.*

Instructions. *Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.*

Educator _____	Observer_____	Date_____
Grade Level _____	Content Area: _____	Time Start_____ Time End _____
Instructional Activity:		Setting notes:
Group size: ☐whole class ☐small group		

CMOT Observation Items
Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices *Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.*	1 = *Disagree strongly*	2 = *Disagree Somewhat*	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in **active supervision** of students in the classroom (i.e., moving, scanning, interacting).[a]	1	2	3	4
2. The educator effectively provided most/all students with **opportunities to respond** and participate during instruction.[b]	1	2	3	4
3. The educator effectively provided **specific praise** to acknowledge appropriate student academic and social behavior.[c]	1	2	3	4
4. The educator provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

[a] Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.
[b] Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)
[c] Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist
Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations		
1. The educator **posted schedule** for the day and/or class activity.	☐ Yes	☐ No
2. The educator **posted** 3-5 positively stated behavioral **expectations** in the classroom.	☐ Yes	☐ No
3. The **physical arrangement** of the room was appropriate for the activity.[d]	☐ Yes	☐ No
4. The educator developed **routines** for the day and/or class activity. [e]	☐ Yes	☐ No
5. The educator **taught**[f] and **prompted**[g] 3-5 positively stated behavioral **expectations**.	☐ Yes	☐ No
6. The educator selected and implemented additional **consequence strategies**, if appropriate, to support student behavior. [h]	☐ Yes	☐ No

[d] **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.
[e] Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.
[3]fStudents demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.
[g] Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.
[h] **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J....Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.
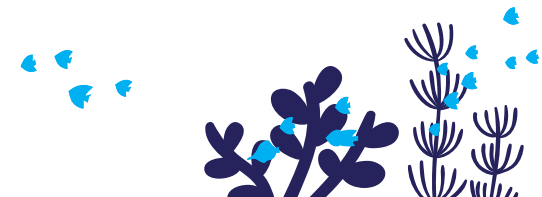
Analyze Your Data – Systems Level

Tier I: District-wide Ongoing Monitoring

Staff Name _____ Date/Time _____ Observer_____

Subject _____ # of Years in District 1-2 3 or more

During a **10-minute** observation period, record simple tally marks for 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"* *"Shhh"* *"Don't"*	
	Behavioral	Behavioral	Behavioral	Behavioral	
	Academic	Academic	Academic	Academic	
Opportunities to Respond	Individual:		Whole Group:		
Precorrects					

Ideal goal - Highest number of Specific Positive Statements

Total Ratio of Behavioral Interactions= ____ : ____ (*Goal is 4:1*)   Total Ratio of Academic Interactions= ____ : ____ (*Goal is 4:1*)

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

Positive and Proactive Classroom Management Practices Circle the number that applies to each description.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Effectively engaged in **active supervision** of students in the classroom (i.e., moving, scanning, interacting).	1	2	3	4
Effectively provided most/all students with **opportunities to respond** and participate during instruction.	1	2	3	4
Effectively provided **specific praise** to acknowledge appropriate student academic and social behavior.	1	2	3	4
Provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

Practices That Were Observed: Check any that apply throughout the lesson			
❑ Matrix Posted	❑ Procedures Observed	❑ Use of Attention Signal	❑ Use of Reinforcement System

Comments:

Developed by Fulton Public Schools 2020

Tier I: School-wide Ongoing Monitoring Definitions

Ratio of Interactions	Responding to Positive Behavior		Responding to Negative Behavior	
	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"* *"Shhh"* *"Don't"*
	A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) 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 behavior.
Opportunities to Respond	Individual: A single student is given the opportunity to respond. (Verbal, nonverbal, manipulatives, whiteboards, etc)		Whole Group: Teacher gave all students an opportunity to respond to a question. (Verbal, nonverbal, manipulatives, whiteboards, etc)	
Precorrects	A teacher statement that tells social behavioral expectations, school or classroom routines/procedures **before** students have an opportunity to demonstrate them.			

Classroom Management Practices	
Effective Active Supervision	Includes systematic scanning, unpredictable movement, and interactions spread across students.
Effective Opportunities to Respond	Provide opportunities to various numbers of students using various opportunity and response modalities.
Effective Specific Praise	Names the behavior and is contingent, genuine, and contextually/culturally appropriate.

Practices That Were Observed:	
Classroom Matrix Posted	Classroom matrix is big, bold, and beautiful 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.
Use of Reinforcement System	Teacher uses a reinforcement system to acknowledge appropriate student behaviors.

Analyze Your Data – Systems Level

Data-Based Decision-Making Process to Support Implementation of Classroom Practices and Systems
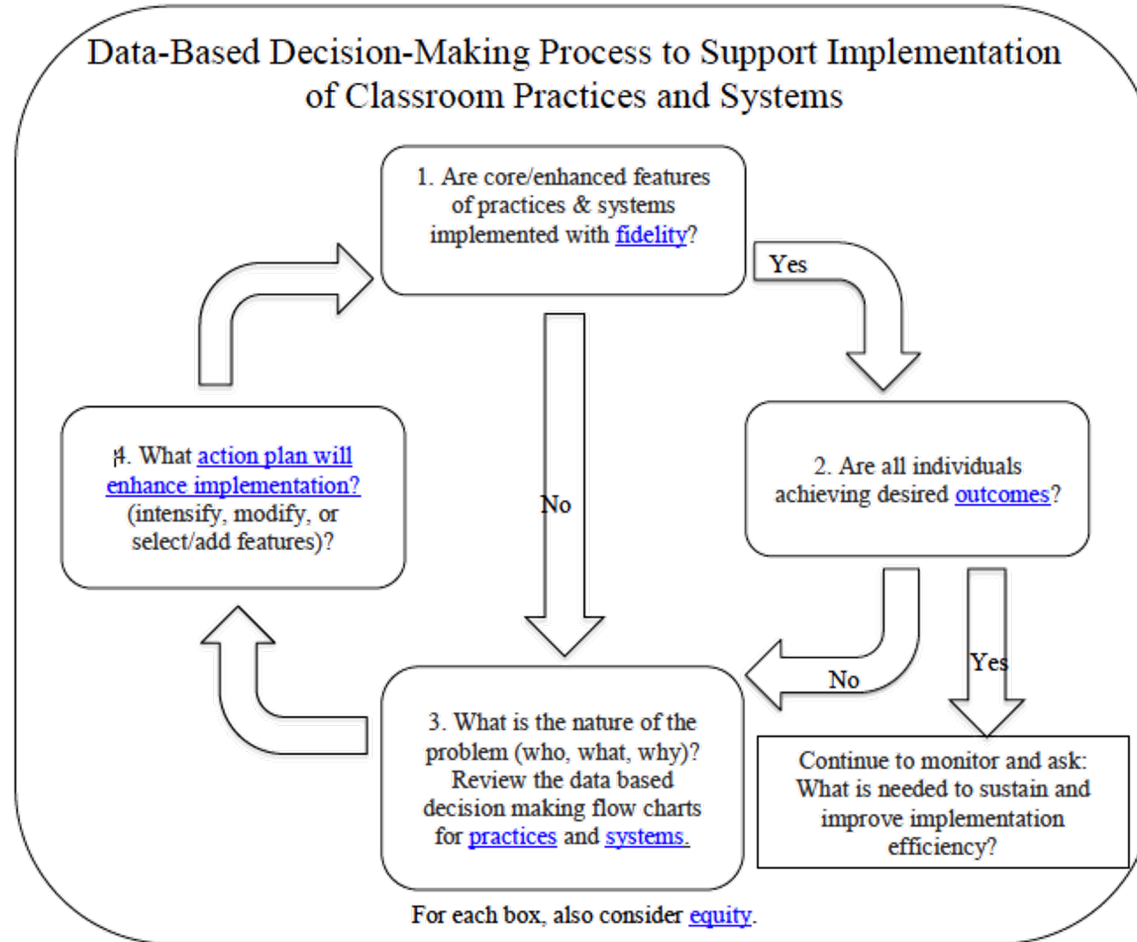
Analyze Your Data: Personal Reflection

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have attended **Classroom Expectations** in-service. ☐ I have created and posted classroom rules aligned with schoolwide expectations. ☐ I have filed a copy of my classroom rules in the office. ☐ 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	☐ I have attended **Classroom Procedures and Routines** in-service. ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. ☐ Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	☐ I have attended **Classroom Strategies to Encourage Expected Behavior** in-service. ☐ I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). ☐ What is my method for providing specific positive feedback at a ratio of 4: 1? _____ ☐ Can my students tell how they receive acknowledgement for appropriate behavior? _____
4. Discouraging Inappropriate Behavior	☐ I have attended **Discouraging Inappropriate Behavior** in-service. ☐ I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

OTR Mini-Action Research Plan

1. Determine individual present level of performance (e.g., baseline data).

When will I collect the data?	*Identify a 15-minute time segment for data collection.* Time Frame: What is happening during this time?

Who will collect the data?	*Check all that apply.*		
	[ ] I will collect my own data.	[ ] I will ask another person to help collect data. I will ask:	Notes:

How will the data be collected?	*Check all that apply.* [ ] Tally [ ] Smart Phone App [ ] Video [ ] Other:

What is your **current** (baseline) rate of OTRs?	Baseline Day 1	Baseline Day 2	Baseline Day 3
	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =

# of Days with Baseline Data = _____   Baseline Average = _____ OTR/min

* Be sure to also enter data in the Google Sheet data entry tool to generate progress monitoring graphs.

2. Develop a plan to increase OTRs

What is your **goal** rate of OTRs?	Currently, I present an average of _____ OTRs per minute across _____ sampled opportunities. My goal is to increase my use of OTRs to an average of _____ OTRs across _____ sampled opportunities.

What OTR strategies will you use?	Individual/Mixed	Choral/Unison	Class-wide Peer Tutoring
	List specific examples: • • •	*List specific examples:* • • •	*List specific examples:* • • •

What steps will you take and when?	Changes to Instruction	Additional Activities	Self-delivered Reinforcer
	List specific examples: • • •	*List specific examples:* • • •	*List specific examples:* • • •

3. Implement plan, monitor progress, and adjust supports.

	Active Implementation – Week 1				
	Day 1	Day 2	Day 3	Day 4	Day 5
What is your rate of OTRs?	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =

Week 1 # of Days with Data = _____   Week 1 Average = _____ OTR/min

* Be sure to also enter data in the Google Sheet data entry tool to generate progress monitoring graphs.

What adjustments do you need to make for the future?	*List specific adjustments needed to meet goal:*

	Active Implementation – Week 2				
	Day 1	Day 2	Day 3	Day 4	Day 5
What is your rate of OTRs?	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =	# OTR = Duration (min.) = Rate OTR/Min =

Week 2 # of Days with Data = _____   Week 2 Average = _____ OTR/min

* Be sure to also enter data in the Google Sheet data entry tool to generate progress monitoring graphs.

What adjustments do you need to make for the future?	*List specific adjustments needed to meet goal:*

4. Reflection

Data Review			
Baseline	Goal	Outcome Average	Comparison to Goal
_____ OTR/min	0 OTR/min	*Average rate of OTR/min across 0 sampled days:* _____ OTR/min	☐ Decreased ☐ No change ☐ Improved, but not to goal ☐ Goal met

A Analyze Your Data: Personal Reflection

Engage in Video Analysis

1. Choose a lesson, choose a device

2. Reflect on the lesson:
   - Broad reflection (e.g., Danielson framework)
   - Instances of specific practices/strategies

3. Share with a mentor, coach, or colleague
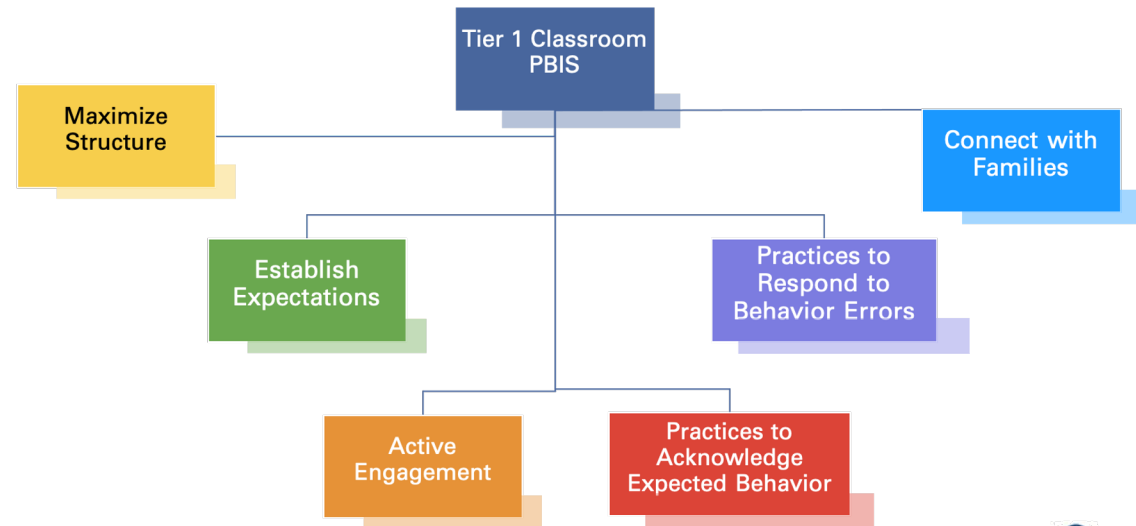
4. Establish a plan

5. Repeat

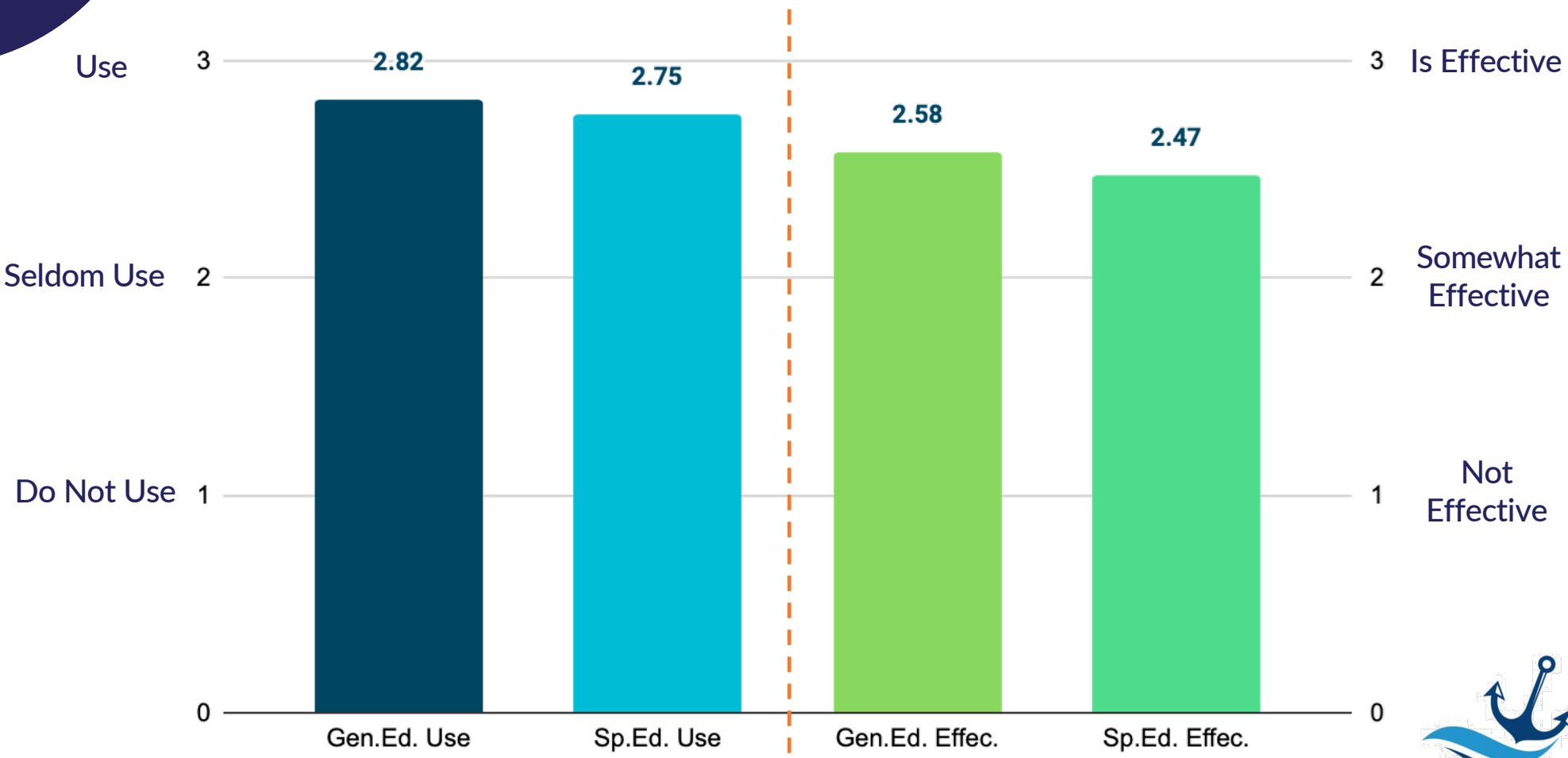Challenge Your Limiting Beliefs

Does This Matter?

Classroom Management + Remote Instruction

What is educator self-reported knowledge, use, and perceived effectiveness of instructional management practices for remote learning?

Maximizing Structure
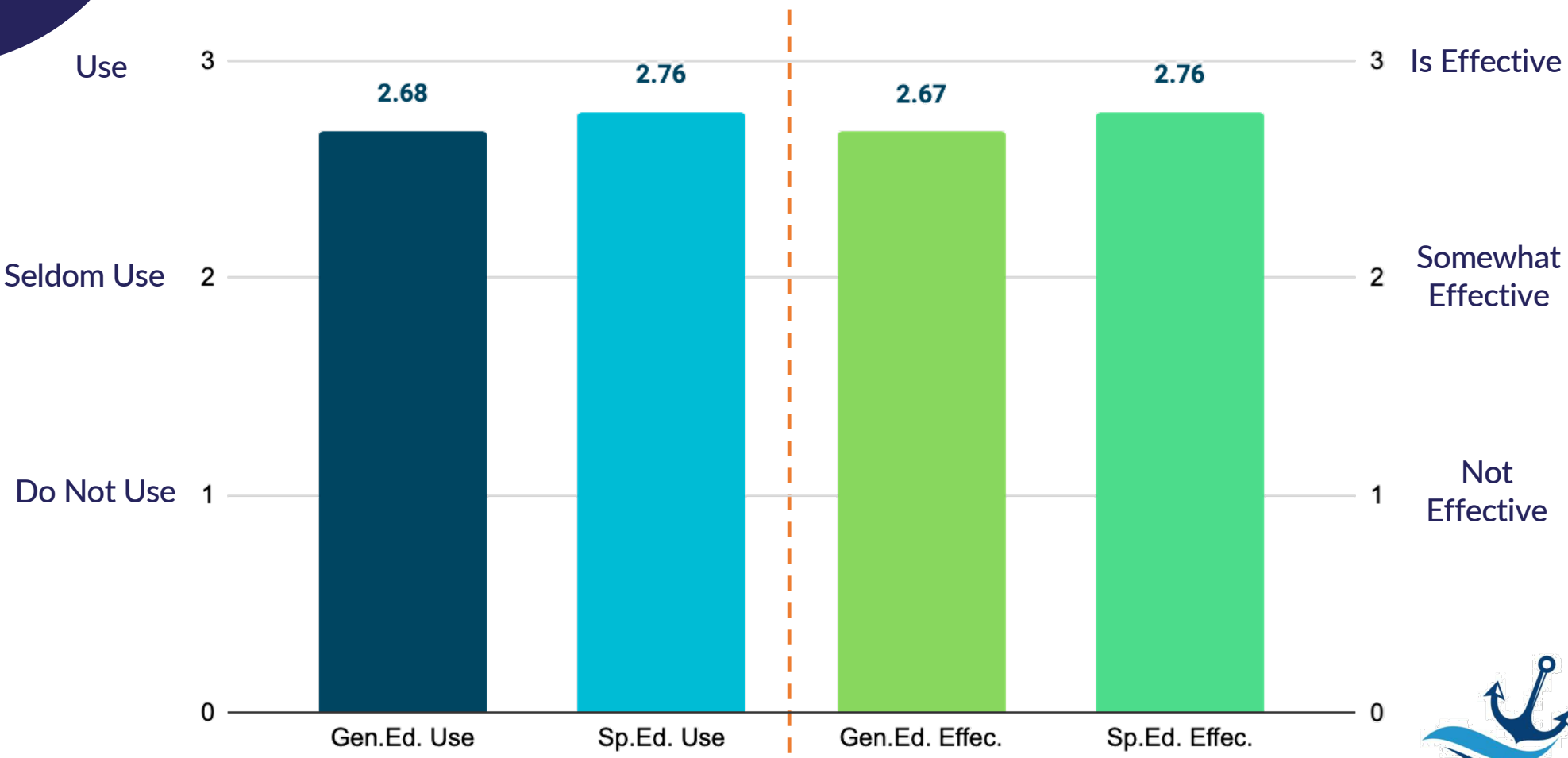
Establish, Prompt, Monitor Expectations
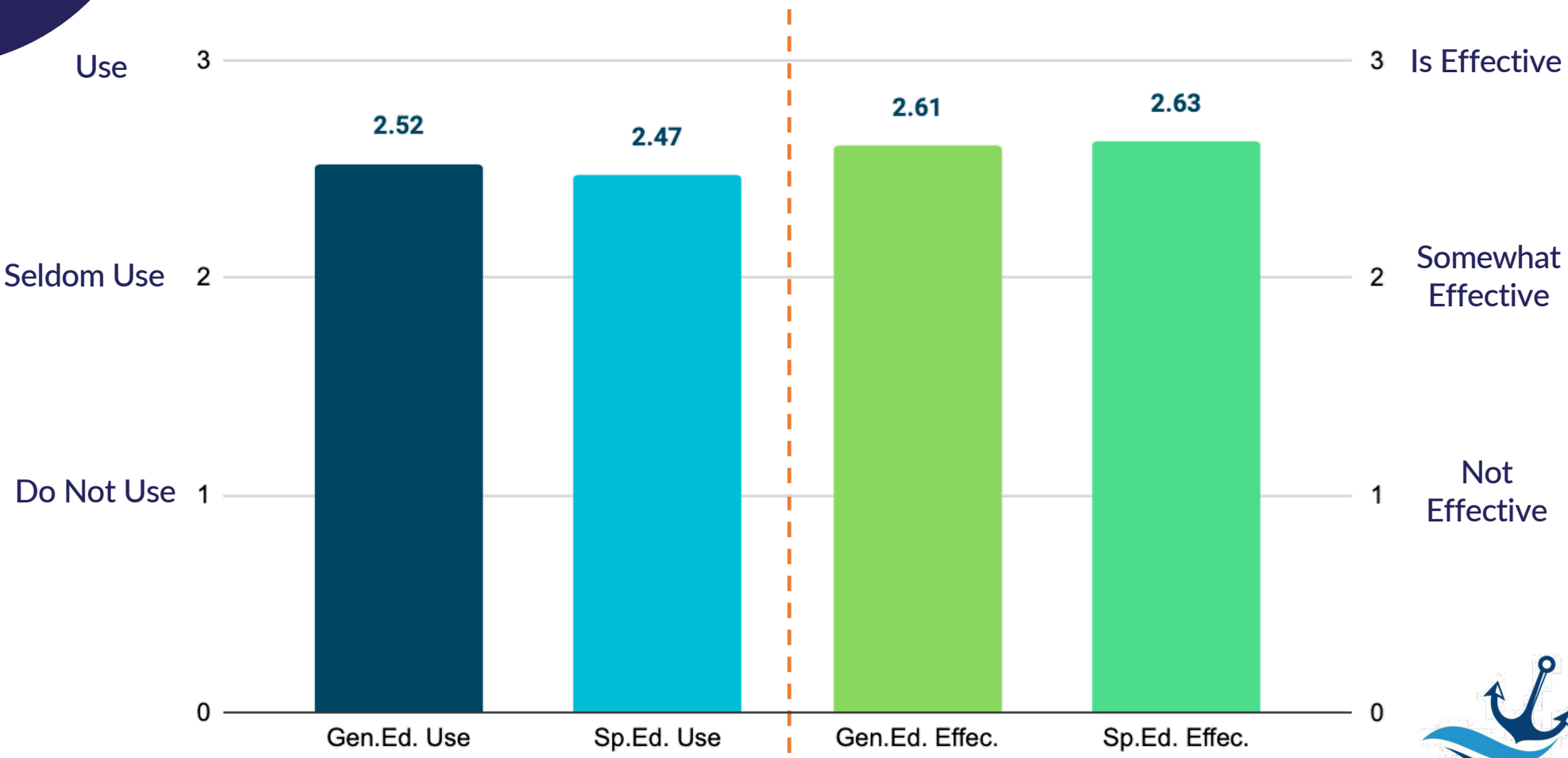
Actively Engage Students in Instruction
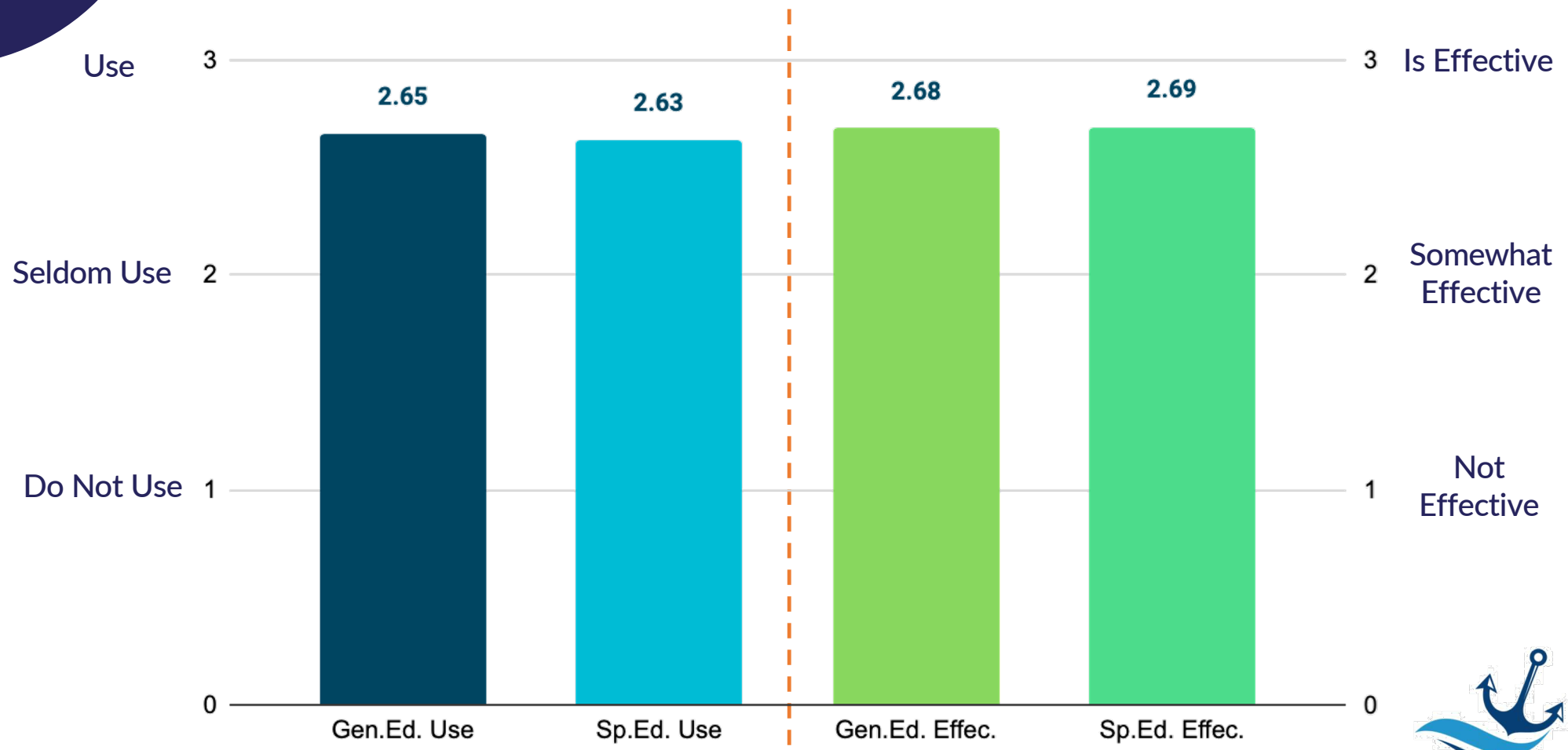
Acknowledge Expected Behavior

Respond to Behavior Errors

E
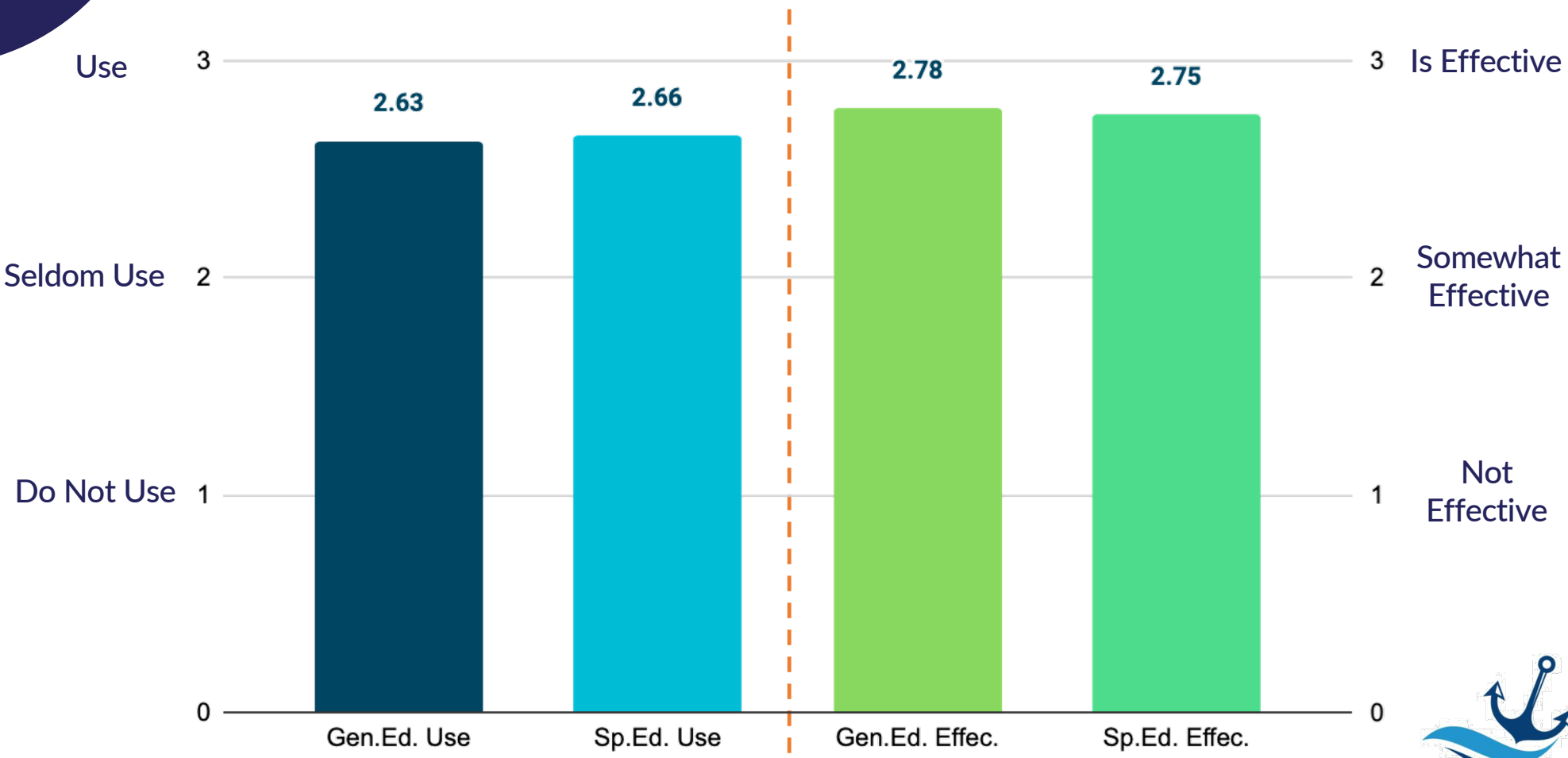
Establish a Support Network

How Can _WE_ Do This?

Regional/State PBIS Leadership Team

- 3 to 5 year action plan
- Practices, data, systems
- Policy, funding, visibility, political support
- Readiness, priority, commitment

District PBIS Team

School PBIS Team

- 3-5 year action plan
- Data plan
- Leadership
- Training, coaching, content expertise & evaluation

- 3-5 yr. action plan
- Tier 1 (SWPBS & CWPBS)
- Tier 2 (Small group)
- Tier 3 (Individual student)
- Data systems

School Staff

Student Benefit

- Academic
- Expectations & routines
- Social skills
- Self-management

School-level Coaching Benefits All Staff

District-level Coaching Benefits School Coaches

PBIS Team Support Benefits Staff and Students

MO SW-PBS SUMMER INSTITUTE

ROOTING FOR EACH OTHER!

TEAMS

PBIS Positive Behavioral Interventions & Supports

E Quality Resources

MO SW-PBS
Missouri School-Wide Positive Behavior Support
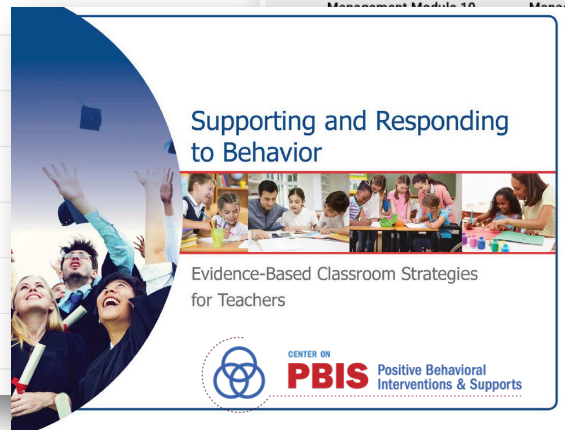
Home   About   Tier 1   Tier 2   Tier 3   Topic

+ **Effective Classroom Practices**

+ **Classroom Expectations and Rules**

+ **Classroom Procedures and Routines**

+ **Classroom Encouraging Expected Behavior**

+ **Classroom Discouraging Unexpected Behavior**

+ **Classroom Active Supervision**

+ **Classroom Opportunities to Respond**

+ **Classroom Activity Sequencing and Offering Choice**

+ **Classroom Task Difficulty**

+ **Intensifying Classroom Practices at Tiers 2 and 3**

JCPS Behavior Support Systems
76 subscribers

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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

One Team's Journey to PEACE

E

P **Plan** for what you want

E **Experiment** with empirically documented best practices

National Center for Faculty
Development & Diversity

I Can Follow the Indian Way!

Carpet Time	SAFE	RESPECTFUL	RESPONSIBLE	LEADERS
	-KAHFOOTY -Criss-Cross	-Level 0 -Raise hand to speak and wait patiently for your turn to talk -Allow others to learn undisturbed	-Eyes and Ears on the speaker -On-topic discussion	-Be Proactive: You're in charge of you! -Synergize: Remind others to do their job

PEPPE THE LAMPLIGHTER

BY ELISA BARTONE

ILLUSTRATIONS BY TED LEWIN

This story takes place in New York City in the late 1800s. At that time, many families moved from countries like Italy to the U.S., hoping for better living conditions.

	SAFE	RESPECTFUL	RESPONSIBLE	LEADERS
Carpet Time	-KAHFOOTY -Criss-Cross	-Level 0 -**Raise hand** to speak and **wait patiently** for your turn to talk -Allow others to learn undisturbed	-**Eyes and Ears** on the speaker -**On-topic** discussion	-Be **Proactive**: You're in charge of you! -**Synergize**: Remind others to do their job

I Can Follow the Indian Way!

Partner Work	SAFE	RESPECTFUL	RESPONSIBLE	LEADERS
	-KAHFOOTY -Criss-Cross	-Level 1 -Acknowledge your partner's responses	-Knees to Knees and Eyes to Eyes -On-topic discussion	-Seek 1st to Understand then to be Understood

HEADS TOGETHER:

What challenges do you think families might face when they move from one country to another?

Partner Work	SAFE	RESPECTFUL	RESPONSIBLE	LEADERS
	-KAHFOOTY -Criss-Cross	-Level 1 -Acknowledge your partner's responses	-Knees to Knees and Eyes to Eyes -On-topic discussion	-Seek 1st to Understand then to be Understood

Final Thoughts

One Team's Journey to PEACE

"Having common expectations across our grade level helped give us a common lens to view the data."

"Having my own matrix made me more consistent and more purposeful. I am a more purposeful teacher because of this experience."

"If every team did what we did — we'd reach more kids earlier."

"Teaching my expectations gave my students and me a chance to really figure out what's going on. Now, I feel more comfortable talking about student success and have better data for conversations."

"I would definitely recommend this to another teacher!"

"The way we were collecting data wasn't really helpful because most of the behaviors that were issues never rose to the level of a referral."

"I learned how well students respond to behavior specific praise (BSP), even though they are older students. I let go of the stereotype about using BSP based on age or grade level. It works."

"The matrix made me more consistent with what I expect and how I was holding students accountable."

One Team's Journey to PEACE

"Having common expectations across our grade level helped give us a common lens to view the data."

"I would definitely recommend this to another teacher!"

"Having my own [...] consistent and mor[...] purposeful tea[...] exp[...]"

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[...]ts respond to behavior [...] though they are older [...]ereotype about using [...]ade level. It works."

"Teaching my expectations gave my students and me a chance to really figure out what's going on. Now, I feel more comfortable talking about student success and have better data for conversations."

"The matrix made me more consistent with what I expect and how I was holding students accountable."

"Things are different. Things are better. It wasn't the kids who changed. It was us who changed."

Always the Anchor

Effective Practices for Teaching and Learning & Classwide PBIS