

SW-PBS Leadership Series:
Creating a Professional Development
Plan Around the 8 Effective Classroom
Practices
(Teaching & Learning Practices)

Dr. Katie Andreasen

Attendees will:

- ★ Build confidence in your knowledge of the Eight Effective Classroom Practices
- ★ Discover where you can access materials to support your professional development

Create a Park

Scoring Guide

- Tree 5
- Playground 5
- People/kids 5
- Pond/water feature 4
- Trash can/recycle 4
- Walking Trail 4
- Parking 3
- Animal(s) 2
- Food 2
- Signage 2
- Restroom 2

Active Supervision
Classroom Expectations
Encouraging Expected Behavior
Classroom Procedures & Routines
Discouraging Inappropriate Behavior
Activity Sequencing & Choice
Opportunities to Respond
Task Difficulty

Effective Classroom Practices

Instructional and Engaged Time

1. Classroom Expectations
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



Increase
Instructional
Time



Increase
Engaged
Time

Discouraging

Active Supervision

Encouraging

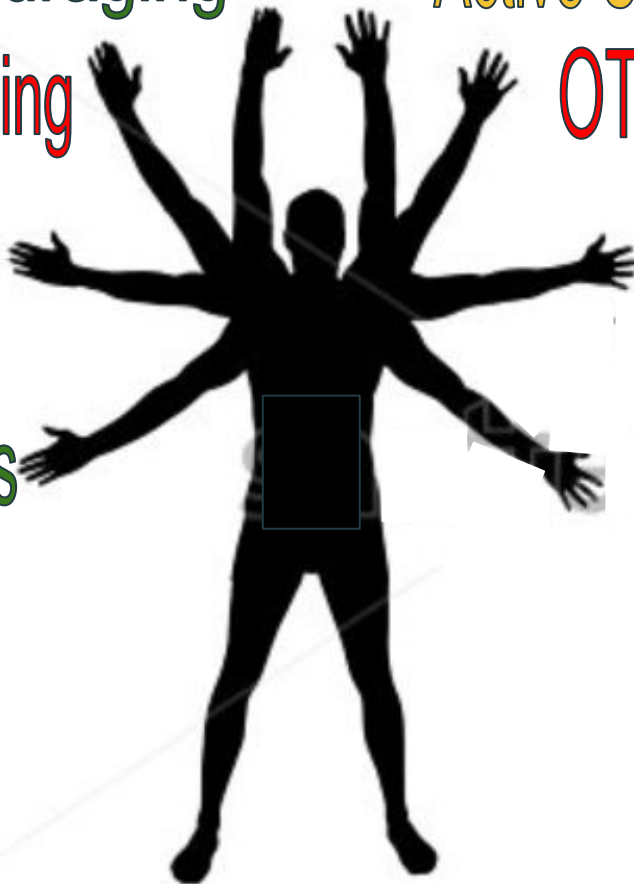
OTR

Procedures and Routines

Activity Sequencing and Choice

Expectations

Task Difficulty





Introduction to Effective Classroom Practices

from Missouri SW-PBS

Introduction to Effective Classroom Practices



05:00



vimeo

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

Tool	Description
8.0 MO SW-PBS Tier 1 Workbook Ch 8 Classroom	<i>Effective Classroom Practice</i> 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.
8.2 Introduction to Effective Classroom Practices	Training PowerPoint – An Overview: Effective Classroom Practices
8.3 Artifacts and/or Materials	Walkthrough tool designed to check for artifacts and/or materials related to expectations & rules and procedures & routines.
8.4 Walk Through or Brief Observation	Walkthrough tool designed to observe teacher practices related to expectations & rules and procedures & routines.
8.5 In-depth Classroom Observation by Frequency	Observation tool to record the number of times within a 10-20 minutes that an identified strategy is observed.
8.6 In-depth Classroom Observation by Time	Observation tool to record the number of times within a 10-20 minutes that the identified strategy is observed.

Effective Classroom Practices

1. Classroom Expectations

- ⇒ Align with school expectations
- ⇒ Student negotiated
- ⇒ Clearly posted
- ⇒ Explicitly taught
- ⇒ Monitored
- ⇒ Specifically reinforced

They should be

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

2. Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks.

- ⇒ Classroom attention signal
- ⇒ Entering/exiting the classroom
- ⇒ Transitions
- ⇒ Lining up
- ⇒ Getting teacher assistance
- ⇒ Handing out/collecting materials
- ⇒ Greeting visitors

TELL
 ⇒ Expectation
 ⇒ Specific skill
 ⇒ Context
 ⇒ Rationale

SHOW
 x Non-examples
 ✓ Examples

PRACTISE
 ⇒ Guided
 ⇒ Independent

MONITOR
 ⇒ Remind
 ⇒ Supervise
 ⇒ Feedback

3. Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes

- 1) **Non-contingent attention**
- 2) **Specific positive feedback**
 - ⇒ Contingent
 - ⇒ Immediate
 - ⇒ Frequently to build behaviour
 - ⇒ Intermittently to maintain behaviour
 - ⇒ Ratio of at least 4:1 positive to corrective feedback
- 3) **Tangible reinforcement system to build:**
 - ⇒ Relatedness
 - ⇒ Competence
 - ⇒ Autonomy
- 4) **A continuum of reinforcers**
 - ⇒ Frequent
 - ⇒ Intermittent
 - ⇒ Occasional

4. Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations. All responses should be:

- ⇒ Consistent
- ⇒ Least intrusive strategy
- ⇒ Specific, yet brief
- ⇒ Quiet and respectful

Indirect- unobtrusive and carried out quickly to minimise disruption to instruction

- ⇒ Non/minimal -verbal cue
- ⇒ Proximity
- ⇒ Ignore

If these do not change behaviour utilise:

Direct- instructional approaches

- **Re-direct:** A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language
- **Re-teach:** Builds on the re-direct by specifically instructing exactly what should be done
- **Provide choice:** statement of two alternatives
- **Student conference:** re-teaching or problem solving

www.rypple.org.au

5. Active Supervision

- ⇒ **Moving**
- ⇒ **Scanning**
- ⇒ **Interacting**

6. Opportunities to Respond

An instructional question, statement, or gesture made by the teacher seeking an active response from students.

- 1) Verbal responses
- 2) Non-verbal responses
- 3) Student response systems
- 4) Guided notes
- 5) Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7. Activity Sequence and Choice

- 1) **Task interspersal** - use a 1:3 ratio of easier tasks to more difficult tasks
- 2) **Behavioural momentum**-begin with easier tasks to build momentum for more challenging activities
- 3) **Academic Choice** - activities, materials, who to work with, where they will work and what to do when finished



8. Task Difficulty

- 1) **Assignment length or time** - offering periodic breaks
- 2) **Response mode** - providing an alternative
- 3) **Increased instruction or practise** - provide more teaching, guided practice,

Adapted from MO SW-PBS Tier 1 Team Workbook 2016-2017

Missouri Schoolwide Positive Behavior Support



Classroom Expectations

- ★ Align with school expectations
- ★ Student negotiated (if age app.)
- ★ Clearly posted
- ★ Explicitly taught
- ★ Monitored
- ★ Specifically reinforced

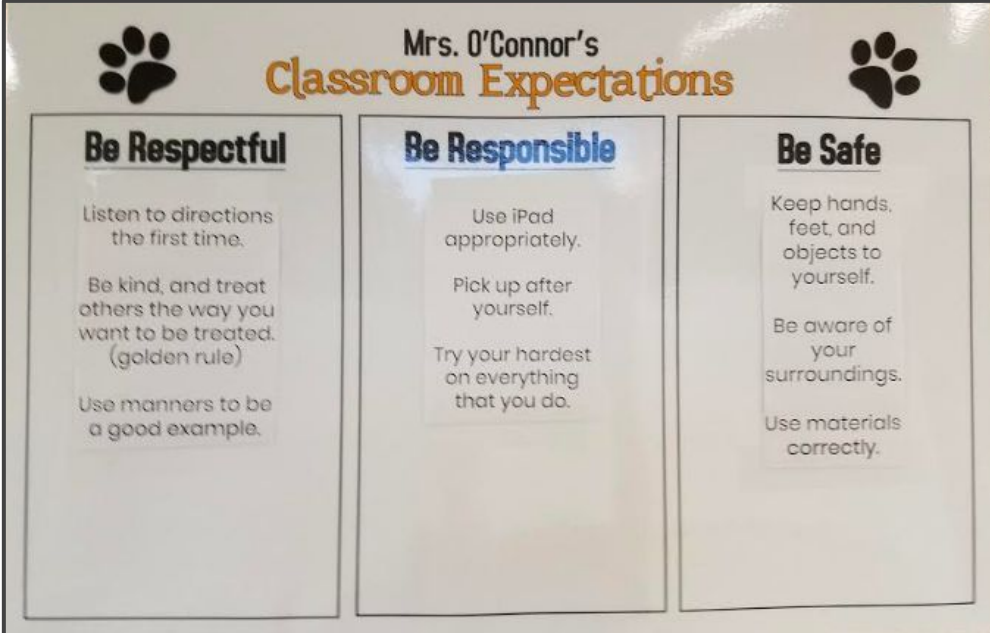
They should be:

- Observable
- Measureable
- Positively stated
- Understandable
- Always applicable

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE



The poster is titled "Mrs. O'Connor's Classroom Expectations" and features three columns of expectations, each with a paw print icon. The first column is titled "Be Respectful" and lists: "Listen to directions the first time.", "Be kind, and treat others the way you want to be treated. (golden rule)", and "Use manners to be a good example." The second column is titled "Be Responsible" and lists: "Use iPad appropriately.", "Pick up after yourself.", and "Try your hardest on everything that you do." The third column is titled "Be Safe" and lists: "Keep hands, feet, and objects to yourself.", "Be aware of your surroundings.", and "Use materials correctly."

Mrs. O'Connor's
Classroom Expectations

Be Respectful

Listen to directions the first time.

Be kind, and treat others the way you want to be treated. (golden rule)

Use manners to be a good example.

Be Responsible

Use iPad appropriately.

Pick up after yourself.

Try your hardest on everything that you do.

Be Safe

Keep hands, feet, and objects to yourself.

Be aware of your surroundings.

Use materials correctly.

Classroom Procedures & Routines

Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks.

- ★ Classroom attention signal
- ★ Entering/exiting the classroom
- ★ Transitions
- ★ Lining up
- ★ Getting teacher assistance
- ★ Handing out/collecting materials
- ★ Greeting visitors

Office Procedures

1

Have a pass.

2

Sign in and check in with staff.

3

Put cell phones away.

4

Wait quietly.

5

Sign out before leaving.

Encouraging Expected Behavior

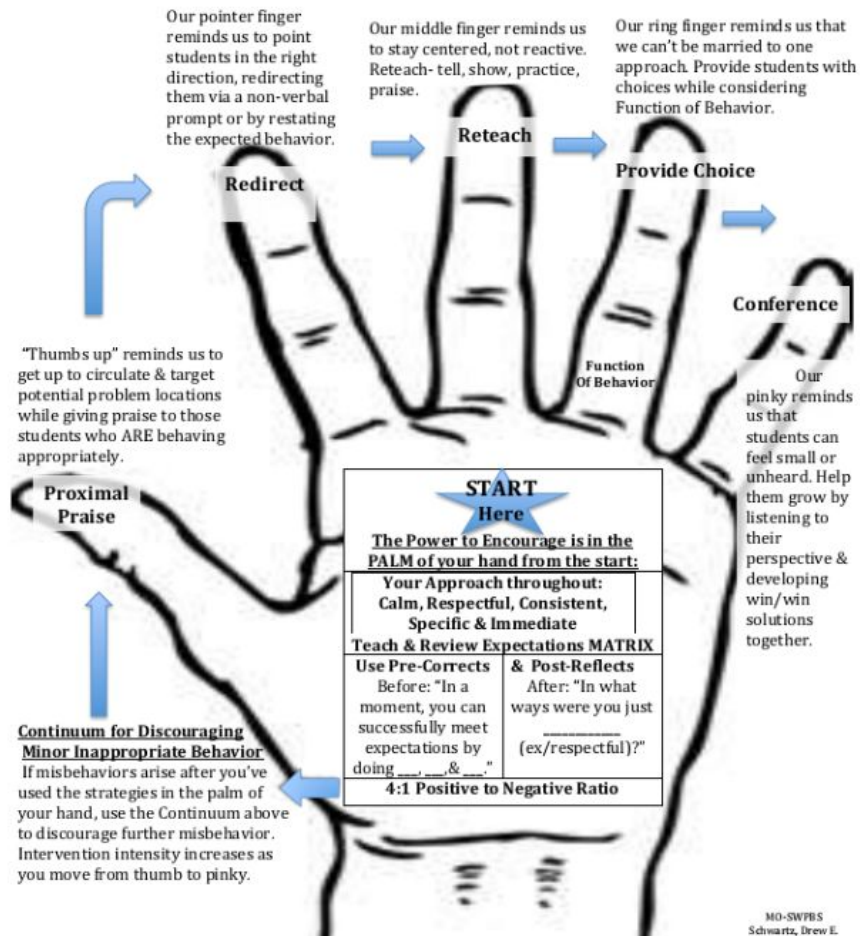
To effectively recognize and encourage students when they display expected behaviors and to create a positive school environment where learning flourishes.

- ★ Specific positive feedback
 - Immediate
 - Frequent to build
 - Intermittently to maintain
 - Ratio of 4:1 positive to corrective
- ★ Can include a tangible reinforcement system
- ★ Create a continuum
 - Frequent
 - Intermittent
 - Occasional



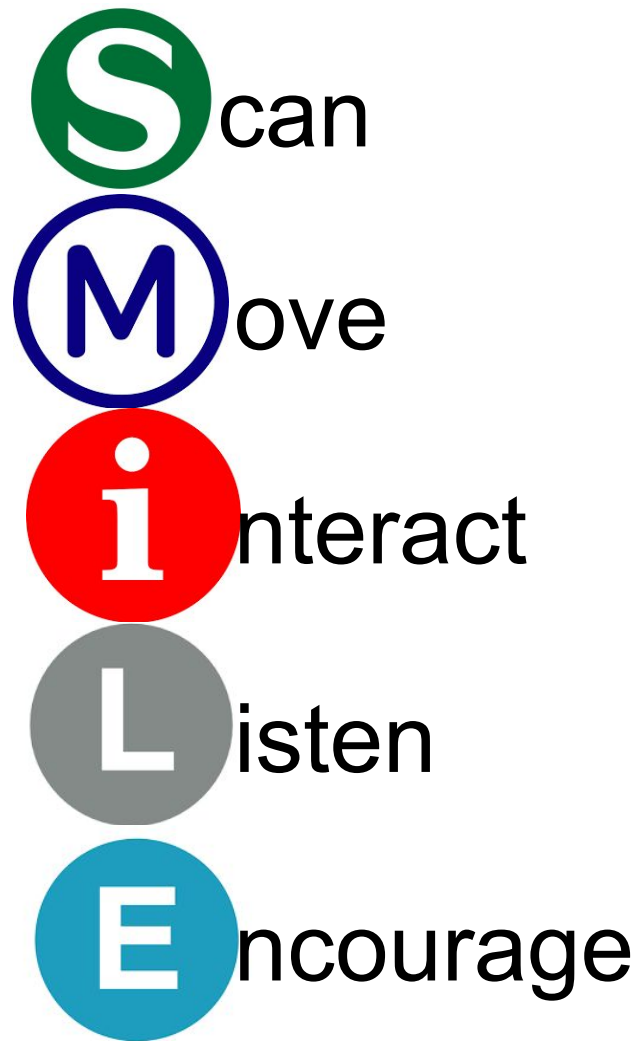
Guiding Hand

For Encouraging Appropriate and Discouraging Inappropriate Behavior



Active Supervision

- ★ Move
- ★ Scan
- ★ Interact (positively)

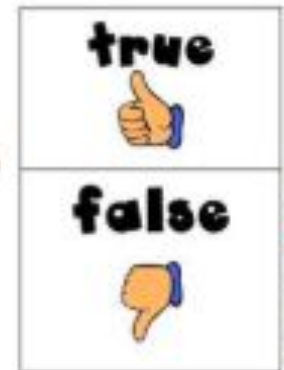


Opportunities to Respond

An instructional inquiry, question, statement, or gesture made by the teacher seeking an active response from students.

- ★ Verbal
- ★ Non-verbal
- ★ Student response systems
- ★ Guided notes
- ★ Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.



Activity Sequencing & Choice

- ★ **Task interspersal-** use a ratio of 1:3 of easier tasks to more difficult tasks
- ★ **Behavior momentum-** begin with easier tasks to build for more challenging tasks
- ★ **Academic choice-** activities, materials, who to work with, where they will work, and what to do when finished

Activity Sequencing	Examples	Choice (Students choose)	Examples
Task Interspersal	Plan 1 easy/ previously learned task, then new tasks, then easy/ previously learned task within the same assignment	Type of Activity/ Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/ paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/ most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group or individually
		Location	Complete a task at student desk or study center

Task Difficulty

- ★ **Assignment length or time-** offering periodic breaks
- ★ **Response mode-** providing an alternative
- ★ **Increased instruction or practice-** provide more teaching, guided practice

Strategy	Examples
Time adjustments	<ul style="list-style-type: none">• Have shorter work periods with other assignments in between• Provide physical breaks between difficult tasks• Provide alternative times for students to complete their work
Length adjustments	<ul style="list-style-type: none">• Highlight, in a color, the problems for the student to complete• Have the student cover all tasks except the one she is working on at the time• Break up the assignments into chunks
Adjust Input Mode	<ul style="list-style-type: none">• Include illustrations on worksheets describing how to complete tasks• Highlight and/or underline important words in instructions and texts• Create Guided Notes that highlight key points
Response Mode	<ul style="list-style-type: none">• Provide choice of written or oral answers• Permit students to use outlining software to facilitate planning• Allow students to video or take pictures to produce journals or compose essays
Increased Instruction or Practice	<ul style="list-style-type: none">• Different instructional strategies than were presented during initial instruction – incorporate multiple representations• Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage.• If students understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice.• Use flash cards to increase fluency to 90%.• To assist with mastery or generalization, use meaningful real life examples for practice and application.



TABLE
TALK



Professional Development

*I'm going to tell you
a secret*

Each situation is different!



Teacher Self-Assessment Survey

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.

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

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

Effective Classroom	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty . <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

8.1

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

Please rate yourself honestly as to how you feel you are progressing in the implementation of the following features from the Classroom 8.

Yes: implementing fully, **Partial:** implementing to some extent, **No:** not implementing at this time

Feature	Yes	Partial	No
Classroom expectations			
Classroom expectations are aligned with school-wide expectations			
School-wide and classroom matrix are posted in my classroom			
Knowledge of school-wide expectations and rules across all settings			
Classroom procedures and routines			
Classroom procedures and routines are created and posted			
Classroom procedures and routines are taught, reviewed, and retaught weekly/daily			
Positive performance/feedback given to students on procedures and routines			
Encouraging Expected Behavior			
Provide positive specific performance feedback using a variety of strategies			
Positive feedback is given at a ratio of 4:1			
Use school-wide expectations and matrix language when giving students specific performance feedback			
Set classroom goals for recognition and celebration			
Students can tell why they received recognition			

SW-PBS Effective Classroom Practices Checklist (Classroom 8)

* Required

The classroom expectations are aligned with school-wide expectations. *

Classroom Expectations

- Yes
- Partial
- No

The school-wide and classroom matrix are posted in my classroom. *

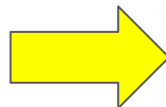
Classroom Expectations

- Yes
- Partial
- No

I have knowledge of school-wide expectations and rules across all settings. *

Classroom Expectations

- Yes
- Partial
- No



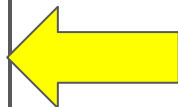
Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Follow Routine/
Posted Classroom Schedule is Followed					
Procedures/ Routines Directly Observed:					
<ul style="list-style-type: none">• Entering• Exiting• Lining up• Whole group• Small group• Instructor Used Attention Signal• Transitions					
Physical Space Facilitates Ease of Movement and Traffic Flow					
Materials Organized and Accessible					
Students were participating in the assigned task or activity					

*Note: Words in **bold** are defined in "Key Term Descriptors"*

Comments:



8.3

Artifacts and/or Materials

School: _____ Teacher Observed: _____

Observer: _____

Date: ____/____/____ Time In: _____ Time Out: _____

Rules Provide Clear Meaning of Expectations in Classroom

	Yes	No	N/A
Align with Schoolwide Expectations (i.e. Be Safe, Be Respectful, Be Responsible)			
Rules are observable, measurable, and positively stated			
Prominently Posted in Classroom/Instructional Space			
5 or Fewer for each Schoolwide Expectation			
Lessons to teach Classroom Rules have been developed (Elementary, 6th and 9th grade orientation/academy) OR			
Classroom Rules Review plan developed (upper elementary, middle and high school levels)			
Teaching or Review Schedule of Classroom Rules Lessons is developed			

Procedures/ Routines to Teach and Reinforce Expectations

	Yes	No	N/A
Align with Rules			
Prominently Posted in Appropriate Classroom Area(s)			
Stated in Observable, Measurable, Positively Stated Language			
Classroom Schedule Posted			

Note: Words in bold are defined in "Key Term Descriptors"

Comments:

8.4

Tier 1 Team Observations

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	1	2	3	N/A	Majority of Students Responded
Precorrect: Reminder of Classroom Procedure/Routine					
Precorrect: Reminder of Classroom Rule					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time					
Classroom Procedures/Routines/Rules Actively Taught					
Active Supervision (move, scan, interact)					
Positive, Specific Feedback					
Respectful Redirect / Error Correction <ul style="list-style-type: none"> • Prompt (identify error) • Reteach (skill, rule, routine, procedure) • Reinforce (state when error corrected) 					
Provide Choices (where, when, how work is done)					
Multiple Opportunities to Respond (i.e. group choral response, students volunteer, written)					
Task Difficulty aligns with Student(s) Ability					
Activity/Task Sequence Clearly Stated and Demonstrated					
Positive Feedback (Adult Attention) Ratio 4:1					
A Continuum of Corrective Feedback is Clearly Defined and Utilized					

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

Strategy Used 1 = somewhat 2 = moderate 3 = extensive	0-Strategy was called for but was not exhibited	1	2	3	Strategy was not observed and was not applicable
Precorrect: Reminder of Classroom <u>Procedure/Routine</u> Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom <u>Expectations</u> ? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students Actively Engaged / Minimal Down Time Do students have multiple opportunities to be engaged in the lesson? Are transitions lost in instruction?					
Classroom Procedures/Routines/Rules Does the teacher redirect/reteach procedures/routines when they are not evident that procedures and routines are being followed?					
Active Supervision (move, scan, interact) Does the teacher move throughout the room during instruction? Do they scan student work to make sure all students are on track academically and behaviorally?					
Does the teacher interact with individual or groups of students during instruction and/or independent work?					
Provide Choices (where, when, how work is done, materials used)					

We made it more specific!

Student Reflection

Missouri School-wide Positive Behavior Support
Effective Classroom Practices Checklist
Student Reflection

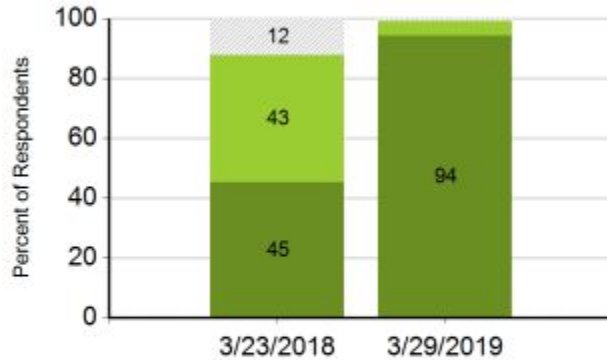
Feature	Yes	Partially	No
1. The expectations in the classrooms I attend are aligned with school-wide expectations, posted, and referred to regularly. (Do they use Respectful, Responsible, & Safe regularly?)			
2. In the classrooms I attend the procedures and routines are created, posted, taught, and referred to regularly. (Does your teacher teach you classroom procedures & routines, do they post them for reference, and do they refer to them often?)			
3. In the classrooms I attend positive specific performance feedback on behavior is provided using a variety of strategies and at a ratio of 4:1. (Does my teacher give me 4 positive comments about my behavior to every one corrective/negative behavior?)			
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior in the classrooms I attend?			

When Giving the Survey & Observing

- Make sure the staff knows it is NOT an evaluative tool
- Encourage honest evaluation of individual practices
- Preview each of the items on the survey so staff have a clear understanding
- Explain how the data will be used to target specific needs for staff development

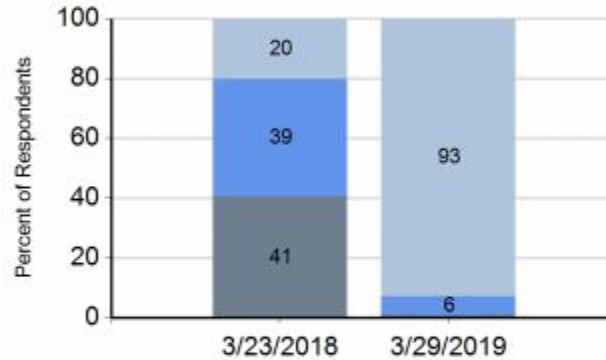
Self-Assessment Survey

School-Wide Current Status
Lewis Elementary School
3/23/2018-3/29/2019



	In Place	Partial	Not
3/23/2018	45%	43%	12%
3/29/2019	94%	5%	1%

School-Wide Improvement Priority
Lewis Elementary School
3/23/2018-3/29/2019



	High	Medium	Low
3/23/2018	41%	39%	20%
3/29/2019	1%	6%	93%

In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
94 %	6 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	9 %	91 %
97 %	3 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	0 %	3 %	97 %
91 %	9 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	6 %	6 %	88 %
94 %	6 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	6 %	94 %
72 %	28 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	3 %	22 %	75 %
73 %	24 %	3 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	6 %	21 %	73 %
81 %	19 %	0 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	0 %	16 %	84 %
97 %	0 %	3 %	8. Status of student behavior and management practices are evaluated quarterly from data.	3 %	3 %	94 %
97 %	3 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	3 %	3 %	94 %

Itemized Results

SAS Summary

School: Lewis Elementary School

Date: 4/11/19

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>SAS Summary Graph</i> to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>SAS Tally Pages</i> , list three major strengths	<p>A. Expected student behavior are rewarded regularly</p> <p>B. Expected behaviors and routines taught directly</p> <p>C. Data on problem behaviors patterns are collected and summarized as an ongoing system</p>	<p>A. Schoolwide expected student behaviors are taught in non-classroom setting</p> <p>B. Schoolwide expected student behaviors are applied in classroom settings</p> <p>C. Rewards exist for meeting expected behaviors</p> <p>D. All staff are involved directly or indirectly in management of non classroom settings</p>	<p>A. Expected student behaviors and routines in classrooms are stated positively and defined clearly</p> <p>B. Expected student behavior and routines are taught directly</p> <p>C. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs</p>	<p>a.</p> <p>b.</p> <p>c.</p>
<p>3. Using the SAS Tally pages, list three major areas in need of development.</p> <p>4. For each system, circle one priority area for focusing development activities</p>	<p>A. Consequences for problem behaviors are defined clearly</p> <p>B. Using data for active decision making on a regular basis</p> <p>C. Distinctions between office vs. classroom managed problem behaviors are clear</p>	<p>A. Modifying building patterns to limit unsupervised settings, unclear traffic patterns, and inappropriate access to and exit from school grounds</p> <p>B. Scheduling of student movement ensures appropriate numbers of students in non classroom spaces</p> <p>C. Staff receives regular opportunities for developing</p>	<p>A. Students experience high rates of academic success</p> <p>B. Expected student behaviors are acknowledged regularly (positively reinforced)(4:1)</p> <p>C. Problem behaviors receive consistent consequences</p>	<p>Targeted group or Individual interventions</p> <p>a.</p> <p>b.</p> <p>c.</p>

		and improving active supervision skills		
5. Circle or define activities for this/next year's focus to support area selected for development	<ul style="list-style-type: none"> a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan 	<ul style="list-style-type: none"> a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan 	<ul style="list-style-type: none"> a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan 	<ul style="list-style-type: none"> a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).	<ul style="list-style-type: none"> * Give bigger printed copy flowchart * Provide more training using the flowchart * Provide examples for teachers to problem solve through 	<ul style="list-style-type: none"> * Meet with principal and BLT members in looking at next year's scheduling 	<ul style="list-style-type: none"> * Observations * Self-Assessments * Continue work with KCRPDC * Other ways to make aware 	
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

★★ In addition to the highlighted items above, a fourth focus for Tier 1 will be the 8 Effective Classroom Practices.★★

8 Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Encourage Expected Behavior – Provide Specific Positive Feedback
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunity to Respond
7. Activity Sequence and Choice
8. Task Difficulty

Present Data to Staff

- Show:
 - Strengths
 - Areas to develop
 - How the team is using the data to guide professional development
 - What are the next steps?

Utilize the Action Plan

Missouri Schoolwide Positive Behavior Support Team Action Plan

Last Revised: 11/17/14

Component	Goals	Steps, Timeline, Resources, and Communication	Who is Responsible	Evaluation Measure/ Evidence	Review Status A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
8. Classroom Systems	1. Implement Effective Classroom Practices (Classroom 8).	<ul style="list-style-type: none"> a. Identify Effective Classroom Practices that are not fully implemented b. Use observation data to drive staff development training opportunities 	<ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW PBS Team and Administration 	<ul style="list-style-type: none"> a. Classroom observation data b. Staff development plan 	I	
	2. Staff Development Training	<ul style="list-style-type: none"> a. Provide training at the beginning of the year for new staff. b. Provide training at the beginning of the year for returning staff. c. Provide ongoing targeted training on Effective Classroom Practices during faculty and/or PLC meetings 	<ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW-PBS Team and Administration c. SW PBS Team and Administration 	<ul style="list-style-type: none"> a. Sign-In sheet b. Sign-In sheet c. Sign-In sheet 	I	
	3. Monitor implementation of Effective Classroom Practices	<ul style="list-style-type: none"> a. Use observation data to determine growth in Effective Classroom Practices implementation b. Use observation data to drive additional staff development training opportunities 	<ul style="list-style-type: none"> a. SW PBS Team and Administration b. SW-PBS Team and Administration 	<ul style="list-style-type: none"> a. Analysis of classroom observation data b. Analysis of classroom observation data 	I	

What Makes PD Successful?

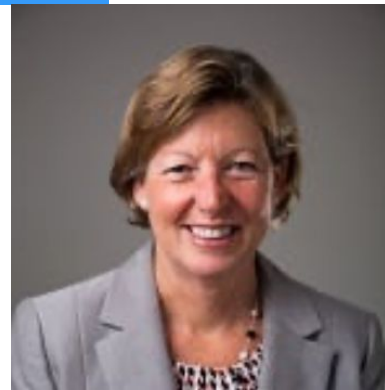
- Know your staff
- Build on the existing PBS system in the building
- Utilize the SWPBS team
- Use data to justify
- Adopt evidence based practices
- Provide follow up to ensure fidelity (Instructional Coach/Peers/Grade Level Teams)
- Review and monitor
- Acknowledge improvement and success



TABLE
TALK

RESOURCES





ECP1.3 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.

Teacher Tool

MO SW-PBS TEACHER TOOL CLASSROOM EXPECTATIONS AND RULES

PRACTICE: Classroom rules/expectations are aligned with school-wide expectations, posted, and referred to regularly.

RESEARCH STATES:

- ▶ A dependable system of rules and procedures provides structure for students and helps them to be engaged with instructional tasks (Brophy, 1998).
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Everston & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- ▶ Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000).

What are they?

- ▶ Expectations are valued behaviors and attitude for success.
- ▶ Rules are specific criteria for achieving expectations.
- ▶ Rules meet these 5 guidelines.

Guidelines for Developing Classroom Rules

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is appropriate for age/ grade level.	Hands and feet to self.	Maintain personal space. (K-1 rule) *Children this age do not have a concept of "personal space".
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Implementation

- ▶ Involve students in developing rules.
- ▶ Have students commit to rules.
- ▶ Teach classroom rules by demonstrating examples and nonexamples.
- ▶ Monitor and give frequent feedback when students follow rules.
- ▶ Share rules with families and others.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. My classroom rules are aligned with schoolwide expectations (i.e. Safe, Respectful, Responsible, Ready)			
2. My classroom rules are observable, measurable, positively stated, understandable and always apply.			
3. I have 5 or fewer rules for each schoolwide expectation.			
4. My classroom rules are prominently posted.			
5. I have developed lessons to teach classroom rules.			
6. I refer to rules regularly when interacting with students.			
7. A teaching schedule that includes classroom rule lessons is developed and on file in the office.			
8. 80% of my students can tell the classroom expectations and rules.			



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Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

COURSE 1***Common Philosophy & Purpose***

This course provides information on developing a new, shared, positive and proactive discipline philosophy that focuses on discipline as teaching.

COURSE COMING SOON**COURSE 2*****Leadership***

This course describes the process for establishing a viable SW-PBS Leadership Team, the vital role of administrative leadership, and strategies to ensure full staff engagement.

COURSE COMING SOON**COURSE 3*****Clarifying Expected Behavior***

This course provides information necessary for the development of schoolwide expectations and specific behaviors/rules that make up the building matrix.

TAKE THIS COURSE**COURSE 4*****Teaching Expected Behavior***

This course describes the process for creating lesson plans, teaching schedules, and special activities and events that guide the ongoing teaching of expected behaviors.

COURSE COMING SOON**COURSE 5*****Encouraging Expected Behavior***

This course provides information on the practices needed to build a comprehensive system to encourage and motivate students, as they learn and maintain expected behaviors.

TAKE THIS COURSE**COURSE 6*****Discouraging Inappropriate Behavior***

This course provides information on the practices needed to build a comprehensive system to discouraging the full range of inappropriate behaviors.

TAKE THIS COURSE**COURSE 7*****Ongoing Monitoring***

This course describes the process for developing an effective process to analyze data and use this analysis for decision-making.

COURSE COMING SOON**COURSE 8*****Effective Classroom Practices***

This course describes the MO SW-PBS 8 Effective Classroom Practices. These practices have been shown to increase the likelihood of appropriate behavior and decrease problem.

COURSE COMING SOON**COURSE 9*****Effective Professional Learning***

This course describes the components of effective professional learning (PL) and the development of a systematic process to identify individual and group needs related to SW-PBS implementation.

COURSE COMING SOON**COURSE 10*****Tiered Fidelity Inventory***

This course describes the Tiered Fidelity Inventory (TFI), and the MO SW-PBS protocol for completion. The TFI is an efficient tool for teams to self-assess the fidelity of SW-PBS implementation.

COURSE COMING SOON**COURSE 11*****SW-PBS Action Plan***

This course assists teams in developing a SW-PBS Action Plan with essential goals and steps to create a system of support, and to implement that system with fidelity.

COURSE COMING SOON

Listed below is a comprehensive list of MO SW-PBS Tier 1 Resources. Download a full copy of the MO SW-PBS Tier 1 Team Workbook.

TIER 1 WORKBOOK

- + 1. Common Philosophy & Purpose**

- + 2. Leadership**

- + 3. Clarifying Expected Behavior**

- + 4. Teaching Expected Behavior**

- + 5. Encouraging Expected Behavior**

- + 6. Discouraging Inappropriate Behavior**

- + 7. Ongoing Monitoring**

- + 8. Effective Classroom Practices**

- + 9. Professional Learning**

- + 10. Tier 1 References and Resources**

9. Professional Learning

Professional Learning is critical to implementation of SW-PBS with fidelity. The following resources will assist teams to build capacity among staff to use effective practices.

Tool	Description
9.0 MO SW-PBS Tier 1 Workbook: Ch 9: Professional Learning	This chapter provides guidance for teams to facilitate professional learning among staff.
9.1 Checklist for High Quality Professional Development (HQPD) Training	Evidence based guide for providing high quality professional development.
9.2 Multi-Tiered Support Framework for Teachers	Guide for providing a continuum of support for professional learning, based on need.
9.3 GROW Model Steps and Questions	Simple model for providing coaching to support professional learning.
9.4 GROW School-Based Implementation Fidelity Checklist	Checklist to assist teams in implementing the GROW coaching model.
9.5 Tier 1 Positive Behavior Support Staff Handbook Organizer	Template to assist teams in developing and organizing a staff handbook



Supporting and Responding to Behavior



Evidence-Based Classroom Strategies
for Teachers

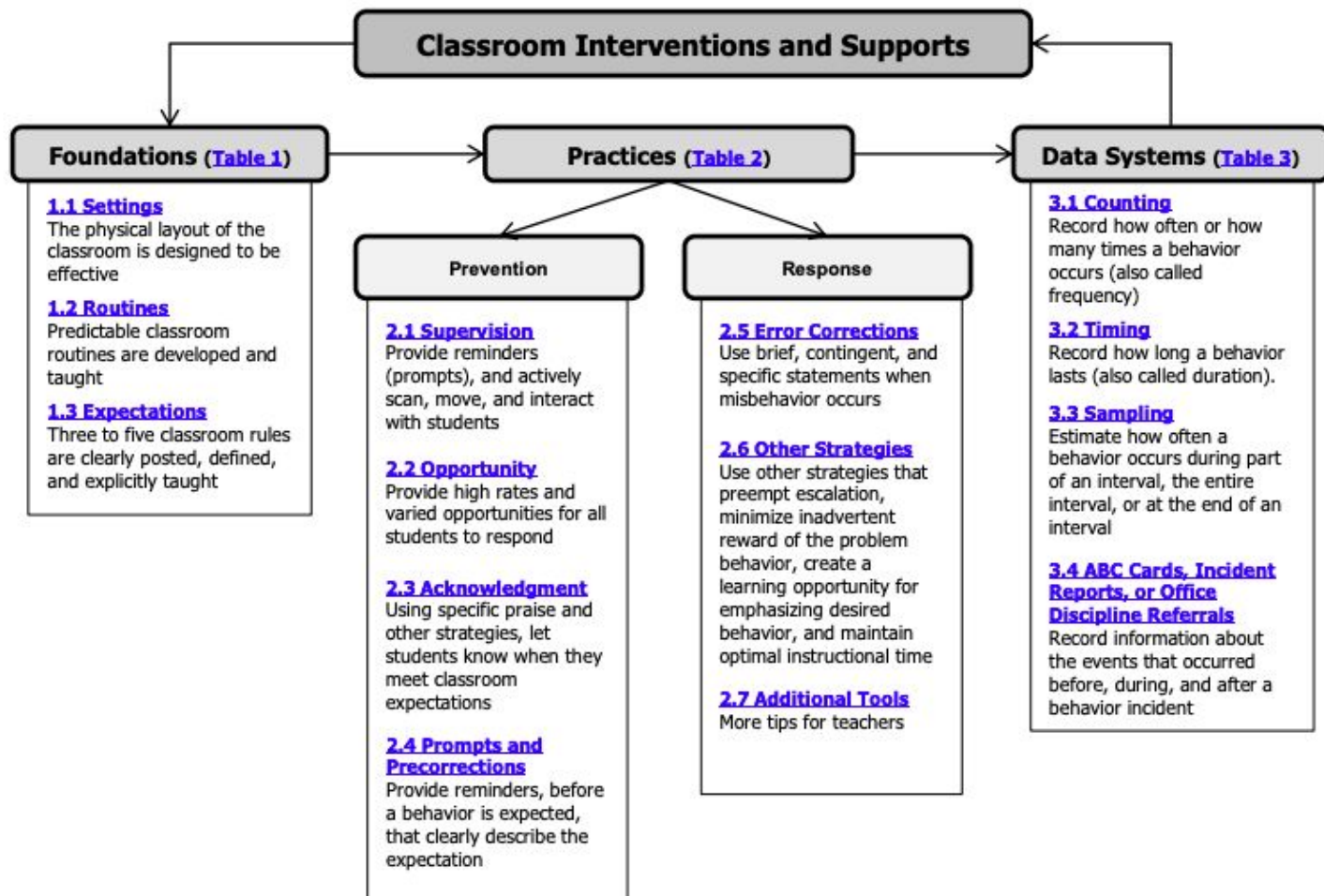


This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015.

Additional assistance was provided to the Office of Special Education Programs by Brandi Simonsen and Jennifer Freeman. Special thanks to Allison Blakely, Ambra Green, and Jennifer Rink, OSEP interns who also contributed to the development of this document.

<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

Interactive Map of Core Features



View Text-only Version

Resources

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY TRAINING RESEARCH EVALUATION

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

2019 Leadership Forum Information - Registration is now available!

2018 Leadership Forum Videos / RDQ Practice Briefs

Featured Content: *Getting Back to School after Disruptions*

Featured New Pages: FAQs about PBIS / Using Data for Classroom Support / SCTG Webinar

Implementing PBIS
in over **25911** schools and counting!

What's New & Upcoming Events
List of new postings and current information about PBIS events.
[Find new postings and events >](#)

Behavior Related Policy
Information for PBIS related policies. Government announcements and documents are listed.
[Find policy information for PBIS >](#)

School Climate Transformation
Current information about PBIS for School Climate Transformation Grant awardees.
[Find more information >](#)

Blueprints / Briefs / Tools
Documents and tools to support implementation, professional development, and evaluation of PBIS.
[Find guidance for implementation >](#)

State / District Resources
Current information about state and district implementation of PBIS.
[Find more information >](#)

Videos for Training
Videos from conference presentations, celebrations, and other training/dissemination events.
[Find a video >](#)

What Went Well

- The staff became more aware of the effective classroom practices
- Professional development was provided based on data
- The Tier 1 team had great discussions about the practices after doing observations
- Forms were modified to make sure everyone was on the same page and getting more accurate data
- Data improved

Improvements for Next Year

- Timeline of the process- start earlier in the year
- Look at the observation tool, self-reflection, and student reflection to make adjustments/improvements
- Plan end of year observations earlier so we stay away from testing
- Plan professional development each quarter and get teachers a calendar
- Make more time available for support and follow up
- Give the students more information on the Classroom 8



TABLE
TALK

contact me



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(816)826-8062

* Visit <http://pbissmissouri.org/sti-video/> to see the 2015 presentation at the SI