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

- Trees -2
- 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
- If you made a "Dog Park" 25
- If you made a "Water Park" 50

YOU DON'T KNOW WHAT YOU DON'T -KNOW- UNTIL YOU KNOW IT

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
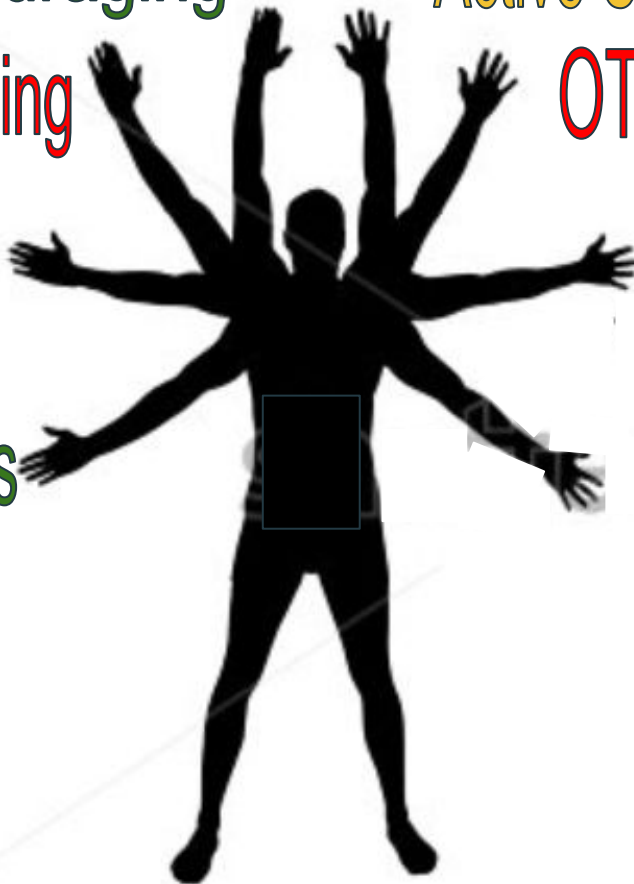
making connections

Discouraging

Encouraging

Procedures and Routines

Expectations

Active Supervision

OTR

Activity Sequencing and Choice

Task Difficulty

http://pbismissouri.org/tier-1-effective-classroom-practices/

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

TEACH	TELL	SHOW	PRACTISE	MONITOR
	⇨ Expectation	χ Non-examples	⇨ Guided	⇨ Remind
	⇨ Specific skill	√ Examples	⇨ Independent	⇨ Supervise
	⇨ Context			⇨ Feedback
	⇨ Rationale			

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

www.rypple.org.au

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

5. Active Supervision
⇨ **Moving**
⇨ **Scanning**
⇨ **Interacting**

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

Missouri Schoolwide Positive Behavior Support

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,

Outcomes
Systems Data
Practices

FEW
SOME
ALL

Rypple
Raising young people in positive learning environments

TABLE TALK

Professional Development

I'm going to tell you a secret

Each situation is different!

😛😛😛😛😛😛😛😛😛😛

Tools To Help Determine PD Needs

- ★ School Assessment Survey (SAS)
  - ○ [SAS Directions](#)
  - ○ [SAS Paper Copy](#)
  - ○ [SAS Summary Sheet](#)
- ★ Tiered Fidelity Inventory
  - ○ [TFI Directions](#)
  - ○ [TFI Paper Copy](#)
- ★ [Teacher Self-Assessment Survey for 8 Effective Classroom Practices](#)
- ★ [Artifact Checklist](#)
- ★ [Walk Through or Brief Observation](#)
  - ○ This can be used by your Tier 1 team members to gain data- all data pooled together
- ★ [In Depth Classroom Observation](#)
- ★ [In Depth Classroom Observation By Time](#)
- ★ [In Depth Classroom Observation By Frequency](#)
- ★ [Tier 1 Action Plan](#)
- ★ [Teacher Tools](#)
- ★ [Checklist for High Quality PD](#)

Self Assessment Survey PBIS Apps

💡 **Why**: Use the data to PLAN

For each PBIS element: % of staff who feel it's "in place" and how important they feel the element is for your school

- 💡 Professional Development
- 💡 Develop or refine systems and/or practices
- 💡 Increase communication and fidelity of implementation

ETLP Self Assessment Practice Profiles

DESE Web Applications login

SW-PBS ETLP 1: Expectations and Rules (Lesson 2) v1

	Exemplary	Proficient	Close to Proficient	Far from Proficient
No Building Assignment				
SW-PBS ETLP 1: Expectations and Rules (Lesson 2) v1				
EF				
1	Count: 4	Count: 0	Average: 2.00 Mode: 1 Range: 1 - 4 Count: 0	Count: 8
2	Count: 2	Count: 1	Average: 1.83 Mode: 1 Range: 1 - 4 Count: 2	Count: 7
3	Count: 3	Count: 2	Average: 2.08 Mode: 1 Range: 1 - 4 Count: 0	Count: 7
4	Count: 4	Average: 2.75 Mode: 1 Range: 1 - 4 Count: 3	Count: 3	Count: 2

Total Participants: 12

CLARIFYING EXPECTED BEHAVIOR

Expectations and Rules: Self-Assessment

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regulary.

The language of the classroom expectations reflects the language of the schoolwide expectations
- In my classroom written expectations have been developed. — Yes No
- The written expectations for my classroom align with our schoolwide expectations. — Yes No
- I have developed an expectation matrix for my classroom. — Yes No
- The expectations on my matrix are the same expectations used in the school-wide matrix. — Yes No
- My classroom matrix contains no more than 5 expectations. — Yes No
- Everyone in my classroom models and uses the language of the expectation matrix. — Yes No
- In our school, we have connected expectations across grade levels. — Yes No
- In our school, we have connected expectations across content levels. — Yes No

Rules are specific criteria for achieving expectations.
- In my classroom, written expectations are posted for students. — Yes No
- My classroom rules are posted in the form of a matrix. — Yes No
- My classroom matrix includes specific descriptions of how students can meet the expectations. — Yes No
- My classroom matrix is aligned with other classroom matrices at my grade level. — Yes No
- My classroom matrix is aligned with other matrices in my content area. — Yes No

Rules meet these 5 guidelines (OMPUA): Observable, Measurable, Positively Stated, Understandable, Always Applicable.
- All rules on my classroom matrix are observable. — Yes No
- All rules on my classroom matrix are measurable. — Yes No
- All rules on my classroom matrix are positively stated. — Yes No
- All rules on my classroom matrix are understandable. — Yes No
- All rules on my classroom matrix are always applicable. — Yes No
- The language on my classroom matrix is age and culturally appropriate. — Yes No

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.
- I explicitly teach my students the expectations and rules at the beginning of the year. — Yes No
- I almost always provide feedback to my students who demonstrate the expectations and rules. — Yes No
- I have a schedule for teaching behavioral expectations across the year. — Yes No
- I create lesson plans for teaching behavioral expectations. — Yes No
- I use positive feedback more often than I use corrective feedback. — Yes No
- I use behavioral data to determine when reteaching of behavioral expectations is needed. — Yes No

Self Assessment Survey
PBIS Apps pbisapps.org

- **Who**: school staff (≥80%)
- **What**: Measures staff perception of your school PBIS systems and practices
- **When**: 1x per year; ESSD 2023-March 13-31
- **Where**: pbisapps.org

Self Assessment Survey PBIS Apps

Why: Use the data to PLAN

For each PBIS element: % of staff who feel it's "in place" and how important they feel the element is for your school

- Professional Development
- Develop or refine systems and/or practices
- Increase communication and fidelity of implementation

Self-Assessment Survey Total Score

School-Wide Current Status

4/9/2021
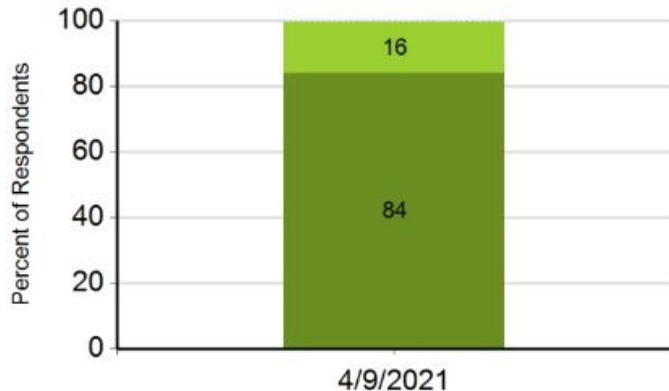
	In Place	Partial	Not
4/9/2021	84%	16%	1%

School-Wide Improvement Priority

4/9/2021
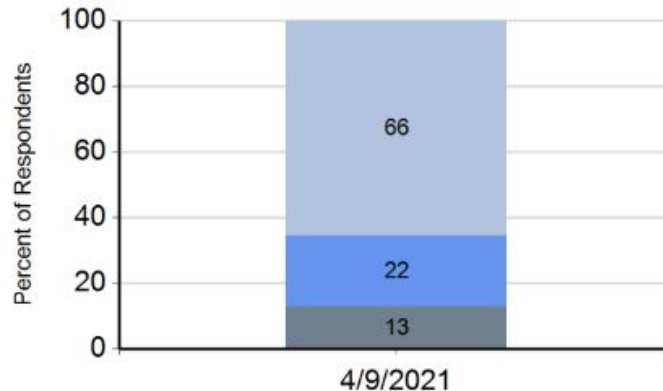
	High	Medium	Low
4/9/2021	13%	22%	66%

Systems breakdown

SAS School-wide System Subscale
4/9/2021
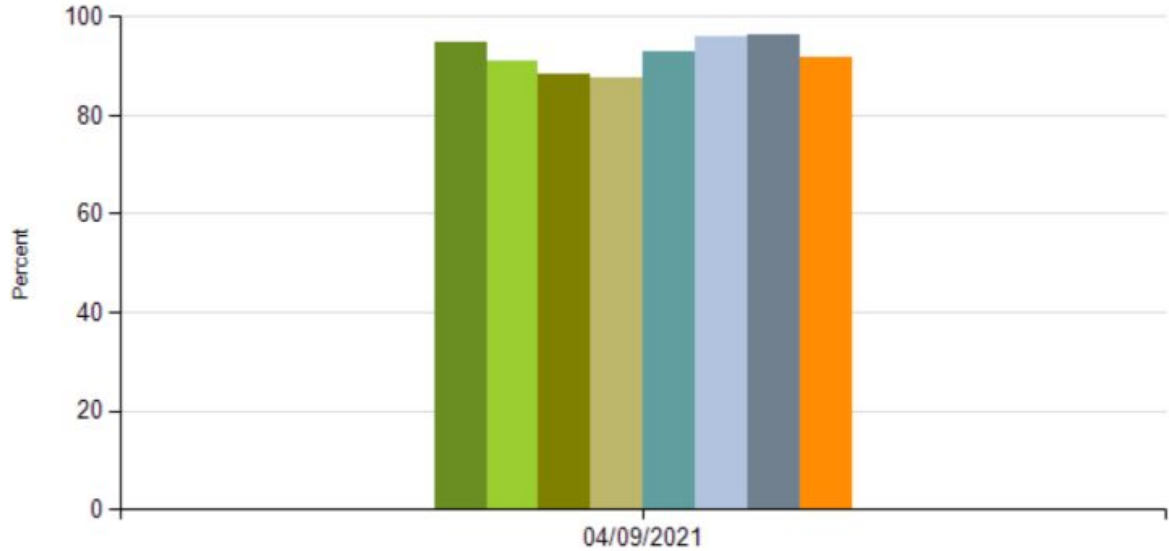
	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
4/9/2021	95%	91%	88%	88%	93%	96%	96%	92%

Item Analysis

School Year			Number of Responses		Date Completed	
2020-21			39		04/09/2021	
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
90 %	10 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	16 %	19 %	65 %
82 %	18 %	0 %	2. Expected student behaviors are taught directly.	10 %	35 %	55 %
77 %	23 %	0 %	3. Expected student behaviors are rewarded regularly.	13 %	19 %	69 %
76 %	24 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	20 %	20 %	60 %
63 %	32 %	5 %	5. Consequences for problem behaviors are defined clearly.	27 %	30 %	43 %
73 %	24 %	3 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	14 %	34 %	52 %

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

		and improving active supervision skills		
5. Circle or define activities for this/next year's focus to support area selected for development	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	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	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	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).	* Give bigger printed copy flowchart * Provide more training using the flowchart * Provide examples for teachers to problem solve through	* Meet with principal and BLT members in looking at next year's scheduling	* 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

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

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

We turned it into a Google Form!
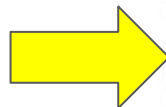
Walk Through or Brief Observation

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:					
• 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:
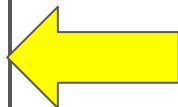
8.3

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 • **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 Procedure/Routine. Does the teacher precorrect procedures/routines?					
Precorrect: Reminder of Classroom Expectations? Are Precorrects used to set students up for success in being respectful, responsible, and safe?					
Class begins Promptly					
Students **Actively Engaged** / Minimal Down... Do students have multiple opportunities to... engaged in the lesson? Are transition... lost in instruction?					
Classroom **Procedures/Routines/Rul...** Does the teacher redirect/reteach... procedures/routines when they are n... evident that procedures and routines...					
Active Supervision (move, scan, i... Does the teacher move throughout the room... ...ruction? Do they scan student work to make sure all ...dents 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!

You can make this more specific!

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:

8.2

Classroom Management Practices Observation Tool

1. Arrange Orderly Physical Arrangement

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic time periods:

Assessment Type (circle):   Self-Assess   or   Direct Observation   **Schedule** (circle): Baseline or Follow-up

School: Date: Time: Rm: Grade: Subject: Teacher:

Yes = 2		Somewhat = 1	No = 0
	Traffic patterns are always clearly defined and allow movement without disrupting others	Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.	Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom	Staff and students have easy access to enter/exit classroom 50% of the time.	There is not easy access for entering/exiting classroom
	Materials are clearly labeled, easily accessible, and organized for ease of use	Some of the materials are clearly labeled, easily accessible and organized for ease for use	Materials are not clearly labeled, are not accessible or organized
	Only current or relevant materials from the behavior/academic curriculum are displayed	Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.	Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Midwest PBIS Practices

Classroom Check-Up Tools for Individual Teacher Support

- Classroom Check Up Information
- Classroom Check Up Interview Form
- Classroom Check Up Interview Example
- Classroom Check Up Menu of Options for Teacher Support
- Classroom Check Up Action Planning Form

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

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).	a. Identify Effective Classroom Practices that are not fully implemented b. Use observation data to drive staff development training opportunities	a. SW PBS Team and Administration b. SW PBS Team and Administration	a. Classroom observation data b. Staff development plan	I	
	2. Staff Development Training	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	a. SW PBS Team and Administration b. SW-PBS Team and Administration c. SW PBS Team and Administration	a. Sign-In sheet b. Sign-In sheet c. Sign-In sheet	I	
	3. Monitor implementation of Effective Classroom Practices	a. Use observation data to determine growth in Effective Classroom Practices implementation b. Use observation data to drive additional staff development training opportunities	a. SW PBS Team and Administration b. SW-PBS Team and Administration	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

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	• Define target skill • Model target skill with examples & non examples • Provide practice w/ skill • Provide feedback within training context • Demonstrate self-monitoring methods	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walk-throughs = Universal Screening	80% or above implementation at criterion = no need for additional support 79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher • Chooses a target skill, • Sets and shares goal(s), • Selects a self-prompting strategy • Self-Monitors • Graphs data • Self-Reflects • Self rewards • Shares instructional data and student outcome data with "coach" Coach • Reviews self-monitoring data	Regular Self-Monitoring Regular Classroom Coaching and Walk-throughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support

Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ Coach assistance
		• Develops action plan
		  ◦ Measureable goals for improved performance
		  ◦ Action steps
		  ◦ Contingencies for meeting/not meeting goals
			Daily Self-Monitoring
			
			Weekly Classroom Walkthroughs = Progress Monitoring
			
			Coaching and performance feedback
				If goals met choose other skills for focus or implement fading.
				
				If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

Adapted Simonsen et al., (2014)

## Checklist for High Quality Professional Development (HQPD) Training

BEFORE TRAINING

PREPARATION
1. Provides a description of the training with learning objectives prior to training.
2. Provides readings, activities, and/or questions to think about prior to the training.
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training.
4. Quickly establishes or builds on previously established rapport with participants.

DURING TRAINING

INTRODUCTION
5. Connects the topic to participants' context (e.g., community, school, district).
6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
7. Content builds or relates to participants' previous professional learning.
8. Aligns with school/district/state/federal standards or goals.
9. Emphasizes impact of content on student learning outcomes.

THE PROFESSIONAL LEARNING PROVIDER
10. Builds shared vocabulary required to implement and sustain the practice.
11. Provides examples of the content/practice in use (e.g., case studies, vignette).
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context.

ENGAGEMENT
13. Includes opportunities for participants to practice and/or rehearse new skills.
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts).
15. Includes opportunities for participants to interact with each other related to training content.
16. Adheres to agenda and time constraints.

EVALUATION
17. Includes opportunities for participants to reflect on learning.
18. Includes discussion of specific indicators – related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.
19. Engages participants in assessment of their acquisition of knowledge and skills.

AFTER TRAINING

MASTERY
20. Details follow-up activities that require participants to apply their learning in a new setting or context.
21 Offers opportunities for continued learning through technical assistance and resources.
21. Describes opportunities for coaching to improve fidelity of implementation.

Tools To Help Determine PD Needs
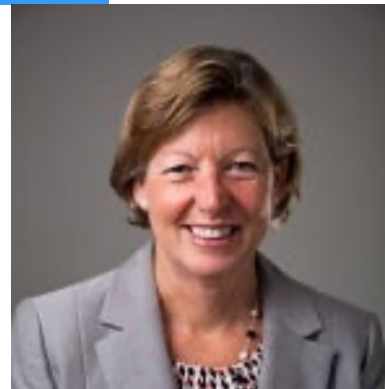
★ School Assessment Survey (SAS)
   ○ SAS Directions
   ○ SAS Paper Copy
   ○ SAS Summary Sheet
★ Tiered Fidelity Inventory
   ○ TFI Directions
   ○ TFI Paper Copy
★ Teacher Self-Assessment Survey for 8 Effective Classroom Practices
★ Artifact Checklist
★ Walk Through or Brief Observation
   ○ This can be used by your Tier 1 team members to gain data- all data pooled together
★ In Depth Classroom Observation
★ In Depth Classroom Observation By Time
★ In Depth Classroom Observation By Frequency
★ Tier 1 Action Plan
★ Teacher Tools

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 (Evertson & 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.			

MO SW-PBS Effective Classroom Practice   **May, 2014**

Adapted from: Virginia Department of Education, (2011), MO SW-PBS (2008)
This Effective Classroom Practice addresses MO Teacher Standards 2.1, 2.6, 3.1, 5.1, 5.2, 5.3, 6.1, 6.2, 8.1

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 (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).

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Midwest PBIS Network
Positive Behavioral Interventions and Supports

Classroom Practices

Note: Classroom practices are critical to implementation of PBIS, and are integrated into the successful implementation of behavior supports across all three tiers. Tier I Team Training includes the integration of 3 of the key classroom practices and their interconnectedness to school-wide practices. See the Tier 1 Team Training modules for more information.

This Classroom Practice specific 1 day training will provide a more detailed look at all six of the classroom practices. Coaches, administrators, team members, and other classroom practice leaders engage in the professional learning necessary to install and coach the six identified classroom practices/components in a systemic, efficient, and effective way. This will include:

1) providing training to school staff,

2) using the snapshots as self-assessment, peer-assessment, and walk through data to assess implementation of the components, and

3) providing support to staff where data or staff request indicate further need.

Who Should Participate

External Coaches, Administrators, Teacher Leaders identified by Dist/Coop/ROE as trainers/coaches of classroom practices.

Objectives

- Create a system for supporting teachers through coaching the classroom component module
- Identify the practices within the classroom components
- Be prepared to collect data specific to the module
- Identify and provide technical assistance to teachers in need of more support
- Train the 6 components to school/district staff

MO SW-PBS
Missouri School-Wide Positive Behavior Support

Home   About   Tier 1   Tier 2   Tier 3   Topics   SI   Profile

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

Tier 1 Courses

Home

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.

TAKE THIS COURSE

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.

TAKE THIS COURSE

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.

TAKE THIS COURSE

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.

TAKE THIS COURSE

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.

TAKE THIS COURSE

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

Tier 1 Workbook & Resources

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
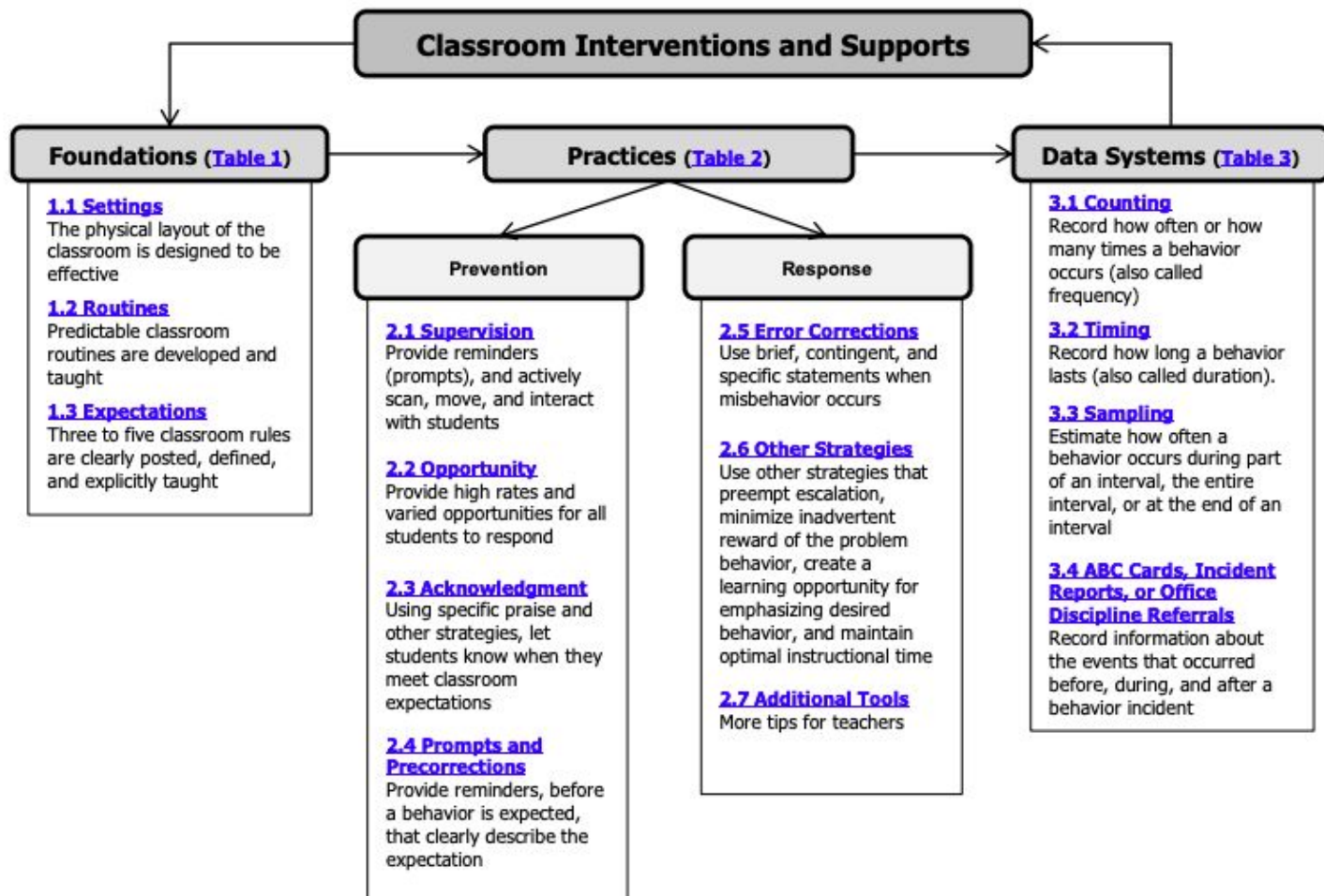
Evidence-Based Classroom Strategies for Teachers

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

Interactive Map of Core Features

Classroom Interventions and Supports

Foundations (Table 1)

1.1 Settings
The physical layout of 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

pbis.org

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

View Text-only Version

Resources

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 2 5 9 1 1 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 at the building level:

- 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

What went well at the district level:

- The DLT had representation from all buildings, which is going to start us off in a consistent manner
- Having different viewpoints allowed the team to expand their thinking
- PD will be developed that can be used in all buildings which sends a consistent message
- Takes some of the load off of building teams

Next Steps at the building level:

- 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

Next Steps at the district level:

- Meet this summer to look at the Self Assessment Survey data
- Meet this summer to look at Self Assessment Practice Profile data
- Collaborate with the DLT training team (my team was the coaching team) and create a plan for PD for fall of 2023

contact me

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