

District Implementation Matters

Using District Resources to Increase Building-level Support

District implementation in the Springfield Public School system has provided our team many opportunities for growth. We have completed three years of district implementation at the Tier 1 level and are beginning to build district systems and practices for Tier 2 implementation. We firmly believe that our students and staff are benefiting from the PBIS framework.

Thank you for giving us the platform to share our journey.

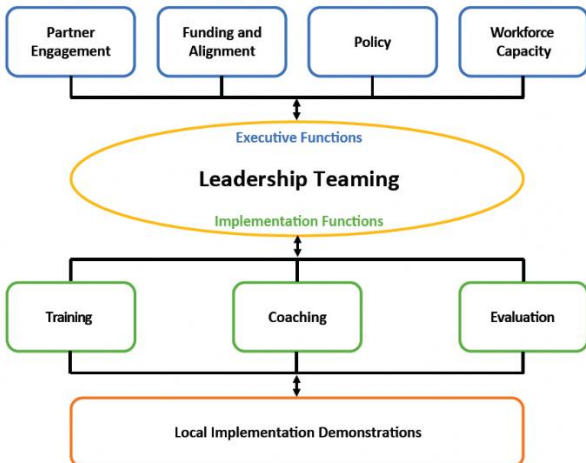
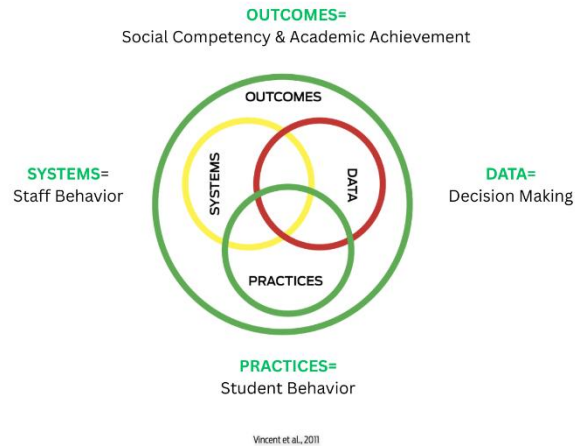
Session Notes

In PBIS, we focus on developing systems and practices, and using data to guide supports for both staff and students.

Systems are developed to guide adults' actions.

Practices are developed to support students.

Data is collected to inform decisions.



The **District Systems Fidelity Inventory** graphic is a visual anchor of how all DW-PBIS components [Systems, Practices, Data] align within the **DSFI** for district work.

Classroom Management Observation Tool (CMOT)

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

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

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity:		Setting notes:
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

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

^a Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

^c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist

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

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

^d **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.

^e Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.

^f Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

^g Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.

^h **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kookan, J., Dooley, K., Gambino, A. J....Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

The CMOT is an observation tool used to collect data of Tier 1 PBIS implementation in the classroom setting.

The CMOT is conducted by PBIS Regional Consultants at the school or district’s request.

6 of the 8 ETLPs (Effective Teaching and Learning Practices) are noted during this Walkthrough observation process. They are:

- *Expectations & Rules,*
- *Procedures & Routines,*
- *Encouraging Expected Behavior,*
- *Discouraging Inappropriate Behavior,*
- *Active Supervision, and*
- *Opportunities to Respond.*

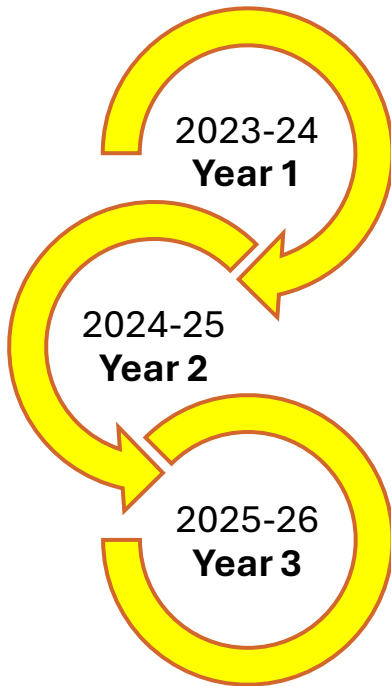
The 2 ETLPs not included are *Task Difficulty*, and *Activity Sequencing & Choice*.



Turn & Talk

Evaluate your teaming systems and practices

1. How do your current systems and practices support or hinder your progress of PBIS implementation?
2. Has your district successfully used pilot initiatives and how were they successful?



Systems

Establish team of Executive Directors
Met monthly via Zoom
More coaching than decision making
Coached around what they were already doing

Identified internal facilitator for pre-DLT planning & coordination
Expanded leadership team membership
Refined DLT schedule with monthly in-person and virtual meetings
Implemented agenda with clear outcomes

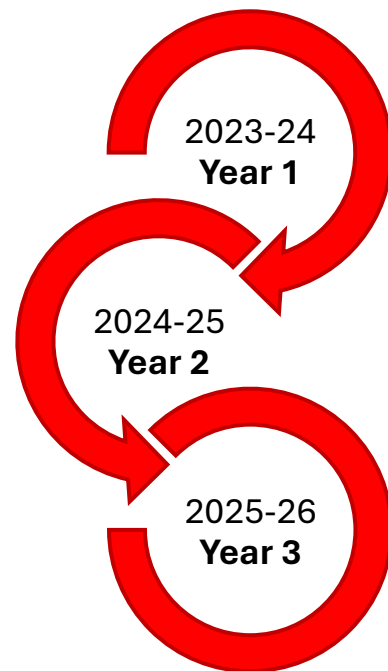
Established Executive Leadership Team (ELT)
Refined DLT membership to include Communications Dir.
Created DLT workgroups aligned to action plan goals:
Resource Alignment, Stakeholder Engagement, Evaluation

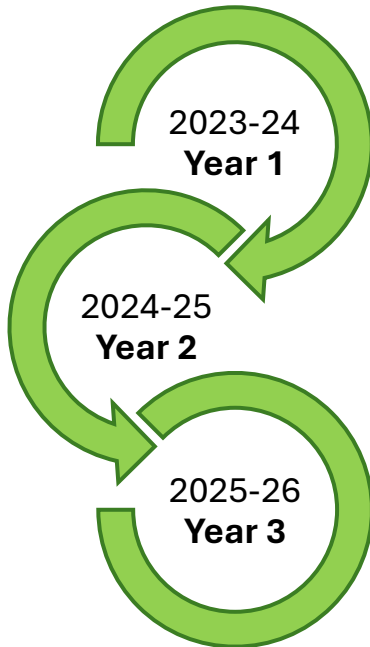
Data

Partially completed the DSFI based on what SPS was already doing
Optional walkthrough pilot

Completed DSFI at the start of the year
Conducted CMOT/TFI walkthroughs, data reviewed
Established recognition pilot group (8 schools) completing all data components
Reviewed districtwide ODR data regularly at DLT meetings

Made student outcome data review a standing DLT practice
Used Implementation data to identify schools needing tiered support
Expanded the recognition group (22 schools) completing all data components





PRACTICES

Coaching opportunities
Piloting practices

Monthly consultant - internal facilitator collaboration
Established Request for Assistance process
BLTs in all buildings with expectations and matrix
PBIS walkthroughs completed in all buildings
PBIS information shared on all school websites to enhance communication

All schools complete the CMOT/TFI walkthrough
Offered SAS as optional practice and data source
Increased number of schools receiving tiered support
Advanced Tier training (systems & practices) offered to select schools, representing all divisions

ACTION PLANNING What is one “next step” you might take?

