Introduction to PBIS in the Elementary Classroom: Moving from Knowledge to Implementation

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Keywords: Classroom, Behavior, PBIS Foundations
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Exploration & Adoption
• We think we know what we need so we are planning to move forward (evidence-based)

Installation
• Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
• Let’s give it a try & evaluate (demonstration)

Full Implementation
• That worked, let’s do it for real and implement all tiers across all schools (investment)
• Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

**Self-Assessment:** Accomplishments & Priorities

Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** High Priorities

Team Member Note-Taking Worksheet

**Action Planning:** Enhancements & Improvements

Leadership Team Action Planning Worksheet
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Objectives

As a result of attending this session, you will be able to

• **Identify** critical classroom PBIS practices

• **Describe** a range of **examples** that illustrate how these practices can be implemented across contexts

• **Explore** ways to **support school-based teams** in enhancing their implementation
Let’s get started!

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Supporting and Responding to Behavior

Evidence-Based Classroom Strategies

Before jumping into content, let’s preview the features of this resource (purple slides).

Developed by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, Bob Putnam, & Renee Bradley et al. (OSEP)
# Tables with Definitions, Examples, Non-Examples, and Resources

## Table 1. Matrix of Foundations for Classroom Interventions and Supports

### 1.1 Settings

Effectively design the physical environment of the classroom

<table>
<thead>
<tr>
<th>Description and Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Empirical Support and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What key strategies can I use to support behavior in my classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
<td>How can I use this practice in my secondary classroom?</td>
<td>What should I avoid when I'm implementing this practice?</td>
<td>What evidence supports this practice, and where can I find additional resources?</td>
</tr>
</tbody>
</table>

- Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)
- Arrange furniture to allow for smooth teacher and student movement
- Assure instructional materials are neat, orderly, and ready for use
- Post materials that support critical content and learning strategies (e.g., word walls, steps for the writing process, mathematical formulas)

- Design classroom layout according to the type of activity taking place:
  - Tables for centers
  - Separate desk for independent work
  - Circle area for group instruction

- Consider teacher versus student access to materials
- Use assigned seats and areas
- Be sure all students can be seen

- Design classroom layout according to the type of activity taking place:
  - Circle for discussion
  - Forward facing for group instruction

- Use assigned seats
- Be sure all students can be seen
- Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)

- Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students
- Disorderly, messy, unclean, and/or visually unappealing environment
- Some students and/or parts of the room not visible to teacher
- Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)
- Inappropriately sized furniture

- Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment
- Arranging classroom environment to deliver instruction in a way that promotes learning

**Video:**
http://louisville.edu/education/abri/primarylevel/structure/group

**Book:**
*Structuring Your Classroom for Academic Success*
Self-Assessment

Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

<table>
<thead>
<tr>
<th>Classroom Interventions and Supports Self-Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The classroom is <strong>physically designed</strong> to meet the needs of all students.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom <strong>routines</strong> are developed, taught, and predictable.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Three to five positive classroom <strong>expectations</strong> are posted, defined, and explicitly taught.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Prompts and active supervision</strong> practices are used proactively.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Opportunities to respond</strong> are varied and are provided at high rates.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Specific praise and other strategies are used to <strong>acknowledge behavior</strong>.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Reminders</strong> are consistently given before a behavior might occur.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The <strong>responses to misbehaviors</strong> in the classroom are appropriate and systematic.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>Data systems</strong> are used to collect information about classroom behavior.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Simonsen & Townshend, 2018)
Decision Making Chart

The decision-making chart will help guide teachers regarding implementation of best practices in preventing and responding to behaviors in the classroom.
Additional Tools

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategy and consider the following guidelines when responding to students’ challenging behavior.

### Responding to Behaviors in the Classroom—Make It FAST!

<table>
<thead>
<tr>
<th>F</th>
<th>A</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional</strong></td>
<td><strong>Accurate</strong></td>
<td><strong>Specific</strong></td>
<td><strong>Timely</strong></td>
</tr>
<tr>
<td>Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future (see Practical FBA Training Manual for more information)</td>
<td>As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors</td>
<td>It is best to be as specific as possible when addressing student behavior; using the student’s name and the reason for the response are examples of how teachers can be specific</td>
<td>Responding to behavior immediately after the behavior will make the response more powerful</td>
</tr>
</tbody>
</table>

### Types of Behavior and Common Responses

<table>
<thead>
<tr>
<th>Appropriate or expected behavior</th>
<th>Infrequent and non-disruptive minor behaviors</th>
<th>Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors</th>
<th>Administrator-managed behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When a student does an appropriate behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation</td>
<td>• When a misbehavior occurs, try to draw as little attention to the behavior as possible</td>
<td>• Follow school procedures for responding to rule violations and individualized behavior support plans</td>
<td>• Follow school procedures for responding to rule violations and individualized behavior support plans</td>
</tr>
<tr>
<td>• Be as specific as possible, and try to always use the student’s name</td>
<td>• Give students reminders of what is expected</td>
<td>• Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines</td>
<td></td>
</tr>
<tr>
<td>• Consider using praise with other acknowledgment strategies</td>
<td>• Model what is expected</td>
<td>• Collect data to help establish patterns about why behaviors are occurring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reinforce what is expected by using specific praise or other acknowledgment strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenarios to Illustrate Implementation

The following scenarios highlight how teachers may use these classroom strategies with the decision-making guide to support student behavior in their classrooms. The first scenario is based in an elementary school. The second scenario is based in a high school.

Scenario 1. Mr. Jorgé’s Third-Grade Classroom

Foundations of Classroom Interventions and Supports

Mr. Jorgé invested time into carefully designing his classroom before any of his 25 third graders arrived in the fall. He carefully planned his routines—from where students would place materials upon entering the room to where they would line up when getting ready to exit—and ensured the physical layout facilitated students engaging in routines. He also defined what it looked like for students to follow the school-wide expectations (Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a school-wide matrix, in the context of each of his classroom routines (using an expectations-within-routines matrix). On the first day of school, Mr. Jorgé greeted students at the door, introduced himself, and invited students into their shared learning environment. He spent the better part of the first day explicitly teaching the expectations within his classroom routines and establishing his classroom as a positive learning environment. Throughout the day, he systematically recognized each student who followed the expectations with specific praise (e.g., “Julie, remembering to bring your materials was really responsible. That’s a great way to start the year!”). He also wrote and invited students to sign a “Classroom Constitution” (also known as a behavior contract).

Mr. Jorgé’s Classroom Constitution (with strategies in parentheses)

Members of our classroom community are respectful, responsible, and safe (expectations). Mr. Jorgé will support us by teaching us what this looks like during activities (explicit instruction), providing daily reminders (prompts), and letting us know how we are doing (specific feedback). If we are able to do this most of the time (during 80 percent of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (group contingency). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we aren’t able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so that we can have a better day tomorrow.

Consistent implementation of positive and proactive practices

After the first day, Mr. Jorgé kept up his part of the Classroom Constitution. He greeted students every morning, provided reminders about expected behavior at the beginning of each activity, ensured his lessons were engaging and included multiple opportunities for students to respond and participate, and gave students specific feedback when they were doing well. He also found that most students were consistently demonstrating expected behavior.
Now Let's Jump Into the PCBS Practices

Are the foundations of effective PCBS in place?

Are proactive and positive PCBS practices implemented consistently?

Do data indicate that students are still engaging in problem behavior?

(Simonsen & Townshend, 2018)
Let’s get started!

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PCBS Practices Decision-making Guide: 3 Key Questions

Effectively *design* the physical environment of the classroom

**Elementary Example:**
Plan layout according to the type of activity (e.g., tables for centers, separate desks for independent work, circle area for group instruction)

**HS Example:**
Plan layout according to the type of activity (e.g., “U” or circle for discussion, forward facing for group instruction)

**Non-Example:**
Disorderly, messy, unclean, and/or visually unappealing environment
Are the **foundations** of effective PCBS in place?

Effectively *design* the physical environment of the classroom

Develop & teach predictable classroom **routines**.

- **Elementary Example:** Establish routines and procedures for:
  - Arrival and dismissal
  - Transitions between activities
  - Accessing help
  - What to do after work is completed

- **HS Example:** Consider routines and procedures for:
  - Turning in work
  - Accessing materials
  - Making up missed work
  - Transitions/interruptions

- **Non-Example:** Assuming students automatically know routines & procedures without instruction and feedback

(Simonsen & Townshend, 2018)
Are the foundations of effective PCBS in place?

Effectively **design** the physical environment of the classroom

**Elementary Example:**
- **Poster** of Be Safe, Kind, & Ready
- **Matrix** to define for each classroom routine.
- **Teach** engaging lessons for each expectation

**HS Example:**
- **Student-created poster** of Citizenship, Achievement, & Grit
- **Engage students** in developing the matrix and teaching each lesson using video, etc.

**Post, define, & teach 3-5 positive classroom expectations.**

**Non-Example:**
- **Assuming students** will already know your expectations
- **Having more than 5 expectations**
- **Listing only behaviors** you do NOT want from students

Effectively design the physical environment of the classroom + Develop & teach predictable classroom **routines.** + Post, define, & teach 3-5 positive classroom **expectations.**
Are proactive and positive PCBS practices implemented consistently? Do data indicate that students are still engaging in problem behavior? Are the foundations of effective PCBS in place? Provide high rates of varied opportunities to respond.

**Elementary Example:**
- **Individual or small group:** Student names on sticks in a jar. As questions are posed, a student name is drawn.
- **Choral:** All students recite letter sounds.

**HS Example:**
- **Individual or small group:** I just showed you how to do #1, I am going to start #2. Second row, help explain my steps.
- **Nonverbal:** Clickers to respond a, b, or c.

**Non-Example:**
- A teacher provides a 20-minute lesson without asking any questions or prompting any student responses.
Are proactive and positive PCBS practices implemented consistently?

Provide high rates of varied opportunities to respond.

Use *prompts* and active supervision.

**Elementary Example:**
- Before students begin seatwork, provide a reminder about how to access help and materials, if needed.
- Poster of expected behaviors.

**HS Example:**
- Review of group activity participation rubric prior to the start of group work.
- Sign above the homework (HW) basket with checklist for handing in HW.

**Non-Example:**
- While teaching a lesson, a student calls out and the educator states, “Instead of calling out, I would like you to raise your hand.”
Are proactive and positive **PCBS practices** implemented consistently?

Provide high rates of varied *opportunities to respond.*

Use *prompts* and *active supervision.*

**Elementary Example:**
- While students are working independently in centers scan and move around the classroom, checking in with students.

**HS Example:**
- While monitoring students, move around the area, interact with students and observe behaviors of individuals and the group.

**Non-Example:**
- Sitting or standing where you cannot see the entire room / space. Such as with your back to the group or behind your desk.
Are proactive and positive PCBS practices implemented consistently?

- Provide high rates of varied opportunities to respond.
- Use prompts and active supervision.
- Acknowledge behavior with specific praise & other strategies.

**Elementary Example:**
- During educator-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.”

**HS Example:**
- The teacher quietly states, “I really appreciate how you facilitated your group discussion. Peers had many ideas, and you managed it well.”

**Non-Example:**
- “Thank you for trying to act like a human.” (This, at best, is sarcasm, not genuine praise.)

(Simonsen & Townshend, 2018)
## Other Strategies to Acknowledge

<table>
<thead>
<tr>
<th><strong>Behavior Contract</strong></th>
<th><strong>Elementary Example:</strong></th>
<th><strong>HS Example:</strong></th>
<th><strong>Non-example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Constitution signed by all</td>
<td>Integrity Pledge signed by all</td>
<td>Zero Tolerance Acknowledgement</td>
</tr>
<tr>
<td></td>
<td>“If all students will hand in homework #2 by the due date, next Friday we will play State Bingo instead of a formal test review.”</td>
<td>“If we generate 5 questions that are examples of ‘Synthesis’ by 2:15, you may sit where you would like for the last 20 mins of class.”</td>
<td>Making the goal unattainable or undeliverable, or singling out a student for failing to meet goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group Contingency</strong></th>
<th><strong>Elementary Example:</strong></th>
<th><strong>HS Example:</strong></th>
<th><strong>Non-example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Group 2, you were all respectful during your discussion, and each of you earned a “star buck” to use in the school-wide store.”</td>
<td>“Alyiah, you were very respectful when your peer came in and asked for space. You’ve earned 10 bonus points toward your behavior goal.”</td>
<td>Providing points or tokens without (a) specific praise or (b) demonstrated behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Token Economy</strong></th>
<th><strong>Elementary Example:</strong></th>
<th><strong>HS Example:</strong></th>
<th><strong>Non-example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
PCBS Practices Decision-making Guide: 3 Key Questions

Are students still engaging in problem behavior?

Yes
- Are behaviors minor or major expectation violations?
  - Minor: Use brief, specific error correction & other strategies
  - Major: How many students are involved (many or few)?
    - Many: Review, adjust & intensify CWPBIS. Ask for help!
    - Few: Request additional (tier 2 & 3) support for students.

No: Well done! Monitor outcomes and adjust as needed
Use brief, specific error correction & other strategies.

**Elementary Example:**
- After a student calls out in class, the teacher responds, “Please raise your hand before calling out your answer.”

**HS Example:**
- After student plays with lab equipment inappropriately, teacher responds, “Please don’t play with lab equipment, keep it on the table.”

**Non-Example:**
- Shouting, “No!” (This is not calm, neutral, or specific.)
- A 5-min conversation about what the student was thinking. (This is not brief.)
## Other Strategies to Respond

<table>
<thead>
<tr>
<th>Planned Ignoring</th>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>During a whole group activity, James shouts the teachers’ name to get her attention. The teacher ignores the callouts and proceeds with the activity.</td>
<td>During a lecture, Jen interrupts the teacher and loudly asks her question. The teacher ignores Jen until she quietly raises her hand.</td>
<td>A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer. The teacher does nothing.</td>
<td></td>
</tr>
</tbody>
</table>

| Differential SR | In the same scenario above, the teacher ignores James’ callouts, but immediately calls on and praises James when he raises his hand, “That’s how we show respect! Nice hand raise.” | “If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class.” (DRO) | The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior. |

(Simonsen & Townshend, 2018)
Other Strategies to Respond

<table>
<thead>
<tr>
<th>Response Cost</th>
<th>Elementary Example:</th>
<th>HS Example:</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When a student talks out, the teacher pulls the student aside, provides a quiet specific error correction, and removes a marble from his/her jar on the teacher’s desk.</td>
<td>When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student’s point card.</td>
<td>The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher states, “you know what you did.”</td>
</tr>
</tbody>
</table>

| Time Out from S<sup>R</sup> | After throwing a game piece at a peer, the teacher removes the game from the student, asks her to return to her desk, and reviews expectations before allowing her to resume activities. | When a student disrupt a preferred art class, the teacher asks the student to “take 5” to review the expectations in art. The student re-joins the class after restating expectations. | Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and often attended by preferred peers for the remainder of the day. |
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Do data indicate that students are still engaging in problem behavior?
Acknowledgements

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

CENTER ON DISABILITY AND COMMUNITY INCLUSION

The University of Vermont

(Simonsen & Townshend, 2018)
About Vermont....
About Vermont.....

Population: 623,657
Students: 87,866
SUs/SDs: 53
Schools: 308
PBIS Schools: 160

www.pbisvermont.org
PBIS in Vermont

2015-2016 Vermont Office Discipline Referrals (ODRs) by Location

- Art and Music Rooms: 2733
- Bathroom: 602
- Bus/Bus Loading Zones: 3132
- Cafeteria: 3668
- Classroom: 38325
- Gym/Locker Room/Stadium: 3022
- Hallway/Breezeway: 4459
- Library: 1316
- Other Locations: 3433
- Playground: 7759
- All Locations Except Classroom: 30124

(Simonsen & Townshend, 2018)
Why is this work important?

• 12% of public school teachers leave within their first 2 years
• 50% leave within the first 5 years
  – Most consistently listed factors:
    • Lack of pedagogical training
    • School environment
    • Poor student behavior and motivation
  – Teachers consistently report:
    • Inadequate pre-service training on classroom management and
    • Lack of support and training for handling student behaviors

Demographics:

• 1 High School & 5 K-8 Schools
• 3,957 Students in Grades K-12
• 400 Professional Staff
• 90% of CVSD students identify themselves as white/Caucasian, 10% as African-American, Asian, or Hispanic
• 14% of Students Eligible for Free & Reduced Lunch
We believe.....

Behavior problems disrupt learning
Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)
We believe…..

Relationships are the heart of a positive classroom culture.

A positive classroom culture prioritizes promoting and preserving relationships with and among students.

(Simonsen & Townshend, 2018)
CVSD PBIS Journey

2006 - 2013

- All K-8 Schools are implementing School-wide PBIS with Fidelity

2017 - Present

- All K-8 Schools have engaged in Classroom Behavior Practice Coaching
Step 1: Shore up School-wide PBIS Practices

Are you implementing with fidelity?
What do the data tell us over time?
What PBIS features do we need to focus on?

Benchmarks of Quality Subscale
Charlotte Central School

PBIS Team

CCS Staff

Acknowledgement System!

(Simonsen & Townshend, 2018)
What did Staff tell us?

- Grades ⅞ - Tickets didn’t work
- System Management - Easy, Simple, Sustainable
- Connect with School-wide Expectations
- No tangibles
- Developmentally Appropriate
- RC/DD + PBIS = CCS

(Simonsen & Townshend, 2018)
What does it look like?

At CCS, Taking CARE of Ourselves, Taking CARE of Others and Taking CARE of this Place......

Just makes “cents”!
What is it called?

Be the Change!

Be the Change at CCS!

Taking CARE just makes “Cents”!

- Take CARE of Ourselves
- Take CARE of Others
- Take CARE of This Place
Why the Penny?

Building on CCS’s strong “cents” of community and values, the penny allows CCS to engage in...

- Sustainable practices
- Educational opportunities
- “Paying” it forward

A little goes a long way.
“Paying” it forward

- “Paying” it forward

Individual → School → Community

-lake Champlain Clean-up
- Humane Society

(Simonsen & Townshend, 2018)
How do students get it?

When students demonstrate the school-wide expectations - Take care of ourselves, others and this place:

- Give the student specific feedback connected to the expectation and provide them the option to put the penny directly in the school-wide penny bank or classroom jar
What do students do with it?

Classroom

School-wide
PBIS in the Classroom!
Keep it simple and Have fun!

- PJ Day!
- Play Games!

You and Your Students Set Goals and Determine Celebration!
Extra Recess!

(Simonsen & Townshend, 2018)
Share Successes with Staff!

CCS Staff: 2016

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
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<td>Expectations Defined</td>
<td>97%</td>
<td>82%</td>
<td>48%</td>
<td>73%</td>
<td>83%</td>
<td>74%</td>
<td>87%</td>
<td>77%</td>
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<td>Implementation Average</td>
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<tr>
<td>Expectations Defined</td>
<td>100%</td>
<td>80%</td>
<td>78%</td>
<td>53%</td>
<td>66%</td>
<td>69%</td>
<td>76%</td>
<td>68%</td>
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<tr>
<td>Expectations Taught</td>
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</table>
Share Successes with Staff!

**Average Referrals Per Day Per Month**

Major, 2016-17

- **Revamped Planning Room Procedures**
- **Rolled-out Acknowledgement System**
- **Trendline: Overall Reduction in ODRs**

![Graph showing average referrals per day per month](chart.png)
Step 2: Enhance Positive Behavior Classroom Supports
Need
## Research Supports Coaching Model

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
Research Supports Coaching Model

VTPBIS Classroom Behavior Practice Coaching:

Intensive Focus on Practices and Systems

4 Coaches Identified

- Marybeth Morrissey - Classroom Teacher
- Kate Myhre - Behavior Specialist
- Brett DiVenere - Behavior Systems Coach
- Cassandra Townshend - Director Behavior Systems
What are we missing?

Data: Leadership Team

Self-Assessment of Systems to Support Teachers’ Implementation of Positive Classroom Behavior Support (based on Freeman et al. 2017)¹

<table>
<thead>
<tr>
<th>School:</th>
<th>Behavior Coach:</th>
<th>Date: 6/30/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team Members: Are these the PBIS folks? Other instructional coaches in areas of Math, Literacy, Technology.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Systems to Support PCBS Implementation Feature</th>
<th>Extent of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>1. PCBS implementation is a clear school and district <strong>priority</strong>.</td>
<td>Yes, In District, this is a priority. At ☐☐, we have new leadership who need to be brought up to speed.</td>
</tr>
<tr>
<td>2. School and district <strong>resources</strong> are available to support PCBS implementation.</td>
<td>Yes</td>
</tr>
<tr>
<td>3. School and district teams have considered <strong>alignment</strong> and <strong>integration</strong> of PCBS with other district priorities and initiatives.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Positive Classroom Behavior Supports Self-Assessment

Instructions: Completing this checklist will give you and overview of the “big ideas” of Positive Classroom Behavior Supports and help me understand the best way to move forward. Mark “yes” for each item you implement fully; mark “partially” if you are almost there; mark “no” if you are not implementing this item, and mark “?” if you need further information. Thank you!
Data: Classroom Teachers

1. I post the schedule/routine for the day and/or class activity

34 responses

- **73.5%** Yes
- **23.5%** Partially
- **5%** No
- **No data**?
Are the **foundations** of effective PCBS in place?

Develop & teach predictable classroom **routines**.
2. I physically arrange the room (seating assignments, furniture arrangement) appropriately for activities

34 responses

- Yes: 27 (79.4%)
- Partially: 7 (20.6%)
- No: 0 (0%)
- ?: 0 (0%)
Are the **foundations** of effective PCBS in place?

Effectively *design* the physical environment of the classroom
3. I post a small number of positively stated expectations (3-5)

34 responses

- Yes: 22 (64.7%)
- Partially: 11 (32.4%)
- No: 1 (2.9%)
- ??: 0 (0%)
Are the **foundations** of effective PCBS in place?

Post, define, & teach 3-5 positive classroom **expectations**.

**BE a STAR @ HCS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>★ Allow personal space</td>
</tr>
<tr>
<td>Sharing</td>
<td>★ Wait your turn</td>
</tr>
<tr>
<td>Trust</td>
<td>★ Wash your hands with soap</td>
</tr>
<tr>
<td></td>
<td>★ Keep bathroom clean</td>
</tr>
<tr>
<td>Accept Responsibility</td>
<td>★ Put paper towels in the compost</td>
</tr>
<tr>
<td></td>
<td>★ Use only the supplies you need</td>
</tr>
<tr>
<td>Respect</td>
<td>★ Allow personal space</td>
</tr>
</tbody>
</table>

**Bathroom**

- Take CARE of Ourselves
- Take CARE of Others
- Take CARE of This Place

(Champlain Valley School District, UConn, CBER, PBIS, Simonsen & Townshend, 2018)
Data: Classroom Teachers

6. I provide most/all students with appropriately high rates of opportunities to respond and participate during instruction.

8. I use specific praise (and possibly additional strategies/systems) effectively (i.e. specific praise is congruent with student academic and social behaviors).

10. I provide more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).

(Simonsen & Townshend, 2018)
Are the **foundations** of effective PCBS in place?

Provide high rates of varied *opportunities to respond*.

**What’s missing?**

*Praise & OTRs*
What’s happening in Classrooms?
Work smarter, not harder.....
Identify what’s working and integrate!
Embedded Coaching & Training: Praise

Behavior Specific Feedback/Acknowledgment Starters

You live by our social contract (or rules) by ...
Because you ... our class/group was ...
Your made me feel ... when you ...
When you ... I was able to ...
I appreciate the way you ...
Thank you for ...
I like how you ...
I noticed that ...
Examples

**Immediate:** As soon as student displays expected behavior

**Contingent:** Based on direct observation

**Specific:** Name the behavior you want to see continued

**Frequent:** Then intermittent

**Sincere:** Ensure that your feedback is genuine

“Effective Behavior Support” (Lewis & Sugai, 1999)
“Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools” (Sugai et al., 2000)
Embedded Coaching and Training
Opportunities to Respond

- Verbal Responses
- Choral Responding
- Non-Verbal Responses
- Guided Notes
# Examples

## Opportunities to Respond

<table>
<thead>
<tr>
<th>Verbal Responses</th>
<th>Choral Responding</th>
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<tbody>
<tr>
<td>Examples:</td>
<td>Examples:</td>
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<tr>
<td>How might I use this in my practice?</td>
<td>How might I use this in my practice?</td>
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<table>
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<th>Non-Verbal Responses</th>
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</table>
Next Steps:

Do data indicate that students are still engaging in problem behavior?

Are proactive and positive PCBS practices implemented consistently?

- Provide high rates of varied opportunities to respond.
- Use prompts and active supervision.
- Acknowledge behavior with specific praise & other strategies.
Quick Recap!

As a result of attending this session, you will be able to

• **Identify** critical classroom PBIS practices

• **Describe** a range of **examples** that illustrate how these practices can be implemented across contexts

• **Explore** ways to support school-based teams in enhancing their implementation
Quick Recap!

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers
Do data indicate that students are still engaging in problem behavior?

Are proactive and positive PCBS practices implemented consistently?

- Effectively design the physical environment of the classroom
- Develop & teach predictable classroom routines.
- Post, define, & teach 3-5 positive classroom expectations.
- Provide high rates of varied opportunities to respond.
- Use prompts and active supervision.
- Acknowledge behavior with specific praise & other strategies.

Are the foundations of effective PCBS in place?

(Simonsen & Townshend, 2018)
Are students still engaging in **problem behavior**?

- **Yes**
  - Are behaviors minor or major expectation violations?
    - **Minor**
      - Use brief, specific error correction & other strategies
    - **Major**
      - How many students are involved (many or few)?
        - **Many**
          - Intensify CWPBIS
        - **Few**
          - (tier 2 & 3) support for students

- **No**
  - Well done! Monitor outcomes and adjust as needed

Do data indicate that students are still engaging in **problem behavior**?

- **Yes**
  - Intensify CWPBIS
  - (tier 2 & 3) support for students
  - Ask for help!

- **No**
  - Well done! Monitor outcomes and adjust as needed
Please Complete the Session Evaluation
to Tell Us What You Thought of This
Thank you!

brandi.simonsen@uconn.edu
crowthend@cvsdvt.org