B2 – Introduction to PBIS in the Secondary Classroom: Supporting Student Behavior to Improve Learning

Lead Presenter: Jennifer Freeman
Exemplar Presenters: Ellen Reinhardt
Key Words: Classroom, High School
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?

Adapted from Fixsen & Blase, 2005

**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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Advanced Organizer

• The challenge of classroom management in HS
• What are effective classroom management practices?
• What does this look like in schools?
• Systems to support implementation
• Re-cap & Questions
Behavior problems disrupt learning
Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)
We have a problem!

- 12% of public school teachers leave within their first 2 years
- 50% leave within the first 5 years

Why do teachers leave?

• 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**

The High School Context

**State/Federal**
- Accreditation/Credit Earning Courses
  - Evaluated by graduation or college bound rates
  - Zero tolerance discipline policy
  - Reliance on high stakes standardized testing

**School**
- Community Center
  - Fewer HS per district
  - Departmental Organization
  - Administrative teams
  - Larger enrollment

**Staff**
- Trained as content experts
  - May have less training on behavior management
  - May have perception students should "know" how to behave

**Student**
- Expect/need some level of autonomy
  - Peer focus
  - Reward/Risk systems are on alert

(Bohanon Fenning, Borgmeier, Flannery & Malloy, 2009; Skiba & Rausch, 2006; Bohanon-Edmonson, Flannery, Eber & Sugai, 2004; Morrison, Robertson, Laurie, & Kelly, 2002; Murphy, Beck, Crawford, Hodges, & McEachry, 2001).
PBIS in High Schools

• Slower adoption than in elementary schools
  – Numbers of schools
    • 20,011 schools implementing nationally about 2606 high schools (13%)
  – Time needed to reach fidelity
• Schools struggle to sustain fidelity of Implementation

High School Implementation of PBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

School Engagement and Success

Flannery & Kato, 2012
PBIS Does ”Work” in High Schools!

“Recent high school evidence!!”

- Positive effects on student perceptions of school climate and safety
- Positive effects on behavior & attendance
- Improvement in Academic performance
  - reading and math assessments
  - GPA
  - ACT scores
- Attendance & behavior related to dropout risk, but impact of PBIS unclear
- Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity


OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

CBER Center for Behavioral Education & Research
Promoting Academic and Behavior Supports

UCONN
Advanced Organizer

• The challenge of classroom management in HS
• What are effective classroom management practices?
• What does this look like in schools?
• Systems to support implementation
• Re-cap & Questions
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

• Brandi Simonsen
• Jennifer Freeman
• Steve Goodman
• Barbara Mitchell
• Jessica Swain-Bradway
Interactive Map of Core Features

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.

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

2.2 Opportunity
Provide high rates of 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.

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, and emphasize desired behavior, and maintain optimal instructional time.

2.7 Additional Tools
More tips for teachers!!

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 the behavior incident.

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### Tables with Definitions, Examples, Non-Examples, and Resources

#### Example 1: Matrix of Foundations for Classroom Interventions and Supports

<table>
<thead>
<tr>
<th>Description 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>How can I use this practice in my elementary classroom?</td>
<td>Design classroom layout according to the type of activity taking place:</td>
<td>Design classroom layout according to the type of activity taking place:</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>
<tr>
<td>- Design classroom layout according to the type of activity taking place:</td>
<td>- Tables for centers</td>
<td>- Circles for discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tables for centers</td>
<td></td>
<td>Forward facing for group instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Separate desk for independent work</td>
<td>Use assigned seats</td>
<td>Use assigned seats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Circle area for group instruction</td>
<td>Be sure all students can be seen</td>
<td>Be sure all students can be seen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider teacher versus student access to materials</td>
<td>Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</td>
<td>Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use assigned seats and areas</td>
<td>Be sure all students can be seen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be sure all students can be seen</td>
<td>Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Video:** [http://louisville.edu/education/primarylevel/structure/group](http://louisville.edu/education/primarylevel/structure/group)

**Book:** **Structuring Your Classroom for Academic Success**

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### OSEP Center on Positive Behavioral Interventions & Supports

### CBER Center for Behavioral Education & Research

Promoting Academic and Behavior Supports

### UCONN
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**?
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?

**Decision-making Guide: 3 Key Questions**

- Effectively **design** the physical environment of the classroom
- Develop & teach predictable classroom **routines**.
- Post, define, & teach 3-5 positive classroom **expectations**.

**Elementary Example:**
- Elements of a classroom: probe, &_ready
- Mat/roll & direction changes before lessons change
- Teach engaging instruction for each expectation

**HS Example:**
- Student-created matrix of expectations:
  - Achieve
  - Critic
  - Engage in student routines

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

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Decision-making Guide: 3 Key Questions

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.”
- Students sit in a circle, a student talks, and others are encouraged to respond.

HS Example:
- While teaching a group, the educator says, “I really appreciate how you facilitated this group task.”
- During a group activity, the educator observes and provides feedback:
  - “Great work, I noticed you managed it well.”

Non-Example:
- A teacher provides a 20-minute lesson without asking any questions or prompting any student responses.
- Poster of expected behaviors.

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

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.”
- While students are working independently in centers, scan and move around the classroom, checking in with students.

Non-Example:
- Sitting or standing where you cannot see the entire room. Such as with your back to the group or behind your desk.

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

HS Example:
- While working on group activities, the educator quietly states, “I really appreciated your participation. I noticed how well you facilitated your group discussion.”
- While monitoring students, move around the area, interact with students and observe behaviors of individuals and the group.

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

<table>
<thead>
<tr>
<th>Behavior Contract</th>
<th>Elementary Example: Class Constitution signed by all</th>
<th>HS Example: Integrity Pledge signed by all</th>
<th>Non-example Zero Tolerance Acknowledgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Contingency</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>
<tr>
<td>Token Economy</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>
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?

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 PCBS. Ask for help!
        - Few
          - Request additional (tier 2 & 3) support for students.
  - No
    - Well done! Monitor outcomes and adjust as needed
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></td>
<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>
</tr>
<tr>
<td>Differential SR</td>
<td>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.”</td>
<td>“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.”</td>
<td>The teacher reprimands students each time they engage in problem behavior and ignore appropriate behavior.</td>
</tr>
</tbody>
</table>
## 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</td>
<td>When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the</td>
<td>The teacher publicly flips a card (from green to red) to signal the student has lost privileges. When asked why, the teacher</td>
</tr>
<tr>
<td></td>
<td>specific error correction, and removes a marble from his/her jar on the teacher’s</td>
<td>student’s point card.</td>
<td>states, “you know what you did.”</td>
</tr>
<tr>
<td></td>
<td>desk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out from S&lt;sup&gt;R&lt;/sup&gt;</td>
<td>After throwing a game piece at a peer, the teacher removes the game from the</td>
<td>When a student disrupt a preferred art class, the teacher asks the student to “take 5” to review the expectations in art.</td>
<td>Sending the student from a difficult, disliked class to in-school suspension, which is facilitated by a preferred adult and</td>
</tr>
<tr>
<td></td>
<td>student, asks her to return to her desk, and reviews expectations before allowing</td>
<td>The student re-joins the class after restating expectations.</td>
<td>often attended by preferred peers for the remainder of the day.</td>
</tr>
<tr>
<td></td>
<td>her to resume activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advanced Organizer

• The challenge of classroom management in HS
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• Re-cap & Questions
Rhode Island MTSS

Merged Academic, Behavioral, Social-Emotional Prevention Framework
Are the **foundations** of effective PCBS in place?

- Effectively *design* the physical environment of the classroom
- Develop & teach predictable classroom *routines*.
- Post, define, & teach 3-5 positive classroom *expectations*. 
Effectively *design* the physical environment of the classroom.

**Phone location for Gen Zers**

**Use of devices—**

- Teacher instructs using the front of the class for home base but has a standing cart at the back of the class which serves as home when the students are on their devices.
Develop & teach predictable classroom routines.

Daily schedule and how to manage needs are explicitly taught and posted from day 1 and revisited after breaks.

Today we will:

1. Warm-up quiz - 10 words
2. Go over homework - effort grade - OTR thumbs up
3. Intro new concept or review of last
4. Listening, reading activity independent or pairs

1st and last 5 minutes bathroom

Restorative Circles established as routines

“...Relationships and Getting to Know Students...”
• Let’s talk about respect. What does respect mean to you?

• Can you think about a time that you treated someone with respect? What is one thing you did that showed respect?

• Now let’s think about a time when someone treated you with respect. What did they do? And how did you feel?

• What are some ways respect will help us be more successful in this class? What are some ways that we can show respect for each other in our classroom?

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

Restorative Circles used to introduce and collaboratively define the expectations in the classroom setting.
Post, define, & teach 3-5 positive classroom expectations.

Including the Matrix within the Syllabus-

Review the behavioral/social expectations along with the academic
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.
Provide high rates of varied opportunities to respond.

“Estrategias de Aprendizaje Asistido por Pares”

Using the structure of Peer Assisted Learning Strategies (PALS) for partner work

Spanish Class
✓ Strategically paired
✓ “Coach” and “Player”
✓ Scripted Prompts

Picture Retrieved from https://vkc.mc.vanderbilt.edu/frg/what-is-pals/pals_reading_manuals/
Provide high rates of varied *opportunities* to respond.

Daily check in - visual, whole group OTR
Use prompts and active supervision.

Active "Check and Connect-ish" Supervision

Print out of student data each week from the SIS
• Specific, brief positive comment written
• During independent work, teacher moves through the class using the printouts to interact with students
  • Re-state the positive
  • Brief goal setting and problem solving
Acknowledge behavior with specific praise & other strategies.

Providing praise in the preferred modality
Do data indicate that students are still engaging in **problem behavior**?

**Use brief, specific error correction & other strategies**

Planned ignoring*

Affective Statements

Restorative Questions-
Does **not** meet the **brief** condition
  - Best when used with a Neutralizing Routine

“**What Happened?**…
**What were you thinking at the time?**…
**What have you thought about since?**…
**Who has been impacted by what you have done?** In what way?…
**What do you think you need to do to make things right?**…”
Advanced Organizer

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So we know what effective practices look like

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**?
But we don’t seem to be using them

<table>
<thead>
<tr>
<th></th>
<th>Specific Praise</th>
<th>General Praise</th>
<th>OTR</th>
<th>Corrective/Reprimand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinke et al. (2012)</td>
<td>0.13</td>
<td>0.43</td>
<td>1.43</td>
<td>0.67</td>
</tr>
<tr>
<td>Scott et al. (2011)</td>
<td>0.06 (overall positive)</td>
<td></td>
<td>0.57</td>
<td>0.07</td>
</tr>
<tr>
<td>Hirn &amp; Scott (2014)</td>
<td>0.03 (overall positive)</td>
<td></td>
<td>0.47 Group 0.06 Indiv.</td>
<td>0.08</td>
</tr>
<tr>
<td>Pas et al. (2015)</td>
<td>0.12 (approval)</td>
<td></td>
<td>0.93</td>
<td>0.27</td>
</tr>
</tbody>
</table>

1 Based on observations of 33 elementary teachers in schools implementing PBIS with fidelity
2 Based on > 1000 observations of elementary and high school teachers in schools not identified as implementing PBIS
3 Based on 827 observations of high school teachers
4 Based on observations of 1262 high school teachers prior to PBIS implementation
PBIS TECHNICAL GUIDE ON SYSTEMS TO SUPPORT TEACHERS’ IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

• Jennifer Freeman
• Brandi Simonsen
• Steve Goodman
• Barbara Mitchell
• Heather George

PBIS TECHNICAL BRIEF ON SYSTEMS TO SUPPORT TEACHERS’ IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barbara Mitchell, Heather George

OSEP Center on Behavioral Interventions & Supports
Kathleen Lane

UCONN

Center for Behavioral Education & Research
Promoting Academic and Behavior Supports
| Internal or external coach or mentor | School or district behavior coach sends regular reminders to staff of the critical features of PCBS strategies, conducts walk through observations of educators, and provides specific and supportive feedback. Mentors assigned to support educators provide reminders of the critical features of PCBS strategies, collect data on the use of each skill, and provide supportive data-based feedback. Professional Learning Communities established within grade level or department teams focus on strategies targeted for improvement; team members review critical features of targeted practice and provides feedback and implementation support to each other. Pairs of educators work together reminding one another of the critical features of each skill, provide practice opportunities, and observational feedback. Educators commit to being a dedicated coach for at least one strategy and a dedicated learner of a new strategy. Educators are provided with explicit instruction in one or more specific classroom management strategies. | Mentoring or coaching conversations are not focused on specific PCBS strategies or guided by data. Data are not kept confidential but are shared with peers or administrators or used for evaluative purposes. Lack of structure for meetings (e.g., not using data to select targeted skills or guide conversations); lack of trust among members; focus becomes student-specific rather than educator skills focused. Asking educators to self-manage without clearly understanding the targeted strategy or data collection component. |
What does our initial research on self-management indicate?

• Across three studies, we’ve found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects.

(Simonsen, Freeman, Dooley, Maddock, & Kern, 2017)

Teachers…

• Set a **goal** (criterion for self-reinforcement)
• **Self-monitored** daily
• Entered data into an Excel **Spreadsheet**, which automatically graphed daily praise rates relative to goal
• **Self-evaluated** and **self-reinforced**
• Received **weekly email prompts** to use specific praise and submit data
We’ve now tested the targeted-PD approach with:

• ...more teachers: 16 Teachers across two schools
• ...more skills:
  – specific praise,
  – prompts for social behavior, and
  – academic opportunities to respond (OTRs)
• ...a group experimental design: counter-balanced interrupted time series design
  – Randomly assigned to one of two cohorts
  – Collected data before and after each skill-focused training
• ...and we’ve now replicated again with natural implementers
Multi-tiered Framework of Professional Development Support
(adapted from Simonsen, Massuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

Progress Monitoring
Walk-through, Student Data Review, Teacher Collected Data

Universal Screening
Walk-through & Student Data Review

Tier 3
Intensive PD: Data-driven Consultation

Tier 2
Targeted PD: Self-Management with Peer or Coaching Supports

Tier 1
Universal PD: Training & Self-Management

Peer Supports may be ANOTHER way to approach this!

Coaching/Mentoring may be ANOTHER way to approach this!

How can we approach intensifying our supports for educators implementing PCBS?
PBIS Technical Guide on Using Data to Support Implementation of Positive Classroom Behavior Support

What is the purpose of this technical brief?

There are two main purposes of this technical brief. First, this brief will guide educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices. See Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators guide for an overview of PCBS practices, which are the foundation of classroom management. Second, this brief will guide school leadership teams to use data for decision-making when implementing systems to support educators’ implementation of PCBS.

The PBIS Technical Brief on Systems to Support Educators’ Implementation of Positive Classroom Support describes the systems needed to enhance educators’ implementation of PCBS practices with fidelity. Using data to guide decisions can help maximize educator responsiveness to students’ and educators’ needs.

This brief describes (1) the types of data included in a comprehensive decision-making process; (2) an illustration of how these data sources are used to support implementation of PCBS in the data-based decision-making process; (3) tables that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and (4) examples of the data for decision-making cycle at the classroom and school levels. This technical brief is intended to guide data use and selection at the tier 1 level for students and educators and is not intended to describe the more intensive data collection strategies required to support students or educators receiving tier 2 or 3 supports. The tier 2 and tier 3 sections of pbs.org provide additional information about advanced tiers.

What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this brief, data refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (fidelity), (2) evaluating progress toward desired goals (outcomes), (3) guiding a problem-solving process if adequate fidelity or outcomes are not observed, and (4) informing an action plan for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical to consider local norms and values in selecting and measuring strategies (social validity) and ensuring selected strategies support all individuals (equity).

What needs to be in place before we can effectively use data to guide PCBS implementation?

Educators and school teams should have been trained in PCBS practices and systems before they can examine the effectiveness of these practices and systems at the classroom and school levels, respectively. Although individual classroom educators can adopt PCBS practices and data use, the impact of PCBS practices will be greater if the practices are implemented within
### Table 1. Assessing Fidelity

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Types of Tools and Resources for Data Collection</th>
<th>Examples of Use</th>
<th>Non-Examples of Use</th>
</tr>
</thead>
</table>
| What are the critical features of measuring fidelity? | **Self-Assessment and/or Direct Observation Checklists**  
- Classroom Management Self-Assessment- Revised  
- MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices (2016)  
- Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices  
- PCBS Self-Assessment Specific tools for measuring discrete PCBS skills or strategies  
- Self-management training scripts and tools  
- Direct Observation data-collection applications (e.g., SCOA)  
- School-wide fidelity tools with observations protocols  
  ✓ School-wide Evaluation Tool (SET)  
  ✓ Tiered Fidelity Inventory (TFI) | Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year)  
Use fidelity data to:  
- Identify areas of strength and weakness in implementation  
- Plan professional development and coaching supports | Measuring implementation fidelity will not tell you:  
- How a practice is impacting student outcomes.  
- Family and/or student perception of implementation |
| Measure the extent to which each core feature of a practice or system is implemented |  |  |  |
| Measure implementation in the natural context |  |  |  |
| Multiple perspectives (e.g., team, coach, administrator, educator, students) are used to inform measurement |  |  |  |
| Note, educators’ fidelity of PCBS implementation may be considered an “outcome” of the school-wide team’s implementation of systems to support educators’ implementation of PCBS |  |  |  |

**Note:** Items marked with a check (✓) have undergone validation and have established psychometric properties. Other tools are widely used, but their psychometric properties have not been established.
Systems to Support Classroom Management in RI

Team Planning of Access Strategies

Self-Paced Classroom Management Modules
Team Planning of Access Strategies

1. Who are the students? And how big are their gaps?

2. What strategies to ensure access make sense to us?

3. How can I use those strategies in *my* class?

4. How can we make this happen? And, How's it working?

“Behavior problems disrupt learning
Engaging learning prevents behavior problems”
### Collaborative Team Process, Graphic Organizer, Script

#### Data Based Decision Making: Common Planning Team Level - Part II Ensuring Access

**Initial Meeting (Sept/Oct) Ensuring Access (Differentiating Instruction)**

<table>
<thead>
<tr>
<th>Team Members Present</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendee</th>
<th>Attendee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Identify students whose basic skill deficit might affect their ability to access the core (this may be done by an entire team [grade level].

**NOTE:** If these students are also ELLs, screening data needs to also consider English language proficiency.

#### CPT Part II: Access - Teacher Lists

<table>
<thead>
<tr>
<th>Student</th>
<th>Concern</th>
<th>Gap (W/Intervention, Urgent)</th>
<th>Initial Access Strategies Planned</th>
<th>Progress Check-In</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Student Need (e.g., Students struggle with reading comprehension)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
</tbody>
</table>

#### Possible Support Procedures for Teachers (customize for your classroom routines)

**Class Routines**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Typical Prompts</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **First, let’s begin with introductions.**
- **Next, let’s define the purpose of today’s work.**

*For these students identified, let’s also document how significant the gap is (e.g., on watch, intervention, support, below, well below) as this should inform the support strategies we select or layout of strategies for a few students.*

*These are students we really have to watch this quarter and who may need extra supports to access our core instruction. This is personalization of/eliminating instruction and are trying to be preventative by not waiting for these students to struggle first.*

*Please be sure to keep this information in a secure location and be respectful of student privacy when discussing this (e.g., bring student into the hallway, meet outside of class, etc) or implementing supports (as discreetly as possible).*

- “So for the students we’ve identified on our Individual Teacher List who have [insert focus: reading, foundational skills, attendance, etc] as a barrier to learning, what supports can we provide to ensure they will learn in our class and achieve the standards?”

*Brainstorm the strategies to differentiate. Right now, we’ll put ALL ideas without discussion. After, we will discuss and rank them.*

*Collaborative Team Process, Graphic Organizer, Script*
Who are the students? And how big are their gaps?
What strategies to ensure access make sense to us?

Scroll down for Strategies to ensure access for students with weakness in; Reading, Math, Writing, English Language Proficiency

### Academic Access Concern: Reading

<table>
<thead>
<tr>
<th>Learning Barrier</th>
<th>Suggested Strategy/Scaffolding</th>
</tr>
</thead>
</table>
| Difficulty reading fluency | - Read aloud materials (text to speech applications, recorded readings, audio books)  
- Introduce pronunciation of difficult words in pre-reading activity |
| Difficulty with reading comprehension |  |

### Behavioral Access Concern: Attendance

<table>
<thead>
<tr>
<th>Suggested Strategy/Scaffold</th>
</tr>
</thead>
</table>
| - Teach/Explain expectation for attending and how absences relate to risk of dropping out infuse into your class expectations, include in parent communications  
- Positively praise/acknowledge attendance (both good and improved)  
- Connect personally with student(s)  
- When the student is absent, immediately and privately talk with student about what is preventing him/her from attending, assist with problem solving (as appropriate)  
- When the student is absent, make a personal communication with parent/guardian (keep it positive and concerned)  
- Track attendance/class attendance and set goals, acknowledge, reinforce (e.g. group contingency: Create friendly competition among classrooms)  
- Establish a positive and respectful classroom environment  
- As soon as student returns from absence, assist with gathering work-teach and acknowledge these behaviors |

### Behavioral Access Concern: Anxiety

<table>
<thead>
<tr>
<th>Suggested Strategy/Scaffold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Brainstorm (refer to Evidence Based Instruction Improvement Checklist)

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>So for the student, attend, and achieve the math</td>
</tr>
<tr>
<td>Let's Brainstorm and rank them for ensuring accesss</td>
<td></td>
</tr>
<tr>
<td>Use your finger</td>
<td></td>
</tr>
<tr>
<td>1 = Try now, 2 = Will consider in the future, 3 = Have already tried and this was unsuccessful</td>
<td></td>
</tr>
</tbody>
</table>

### Other Resources

- [RI MTSS](#)
How can I use those strategies in my class?
How can we make this happen? And, How’s it working?

<table>
<thead>
<tr>
<th>Selected strategies</th>
<th>Logistics for Implementing</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan for period review of data/grades/evaluation of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of implementation will take place on</td>
</tr>
<tr>
<td>to collaborate, monitor fidelity, troubleshoot obstacles.</td>
</tr>
<tr>
<td>Evaluating effectiveness will take place</td>
</tr>
<tr>
<td>to look at grade data evaluate and for problem solving (to inform/change/fine tune strategy implementation).</td>
</tr>
</tbody>
</table>
Self-Paced Classroom Management Modules

MODULE OBJECTIVES

Why is classroom management important?
What does effective classroom management look and sound like?
How can I assess the effectiveness of my classroom management?
What’s coming up in the next module?

A CLOSER LOOK

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximize Structure</td>
<td></td>
</tr>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom rules, specific directions, etc.)</td>
<td>No</td>
</tr>
<tr>
<td>Post, teach, review, monitor, and reinforce a small number of positively stated expectations</td>
<td></td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)</td>
<td>No</td>
</tr>
<tr>
<td>4. I have provided frequent Pros and Pre-corrections for expected behavior</td>
<td>Yes</td>
</tr>
<tr>
<td>5. I actively engaged learners</td>
<td>Yes</td>
</tr>
<tr>
<td>6. I provide feedback and set goals for improvement</td>
<td>No</td>
</tr>
<tr>
<td>Overall classroom management score:</td>
<td></td>
</tr>
<tr>
<td>11-8 &quot;yes&quot; = Super</td>
<td>Yes</td>
</tr>
<tr>
<td>7-5 &quot;yes&quot; = Improvement Needed</td>
<td>No</td>
</tr>
<tr>
<td>My instruction writing, verbal</td>
<td></td>
</tr>
<tr>
<td>7. I use academic clues to ensure instructional materials are matched to students’ skill levels</td>
<td>No</td>
</tr>
<tr>
<td>8. I provided each student with multiple opportunities to respond and participate during instruction</td>
<td>No</td>
</tr>
<tr>
<td>Establish Continuum of strategies to acknowledge appropriate behavior and respond to inappropriate behavior</td>
<td></td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)</td>
<td>No</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses</td>
<td>Yes</td>
</tr>
<tr>
<td>11. I ignored or provided quick, direct, explicit, consequences/reirection in response to inappropriate behavior</td>
<td>No</td>
</tr>
</tbody>
</table>
RI MTSS Tools

Tools for Collaborative Team Planning of Access Strategies  https://goo.gl/m6WYFn


Please Complete the Session Evaluation to Tell Us What You Thought of the Session.
Thank you and Questions

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