Positive and Proactive Classroom Management: 
Focus on Positive Classroom Behavior Supports (PCBS)

Brandi Simonsen
Critical Questions

Why positive *classroom* behavior support (PCBS)?

What are the *critical features* of PCBS?

Where can I find *resources* to support my LEA?

How does this *apply* in my work in my LEA?
Implementing PCBS practices result in desired outcomes for students. Why positive classroom behavior support (PCBS)?

- Increase in Appropriate Behavior
  - Examples: On-Task, Prosocial

- Decrease in Inappropriate Behavior
  - Examples: Off-Task, Disruptive

- Increase in Academic Achievement
  - Examples: Engagement, Achievement

- Increase in Sustainability

(Lewis et al., 2004; Simonsen et al, 2008)
(Childs et al. 2016; Mathews et al., 2014)
## Implement a Small Number of Critical PCBS Practices and Do Them Well (with Fidelity)

### What are the critical features of PCBS?

<table>
<thead>
<tr>
<th>Positive Classroom Behavior Support</th>
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<tbody>
<tr>
<td><strong>Foundations</strong></td>
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<tr>
<td>Effectively <em>design</em> the physical environment of the classroom</td>
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<tr>
<td>Develop &amp; teach predictable classroom <em>routines</em>.</td>
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<tr>
<td>Post, define, &amp; teach 3-5 positive classroom <em>expectations</em>.</td>
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<td><strong>Proactive PCBS Practices</strong></td>
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<tr>
<td>Provide high rates of varied <em>opportunities to respond</em>.</td>
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<td>Use <em>prompts</em> and active supervision.</td>
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<td>Acknowledge behavior with specific praise &amp; other strategies.</td>
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<td><strong>Reactive PCBS Practices</strong></td>
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<tr>
<td>Use <em>data</em> to determine if students are responding.</td>
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<tr>
<td>Use brief, <em>specific error corrections &amp; other strategies</em> to respond to minor behavior.</td>
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<td>Consider additional, <em>differentiated supports</em> for students with more intensive needs.</td>
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(Myers et al., 2017; OSEP, 2015)
Use Free Resources and Invest in Your Own Professional Learning Support

Where can I find resources to support my LEA?

www.pbis.org

www.pbis.org/school/pbis-in-the-classroom

(Myers et al., 2017; OSEP, 2015)
SYSTEMS
This guide summarizes proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior supports (PCBS) school-wide.

DATA
This guide can help you dig deeper regarding the use of data for ongoing monitoring and support of positive classroom behavior supports (PCBS).

PRACTICES
This guide may help with designing and implementing effective practices to support and respond to behavior in the classroom.
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers
OUTCOMES

SYSTEMS
This guide supports proactive, evidence-based systems for supporting the implementation of classroom behavior supports (PCBS) school-wide.

DATA
This guide can help you keep a good record of data for ongoing monitoring and support of classroom behavior supports (PCBS).

PRACTICES
This guide may help with designing and implementing effective practices to support and respond to behavior in the classroom.

FAMILY MEMBER

SCHOOL DISTRICT LEADERSHIP TEAM MEMBER

CLASSROOM TEACHER

SCHOOL ADMINISTRATOR

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

What is the purpose of this technical brief?
The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers’ implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?

(adapted from Flessen, Naom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (what) are the PCBS practices defined in Supporting and Responding to Student Behavior guide. The goal is for these practices to be implemented by all teachers and in all classrooms (where). School leadership teams will need to consider a range of possible implementation supporters (who) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (how) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

- **Implementation** is “a specified set of activities designed to put into practice an activity or program of known dimensions” (Flessen, Naom, Blase, Friedman, & Wallace, 2005, p.5).
- **Systems** refer to the structures and supports district and school leadership teams provide to enhance teachers’ implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?
The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBIS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.

- Comprehensive school-wide data system that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based curriculum and effective instructional strategies, matched to students’ need, and data to support teachers’ academic instruction.
OUTCOMES

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This guide may help with designing and implementing effective practices to support and respond to behavior in the classroom.

CLASSROOM TEACHER

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FAMILY MEMBER

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PBIS TECHNICAL BRIEF ON USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

PBIS TECHNICAL GUIDE ON CLASSROOM DATA: USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS

Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brendal Simmons, Heather George, Steve Goodman, Kimberly Yasek, Kathleen Lane, & Jeffrey Sprague

What is the purpose of this technical guide?

There are two main purposes of this technical guide. First, it guides educators to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) practices. Second, it guides school leadership teams to use data for decision making when implementing systems to support educators’ implementation of PCBS. Using data to guide decisions can help maximize responsiveness to students’ and educators’ needs.

This guide describes:

1. Types of data included in a comprehensive decision-making process;
2. 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. Accuracy of the data for decision-making cycle at the classroom and school levels.

This technical guide is intended to support data selection and use at the Tier 1 level for classrooms 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 pbis.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 classrooms 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 guide, 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

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See Supporting and Encouraging Student Behavior: Evidence-Based Classroom Strategies for Educators for an overview of PBIS practices, which are the foundation of classroom management.

PBIS Technical Guide on Systems to Support Effective Implementation of Positive Classroom Support for an overview of the systems needed to enhance educators’ implementation of PCBS practices with fidelity.
Use Free Resources (pbis.org) & Invest In Your Own Professional Learning Support
How does this apply in my work in my LEA?

Each participant will have 3-5 minutes to describe one or two features related to the classroom practices and systems. You can choose to (a) describe what is going well in your classrooms, (b) describe a barrier you have encountered related to classroom management, or (c) pass. Assign a note-taker to capture the stories and someone to report out.
Critical Questions

Implementing PCBS practices result in desired outcomes for students and schools (PCBS)?

Implement a Small Number of Critical PCBS Practices and Do Them Well (with Fidelity)

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Plan to share information and resources
Thank you!

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www.pbis.org

www.cber.org