

Classroom PBIS: Make Every Moment Count

Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

I. How Do You Measure a School Year?

Why focus on moments?

- **Education is a challenging profession**
 - Large number of challenges/demands every minute
 - High rate of decisions per minute
 - High stakes
- **But, in each moment...**
 - We have an opportunity to improve the likelihood of our students' and educators' success.
 - And, if we have a bad moment, we can turn it around and make the next one better!

How many moments do we influence in our work?

- In the US, there are 25,911 schools using PBIS= 13,832,582 students receiving supports in PBIS framework (pbis.org)
- ~180 days per school year = ~950 hours = ~57,000 minutes of instruction (www.centerforpubliceducation.org)
- = **788,457,174,000 moments** per student per year – Let's make every moment count!

II. How Do You Make Every Moment Count?

Make every moment count for an individual student

- **Consider one student...**
 - What can you do to make each moment better for this student in your classroom?
 - Consider "kernels" of evidence-based practices (Embry & Biglan, 2008).
- **Considerations for Supporting an Individual Student in a Classroom: In each moment...**
 - ...provide 1 (or more) **opportunity to respond** during teacher-directed instruction and promote engagement during other activities
 - ...**actively supervise** students
 - ...deliver **specific feedback** contingent on student behavior (and ensure positives exceed negatives)
 - ...use **prompts and reminders** about expectations and routines before beginning new activities
- **Action Plan**
 - What *will* you do to make each moment better for this student in your classroom?
 - Write down 1-2 key action steps.

-
-

Make every moment count for *all* students in a classroom

- **Now, consider that student in the context of one classroom...**
 - What practices can you implement to make each moment better for *all* students?
 - Consider "critical features" of evidence-based positive classroom behavior support practices.
- **Considerations for Classroom PBIS: Critical Features of Evidence-Based Practices**
 1. Maximize **structure**
 2. Establish, teach, and monitor positively stated **expectations**
 3. Actively engage students in **instruction**
 4. Establish a continuum of consequences to **increase appropriate** behavior
 5. Establish a continuum of consequences to **decrease inappropriate** behavior (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
- **Resources to Support Classroom PBIS**
 - [Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Teachers](#)

- State and Regional Websites
 - [Missouri Schoolwide Positive Behavior Support](#)
 - [Northeast PBIS Network](#)
 - [Florida Positive Behavior Support Project](#)
 - [Mid-Atlantic PBIS Network](#)
 - [Midwest PBIS Network](#)

● **Action Plan**

- What practices *will* you implement to make each moment better for *all* students in your class?
- Write down 1-2 key action steps.

-
-

Make every moment count for an individual educator

● **Now, consider yourself, as one of the educators responsible for your classroom...**

- What is the likelihood that listening to this talk will improve your implementation of evidence-based practices?
- Consider additional strategies to support your implementation.

● **Considerations for Your Implementation**

1. Invest in your own **professional development**
2. Make an **action plan** to support your implementation
3. Collect **data** on student outcomes AND your implementation fidelity
4. **Adjust** your implementation based on data
5. Ask for **support** when needed (and provide support when asked)

● **Resources to Support Your Implementation**

- [MIBLS!](#)
- On-line modules and training materials
 - Missouri PBIS has [modules and associated training materials](#)
 - Terry Scott et al. have developed a [library of videos](#) that model classroom practices
- PBIS Training and other coursework within your state (see pbis.org)
- [Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Teachers](#)
 - Self-Assessment
 - Data Collection Strategies
 - Decision Making Chart
- Additional self-management resources available at [Northeast PBIS Network](#)

● **Action Plan**

- What *will* you do to support yourself (or a teacher you know)?
- Write down 1-2 key action steps.

-
-

Make every moment count for *all* students and educators in a school

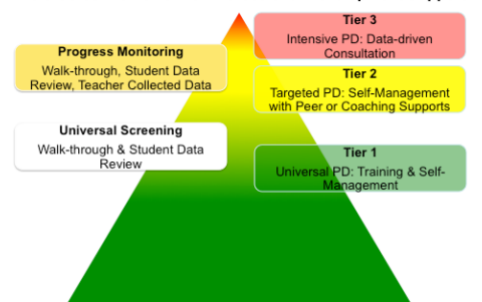
● **Now, remember that you are a member of the leadership team for your school...**

- Consider school-level systems of supports.

● **Considerations for School-Level Systems of Support for All Classrooms**

1. Are foundational school-wide supports in place for all staff to implement classroom PBIS practices successfully in the classroom?
 - Classroom PBIS implementation is a clear **priority**
 - **Resources** are available to support classroom PBIS implementation
 - Leadership teams have considered **alignment and integration** of classroom PBIS with other priorities and initiatives

Multi-tiered Framework of Professional Development Support



(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

2. Do all staff know what they are implementing and if they are doing it accurately?
 - Clear **expectations** and explicit **training** about practices that should be implemented by all staff
 - **Coaching** and/or regularly available **performance feedback** on the use of classroom PBIS
3. Do data indicate that staff are implementing classroom PBIS practices?
Use data to develop a multi-tiered framework of professional development support (see figure on right).

- **Resources to Support School-Level Systems of Support for All Classrooms**

- [PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support](#)
 - Guiding Questions
 - Tables with Definitions, Examples, Non-Examples, and Resources
 - School-Level Example

- **Action Plan**

- What *will* you do to support *all* classrooms?
- Write down 1-2 key action steps.

-
-

Make every moment count for *all* schools in a district

- **Now, realize (or imagine) that you are responsible for *all* schools in your district...**
 - Consider district-level systems of support.
- **Considerations for District-Level Systems of Support for All Schools**
 - Has your district communicated a clear **priority** for supporting teachers' classroom PBIS implementation?
 - Has your district provided access to **resources** (e.g., time for PD, investing in building expertise)?
 - Does your district **differentiate support** provided to schools based on need?
 - Does your district promote a **positive culture** among administrators?
- **Resources to Support District-Level Systems of Support for All Schools**
 - [PBIS Blueprints for Success](#)
 - Additional district-level resources on pbis.org

Make every moment count for *all* districts in a state

- **Now, realize (or imagine) that you are one of the educators responsible for your state...**
 - Consider state-level systems of support.
- **Considerations for State-Level Systems of Support for All Districts**
 - Has your state communicated a clear **priority** for supporting teachers' classroom PBIS implementation?
 - Has your state provided access to **resources** (e.g., state-wide training)?
 - Does your state **differentiate support** provided to districts based on need?
 - Does your state promote a **positive culture** among districts (e.g., recognition)?
- **Resources to Support State-Level Systems of Support for All Districts**
 - [PBIS Blueprints for Success](#)

III. Conclusion

Let's quickly rewind to remember where we started!

- We need to implement state, district, and school-level systems of support to effectively support ALL classrooms, educators, and individual students.
- Make every moment count!