Classroom PBIS:  
*Make Every Moment Count*

Brandi Simonsen, PhD
Key Questions

• Why classroom?

• How do you measure a school year?

• How do you make every moment count?
  • For an individual student?
  • For all students in a classroom?
  • For an individual educator?
  • For all students and educators in a school?
Why are we talking about classrooms?

Why is this conversation challenging?

Current Practices

Current Systems

Outcomes

Sustainability

(Childs et al. 2016; Mathews et al., 2014; Simonsen et al., 2008)
“How do you measure – measure a [school] year?”

“Five hundred twenty-five thousand six hundred minutes”
“Five hundred twenty-five thousand moments so dear”

(“Seasons of Love,” RENT, Larson, 1996)
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?
U.S. Schools using PBIS

- 25,911 schools
- 13,832,582 students
- ~180 days per year
- ~950 hours
- ~57,000 minutes
- 788,457,174,000 moments per year

1 PBIS.org
2 www.centerforpubliceducation.org
788,457,174,000 Moments

Make Every Moment Count!
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)
52 (!) Kernels of Evidence-Based Practices

(Embry & Biglan, 2008)
Here’s What I Want a Teacher to Do to Support “My” Individual Student (in 12th)

• Create an inviting and structured classroom
• Teach him what you expect him to do
• Greet him at the door with a smile and remind him of expectations and routines (as needed)
• Engage him in appropriate (empirically-supported) instruction
• Catch him doing the right thing and provide specific (and goofy!) praise
• If he makes a mistake, remind him what to do and make sure he knows how to do it (reteach if needed)
• Let me know how it’s going so I can help from home & emphasize self-management

And...above all....keep him safe.
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
Take a Minute to Think about “Your” Individual Student

What *will* you do to make each moment better for this student in your classroom?

Write down 1-2 key action steps.
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

In each moment, key practices are the same. The challenge is delivering them to support ALL students in the classroom.
Resources to Support Classroom PBIS

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

(available www.PBIS.org/school/PBIS-in-the-classroom)
Interactive Map of Core Features
### Definitions, Examples, Non-Examples, & Resources

#### 1.3 Systems

**Effectively Design the Physical Environment of the Classroom**

<table>
<thead>
<tr>
<th>Descriptive 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 student 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 logical instructional activities (e.g., small group, whole group, learning center). | Design classroom layout according to the type of activity taking place:  
- Tables for content  
- Separate desk for independent work  
- Chair area for small groups  
- Circles for discussion  
- Forward-facing for group instruction  
- Be sure all students can be seen. | Design classroom layout according to the type of activity taking place:  
- Tables for content  
- Separate desk for independent work  
- Chair area for small groups  
- Circles for discussion  
- Forward-facing for group instruction  
- Be sure all students can be seen. | Equipment and materials are damaged, unclean, and/or not in sufficient working condition or not accessible to all students. | Environment variables to design instruction in a way that promotes learning. |
| Arrange furniture to allow for smooth teacher and student movement. | Consider teacher versus student access to resources:  
- Use assigned seats and space  
- Be sure all students can be seen. | Consider options for storage of students' personal items (e.g., backpacks, notebooks for other classes)  
- Appropriately and furniture. | Environment variables to design instruction in a way that promotes learning. | Environment variables to design instruction in a way that promotes learning. |
| Use instructional materials used or not, and ready for use. | Place resources that support critical content and learning strategies (e.g., word walls, rows for the writing process, mathematical formula). | Environment variables to design instruction in a way that promotes learning. | Environment variables to design instruction in a way that promotes learning. | Environment variables to design instruction in a way that promotes learning. |
Resources to Support Classroom PBIS

- pbismissouri.org
- nepbis.org
- www.midatlanticpbis.org/materials-1/classroom
- flPBIS.fmhi.usf.edu
- www.midwestpbis.org/materials/classroom-management

(Links to state websites at www.PBIS.org/PBIS-network)
Take a Minute to Think about “Your” Classroom

What practices will you implement to make each moment better for all students in your class?

Write down 1-2 key action steps.
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.

(Simonsen et al., 2008)
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

Professional Development

- 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)
Resources to Support Your Implementation

Tools for Action Planning

Supporting and Responding to Behavior
Evidence-Based Classroom Strategies for Teachers
Resources to Support Your Implementation

Collecting Data: Self-Assessment

See additional self-assessments at PBIS.org and related state and regional network sites.
Resources to Support Your Implementation

Collecting Data: Other Strategies

Stay tuned for Classroom Data Brief at PBIS.org
Resources to Support Your Implementation

Data-based Adjustments to Implementation
Take a Minute to Think about Yourself (or a Teacher You Know)

What \textit{will} you do to support yourself (or a teacher you know)?

Write down 1-2 key action steps.

Think & Plan
Now, remember that you are a member of the leadership team for your school...

Consider school-level systems of support.
Considerations for School-Level Systems of Support for All Classrooms

Are the foundational systems in place to support PBIS practice implementation by all staff?

PBIS implementation is a clear school and district priority

School and district resources are available to support PBIS implementation

School and district teams have considered alignment and integration of PBIS with other district priorities and initiatives

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 PBIS practices

See Classroom Systems Brief at pbis.org
Multi-tiered Framework of Professional Development Support

**Systems of Support for All Classrooms**

- **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

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

**Universal Screening**
- Walk-through & Student Data Review

(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)
Resources for School-Level Systems of Support for All Classrooms

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 fromFixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

(http://www.PBIS.org/school/PBIS-in-the-classroom/systems-to-support)
Guiding Questions

**Guiding Questions for Systems to Support PBIS Implementation**

1. Are foundational sustainable systems in place for all staff to enable successful implementation of PBIS?

   - PBIS implementation is a clear school and district priority
   - School and district leadership are available to support PBIS implementation
   - School and district leaders have considered alignment and integration of PBIS with other district practices and initiatives

2. Do all staff know what they are implementing and if they are doing it accurately?

   - Clear expectations and explicit teaching about practices that should be implemented by all staff
   - Ongoing and/or regularly available performance feedback on the use of PBIS practices

3. Do data indicate that staff members are implementing PBIS effectively?

   - Any summary overview data that shows the impact of PBIS on student behavior

   - Determine the number of classrooms needing support (many or a few)
   - Determine type and severity of implementation challenges (listed or visual)
   - Include: 
     - Staff in small groups of staff needing support
     - Provide additional support for staff needing enrichment support

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(http://www.PBIS.org/school/PBIS-in-the-classroom/systems-to-support)
Tables with Definitions, Examples, Non-Examples, and Resources

(www.PBIS.org/school/PBIS-in-the-classroom/systems-to-support)
School-Level Example

Scenarios: Establishing Systems to support Classroom Implementation at the School Level

Northeast/Middle School is working to implement a multi-tiered behavior framework (MTBF) at their school and is a part of a larger district implementation effort. As the school-wide leadership team reviewed their student and teacher school-wide plans, they noted that implementation of sleeping practices was an area of need. With a focus on observation data in addition to teacher reports indicated that implementation of PBIS strategies in this classroom was inconsistent. To assess classroom strategies were implemented consistently and effectively, whereas in others, teachers were struggling to effectively implement PBIS.

Primary, Resources, and Assignment

As a part of the school-wide MTBF effort, teachers are currently expected to align the school-wide expectations in their context of their classroom routines, and supporting teachers use of PBIS strategies is a clear priority for both the building and district administration. Administrators have clearly stated the expectations that all teachers implement PBIS practices in their classrooms and have dedicated resources (professional-development time and coaching) to support this effort. Teachers at Northeast Middle School currently work in grade-level teams to plan instruction and address student needs. There is an existing self-monitoring system through which teachers are acknowledged for implementing school-wide MTBF practices. Seeing that these foundations were in place, the Northeast/Middle leadership team knew they were ready to begin improving the implementation PBIS strategies in all classrooms.

The leadership team began by looking at the current school-wide initiatives that teachers had been asked to implement this year. They made a list of each such instance, the expected outcomes, the data that would be used to guide implementation, and the current training and coaching capacity using the table below. The leadership team determined they did not have a clear school and district priority to implement, the time, training and coaching resources they would need; and that this initiative did not overlap with others currently in place in the building. (For more information on integrating and aligning initiatives are the upcoming Taskforce Report for Alignment on pbis.org)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Expected Outcomes</th>
<th>Classroom Implementation</th>
<th>Training Capacity</th>
<th>Coaching Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math curriculum</td>
<td>Improved student math performance</td>
<td>Half-day training 4/5/19, student and monthly (3 days total outside support)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>PBIS implementation</td>
<td>Improved student classroom behavior and climate</td>
<td>Classroom behavior criteria: Classroom management, classroom rules, behavioral expectations</td>
<td>Yes</td>
<td>Not enough time available</td>
</tr>
</tbody>
</table>

(http://www.PBIS.org/school/PBIS-in-the-classroom/systems-to-support)
Take a Minute to Think about School-Level Systems of Support for ALL Classrooms

What *will* you do to support *all* classrooms?

Write down 1-2 key action steps.
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 for District-Level Systems of Support for All Schools

• Blueprints for Successful PBIS
  • Implementation
  • PD
  • Evaluation

(http://www.pbis.org/blueprint)
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 for State-Level Systems of Support for All Districts

- Blueprints for Successful PBIS
  - Implementation
  - PD
  - Evaluation
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE
October 4-5, 2018
When we do this well, we see better outcomes for kids and schools.

School-wide improvement, state, district, and school-level.

Sustainability.

And...we need to make every moment count!

Improved academic performance, classroom support, behavior, and student satisfaction.
“How do you measure – measure a [school] year?”

“How many moments are there in a school year? Five hundred twenty-five thousand six hundred moments are there in a school year (Rent, Larson, 1996).

788,457,174,000 Moments of PBIS

(“Seasons of Love,” RENT, Larson, 1996)
Make Every Moment Count!

THANK YOU!!

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PBIS.org
cber.org