PBIS: Big Ideas, School & Classroom Climate

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www.pbis.org  www.neswpbs.org  www.cber.org

**PURPOSE**

Describe importance, key practices, & systems of effective classroom behavior management practices w/in SWPBS

- SWPBS Rationale & Fundamentals
- SWPBS Classroom & Behavior Management

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**Presentations**

www.pbis.org

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**Foundations**

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**School Discipline Challenge: Academic & behavior success (failure) are linked!**

"This is the worst class I've ever had."
**Implementing MTSS/PBIS with Fidelity**

- **Continuity of Evidence-Based Interventions**
- **Content Expertise & Fluency**
- **Team-Based Implementation**
- **Continuous Progress Monitoring**
- **Universal Screening**
- **Data-Based Decision Making & Problem Solving**

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**MTSS Continuum of School-Wide Instructional & Positive Behavior Support**

- **Primary Prevention:** School-Classroom-Wide Systems for All Students, Staff, & Settings
- **Secondary Prevention:** Specialized Group Systems for Students with At-Risk Behavior
- **Tertiary Prevention:** Specialized Individualized Systems for Students with High-Risk Behavior

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**SWPBS: Core Practice Features**

- **Teamwork**
- **Engagement**
- **Feedback**
- **Practice**
- **Precision**

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**PBIS Emphasis**

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Valid Decision Making
- Supporting Culturally Relevant Evidence-based Interventions

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**Positive School & Classroom Climate**

Did you feel that!
GOAL: “Big Outcome”

Factors Directly & Indirectly Contributing To Student Learning; Classroom & School Climate

What’s It Take to Shift from Negative to Positive School Climate? “Easy to say...difficult to do?”

School Climate Self-Assessment – Homework

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ PEERS daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of STAFF have more POSITIVE than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of STAFF MODEL positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using DATA to monitor the above?</td>
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<tr>
<td>Yes ? No</td>
<td>6. Is our TEAM monitoring &amp; coordinating implementation of above?</td>
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Review of Classroom & Behavior Management
MTSS/CBM Foundations

Coordinated by School-wide Team
- Administrator
- Specialist
- Grade/Dept.

Based on SW-PBIS
- Expectations
- Discipline
- Acknowledgements

MTSS/CBM Continuum of Evidence-based Behavior Support
- All
- Targeted
- Intensive

Behavior Teaching Focused
- Define
- Model
- Prompt
- Supervise
- Reinforce

Data-Driven
- Monitor vs. majors
- Academic progress
- Attendance/family
- Social skills

BASIC TEACHING APPROACH

Leadership TEAM
- School-Wide & CLASSROOM PBIS
  - Tier 1
  - Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR
  - Procedures for TEACHING SW & CW expected behavior

Set of POSITIVE EXPECTATIONS & BEHAVIORS

Procedures for ongoing DATA-based monitoring & evaluation

- Procedures for ENCOURAGING RULE VIOLATIONS
- Procedures for DISCOURAGING RULE VIOLATIONS

Data-Driven
- Minors vs. majors
- Academic progress
- Attendance/family
- Social skills

www.neswpbs.org

School-wide Positive Behavior Support

Getting Started Workbook

www.neswpbs.org

CW Practices Implementation Guidelines

Professional
- Respond in manner that is business-like, objective, neutral, impartial, unbiased

Culturally
- Be considerate of individuals learning history & experience (e.g., family, community, peer-group)

Informed
- Base decisions on data on student behavior

Fidelity
- Base decisions on implementation accuracy & fidelity

Educational
- Consider quality of design & delivery of instruction

Constructive
- Explicitly teach, model, prompt, monitor, & reinforce expected behavior

Preventive
- Pre-arrange environment (antecedents & consequences) to anticipate & encourage previously taught alternative social skills & discourage anticipated behavior errors

Preventive Classroom Behavior Management Practices

Center for Positive Behavioral Interventions 
& Supports (PBIS)

Online PBIS

Preventive Management Practices

Center for Positive Behavioral Interventions & Supports

University of Oregon

Version 8 August 2013

PURPOSE

This guide was developed to provide an overview of recommended practices for school behavior that address and prevent student failures. To be most useful, the implementation of these practices and supports should be tailored to a school's unique needs. It is recommended that this practice guide be used as a reference for school-wide implementation.

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Phases of Learning and Teaching

Typical Contexts/Routines

Classroom-Wide Rules/Expectations

- Respect
- Respect Others
- Respect Property
- Respect Self
- Use inside voice.
- Raise hand to answer/talk.
- Recycle paper.
- Put writing tools inside desk.
- Do your best.
- Ask if unclear.
- Eyes on speaker.
- Give brief answers.
- Put announcements in desk.
- Keep feet on floor.
- Put check by my announcements.
- Do own work.
- Turn in before lesson.
- Put homework neatly in box.
- Touch your work only.
- Turn in lesson on time.
- Do homework night/day before.
- Use inside voice.
- Keep hands to self.
- Put/get materials first.
- Keep hands to self.
- Have plan.
- Go directly.
- Raise hand or show "Assistance Card".
- Wait 2 minutes & try again.
- Have materials ready.
- Have plan.
- Ask if unclear.
- Eyes on speaker.
- Keep hands to self.
- Use materials as intended.
- Return with done.
- Use time as planned.
- Stop, Step Back, Think, Act

Examples of Social Skills, Natural Context, and Behaviors

- Kamaksrijiq (Respect)
- Inuuiaqatiuni (Responsibility)
- Savaqatigiiyujiq (Cooperation)

Teaching Plan for Expected Classroom Routines

- Maximize opportunities to respond
- Teach & reinforce expected behaviors & routines to fluency
- Handle minor behavior errors quickly & discreetly
- Handle major behavior errors pre-emptively & by procedure
- Implement behavior support plan for unresponsive behavior errors

Lesson Plan for Expected Classroom Routines

- Establish & acknowledge safe & predictable environment

Simonsen, Myers, Freeman, Lane, Scott, et al.
1. PREVIOUS PROBLEM
   Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.
   
   "What do we do when.......?"  "Show me....."

2. COMING TO GROUP
   Greet positively w/ student name
   
   "G'morning, Mike"  "Hello, Darci"  "Buenos Dias, Margie"

3. FIRST MINUTE
   Review classroom/school behavior expectations
   
   "Ready to learn."  "Ready to do....."  "Raise hand."

4. >1 EVERY 5 MINUTES
   Acknowledge displays of behavior expectations
   
   "Thank you for......"  "Excellent being ready."  "Good listening, Jorge"

5. MINOR BEHAVIOR EVENT
   Respond quickly and briefly to minor problem behaviors
   • 1st time: Acknowledge others for expected behavior
   • 2nd time: Quick reteach
   
   "Thank you, Manuella, for......"  "Theora, "When you need help, raise your hand, & I will help you."

6. CLOSING TRANSITION
   • Acknowledge expected behavior
   • End positively w/ student name
   
   "Ashley, good job with......"  "Nick, thank you for......"  "Jorge, mucho gracias....."
General Behavior Management

**ALL THE TIME**

- **ACTIVELY SUPERVISE** continuously (scan, eyes up, move)
- MODEL expected behavior
- REMIND of expected behavior before problem situations
- DESCRIBE and RESTATE frequently
- RECOGNIZE successful expected behavior whenever possible
- RETEACH when behavior errors occur

**Steps + Practices + Guidelines**

*Smallest, most effective, biggest effect... all time!*

1. Establish & acknowledge safe & efficient physical environment
   - Student grouping
   - Furniture arrangement
   - Teaching stations
   - Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency
   - Show/tell/model
   - Prompt frequently
   - Monitor
   - Reinforce

3. Maximize student opportunity to respond
   - Active instructional engagement
   - Systematic prompting
   - Active supervision
   - Frequent acknowledgements

4. Handle infrequent & non-disruptive minor behavior errors (a) quickly & (b) discreetly
   - Minimize attention
   - Signal error occurrence
   - Remind of expected behavior
   - Model/display expected behavior
   - Reinforce displays of expected behavior immediately
5. Handle repeated & non-disruptive minor behavior errors (a) preemptively, (b) quickly, & (c) discreetly
6. Handle disruptive major behavior errors (a) preemptively, (b) quickly, (c) discreetly, & (d) BY PROCEDURE

- Minimize attention
- Determine likely purpose of behavior error (FBA)
- Precorrect before error occurrence
- If behavior error occurs & based on purpose: (a) Signal error occurrence, (b) Model/display expected behavior, (c) Reinforce displays of expected behavior

7. Handle administrator-managed behavior errors (a) quickly, (b) discreetly, & (c) BY PROCEDURE

- Minimize attention
- Signal error occurrence
- Follow school-wide procedures for major rule violating behaviors
- Reteach, review, & prompt expected behavior
- Monitor
- Reinforce displays of expected behavior

8. For repeated major behavior errors &/or administrator-managed, develop & implement individualized, function-based behavior intervention plan

- Form behavior support team
- Conduct FBA
- Develop & implement behavior intervention plan
- Monitor continuously
- Reinforce displays of expected behavior

Responding to Non-Responsive Behavior: Managing Escalations
Geoff Colvin & George Sugai
OSEP Center on PBIS
University of Connecticut
www.pbis.org www.cber.org

"Managing Escalating Behavior" Geoff Colvin

The MODEL

The MODEL
THREE KEY STRATEGIES

• Intervene early in an escalation.
• Manipulate environmental factors.
• Teach replacement behaviors that serve similar function.

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

Teacher__________________________ Date__________

Instructional Activity

Time Start_______ Time End________

Tally each Positive Student Contacts Total #

Tally each Negative Student Contacts Total #

Ratio of Positives to Negatives: _____ to 1

Classroom Management

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<td>1. Are basic classroom management practices being used in most (80%) of classrooms throughout school day?</td>
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<td>Yes</td>
<td>2. Do we have plan for teaching school-wide social skill expectations in classrooms?</td>
<td></td>
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<tr>
<td>Yes</td>
<td>3. Do we have a plan for teaching &amp; encouraging use of basic classroom management practices?</td>
<td></td>
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<tr>
<td>Yes</td>
<td>4. Do you have planned &amp; practiced procedures for crisis situations?</td>
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Classroom Management Practice | Rating
--- | ---
1. I have arranged my classroom to minimize crowding and distraction | Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.) | Yes No
3. I have posted, taught, reviewed, and reinforced 2-5 positively stated expectations (or rules) | Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (see top of page). | Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction. | Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing) | Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction. | Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior. | Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.). | Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses. | Yes No

Overall classroom management score: # Yes.....

0-6 “yes” = “Super” 7-9 “yes” = “So-So” <10 “yes” = “Improvement Needed”

Upcoming Events

- SMH Conference: Nov 5-7, 2015
- APBS Conf.: Mar 23-26, 2016
- Northeast SWPBS Conf.: May 19-20, 2016