

**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, Brandi Simonsen,  
Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague<sup>1</sup>

### 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**.<sup>2</sup> **Second**, it guides **school leadership teams** to use data for decision making when implementing **systems** to support educators' implementation of PCBS.<sup>3</sup> 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) [scenarios](#) 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 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 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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<sup>2</sup> 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.

<sup>3</sup> See [PBIS Technical Guide on Systems to Support Educators' Implementation of Positive Classroom Support](#) for an overview of the systems needed to enhance educators' implementation of PCBS practices with fidelity.

to consider local norms and values in selecting and measuring strategies and ensure 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 received **training 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 educators can adopt PCBS practices and data use, the impact of PCBS practices will be greater if the practices are implemented within a **school-wide multi-tiered system of support (MTSS) framework**, like positive behavioral interventions and supports (PBIS). In addition, to support educators' implementation, school teams should invest in systems of support for educators. [Systems](#) refer to the structures and supports district and school leadership teams provide to enhance educators' implementation of PCBS practices with fidelity and have the following features:

- *School-wide positive behavioral support practices* (e.g., teaching expectations, acknowledging, and responding to behavior) are implemented with *fidelity*.
- Policies and operating procedures exist for *recruiting and hiring* staff with knowledge, skill, and experience implementing evidence-based practices within a MTSS framework.
- Clearly defined *policies and procedures* communicate *expectations* that (a) educators *implement evidence-based PCBS* practices (e.g., teaching expectations, acknowledging and responding to behavior) in their classrooms to support *all* learners and (b) practices are *linked* to school-wide MTSS framework.
- Ongoing *professional development* opportunities that directly support (training, coaching, performance feedback) educators implementing PCBS.
- School *investment in evidence-based curriculum* including effective data-driven instructional strategies, matched to students' needs, to support academic instruction.
- Investment in *district-wide data systems* that provide building and classroom personnel with the information needed for effective decision-making.
- Administrators and staff demonstrate ability and *willingness to collect and use classroom data* for decision-making.
- Specific school-wide strategies are in place *to promote a positive and reinforcing work environment* for staff, including clear expectations for performance, professional development supports, and a school-wide staff recognition system.
- *A formal process exists for requesting assistance* to support PCBS implementation.
- Policies and operating procedures for *annual evaluation* of personnel address their effectiveness at implementation of PCBS.

### How should I approach selecting and organizing data for use?

Data used for decision making should be **valid** (properly represent the behavior/skill of interest), **accurate** (measure true level of behavior/skill), and **reliable** (consistent across raters and time), and **efficient** to gather. Educators and teams often balance the need for precision with

practicality, and ensure that data are collected in a practical manner. In addition, educators and teams should ensure their selection and use of data is **socially valid**. Social validity refers to the acceptability and practicality of selected outcomes, data tools, practices, and systems from the multiple perspectives (educators, administrators, students, families). In other words, social validity asks educators and teams to consider the overall “worth” of an approach (e.g., data source or tool) relative to the importance of the results.<sup>4</sup>

By selecting and collecting valid, accurate, reliable, efficient, and socially valid data, educators and teams will be able to use their data to identify the “who, what, where, when, and why” of a given problem, or area for improvement. As the intensity of the behavior or intervention increases, the level of data needed to support decision making will also increase. For more detailed information on using data to **precisely define a problem**, including a video overview, review the [Team Implemented Problem Solving \(TIPS\)](#) process.

Finally, educators and teams will need to consider how data are summarized and presented to facilitate interpretation and decision making. **Graphing** is an easy and effective way to summarize data. See graphing examples in the [School-Wide Information System \(SWIS\) Suite](#). Simple line graphs are useful for displaying data across time and facilitate interpretations of trends and patterns of behavior. Bar or pie graphs are best used for comparing percentages of behaviors or settings that fall into categories.

### **How can using data help me prevent problems?**

Although data can be used for problem-solving after a problem has been identified, educators can and should use data to help prevent problems. Highly effective and carefully implemented Tier 1 PCBS practices promote appropriate student behavior and make escalation of inappropriate behaviors less likely. Similarly, providing proactive and positive professional development supports sets educators up for success and makes it less likely for educators to experience classroom management challenges. Using data to monitor Tier 1 practices and systems and ensure they are adequately implemented allows school teams to (a) identify who is not responding to Tier 1 supports and (b) provide targeted or intensive support to students and educators to prevent the escalation of problem behaviors or implementation challenges.

### **Types of Data Used to Support Implementation of PCBS Practices and Systems**

*To assist educators in effectively collecting and using data to support decision-making, consider selecting one or more indicators of the following types of data.*

#### **Fidelity**

**Fidelity** of implementation (also known as treatment integrity) refers to the extent to which an intervention is being implemented as intended.<sup>5</sup> Fidelity data should answer the question, “are we doing what we said we would do,” and be easy and efficient to collect and use. Assessing fidelity is helpful to (a) ensure that core features are implemented as intended, (b) guide the cultural adaptation of effective features so they are more likely to be used in a wider range of

<sup>4</sup> (Carr et al., 2002; Wolf, 1978)

<sup>5</sup> (Gresham, 1989; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993; O’Donnell, 2008; Yeaton & Sechrest, 1981).

contexts, and (c) sustain the use of effective features over time as school personnel experience transitions and add other practices. Research consistently demonstrates implementation fidelity promotes intervention outcomes.<sup>6</sup>

## Outcome

[Outcome](#) data demonstrate whether the practice and system features support the progress of all individuals. These data can be used for **screening, progress monitoring (formative)**, and **summative** evaluation. Typical outcomes of educators' implementation of PCBS practices include improved student behavior (e.g., increased prosocial behavior, on-task or academically engaged behavior, and attendance; decreased office referrals) and increased academic outcomes.<sup>7</sup> School leadership teams often also assess the outcomes of professional development by assessing change in educator behavior, for example, the extent to which educators in a school implement key classroom practices with fidelity, overall school-wide summaries of educators' implementation, educator attendance, and educator retention.<sup>8</sup>

## Equity

To promote [equity](#) and prevent disproportionality in PCBS practices, examine data to ensure:

- (1) **Equitable access to practices and systems.** For example, are all students receiving specific praise? Are all students receiving the number of opportunities to respond necessary for learning to mastery? Are all educators willing and able to ask for support?
- (2) **Equitable outcomes for all sub-groups of students and staff.** For example, do we have relatively similar results in reading, math, office referrals, suspensions, etc. for all subgroups of students? Are all staff accessing and responding to differentiated PD?

To increase the likelihood of equitable student access and outcomes, develop a process for (a) [selecting empirically-supported practices](#) that have demonstrated efficacy with diverse populations; (b) collecting data on the use of practices across all sub-groups within the classrooms and schools, (c) recruiting feedback from a variety of stakeholders (e.g., students, families, educators, support staff) when implementing and evaluating practices (*Stakeholder Input and Satisfaction Survey – Students and Family* available soon at [www.PBISApps.org](http://www.PBISApps.org)); and (d) [examining disaggregated data](#) to determine if the effects are equitable across sub-groups. [The PBIS Disproportionality Data Guidebook](#) provides guidelines for disaggregating discipline data. Disaggregating data by subgroups allows educators and teams to and implement, adopt, or modify PCBS to maximize student outcomes for all.

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<sup>6</sup> (e.g., Benner, Beaudoin, Chen, Davis, & Realston, 2010; Flannery, Fenning, Kato, & McIntosh, 2014; McGraw, Sellers, Stone, & Bebchuk, 1996; O'Donnell, 2008; Simonsen et al., 2012)

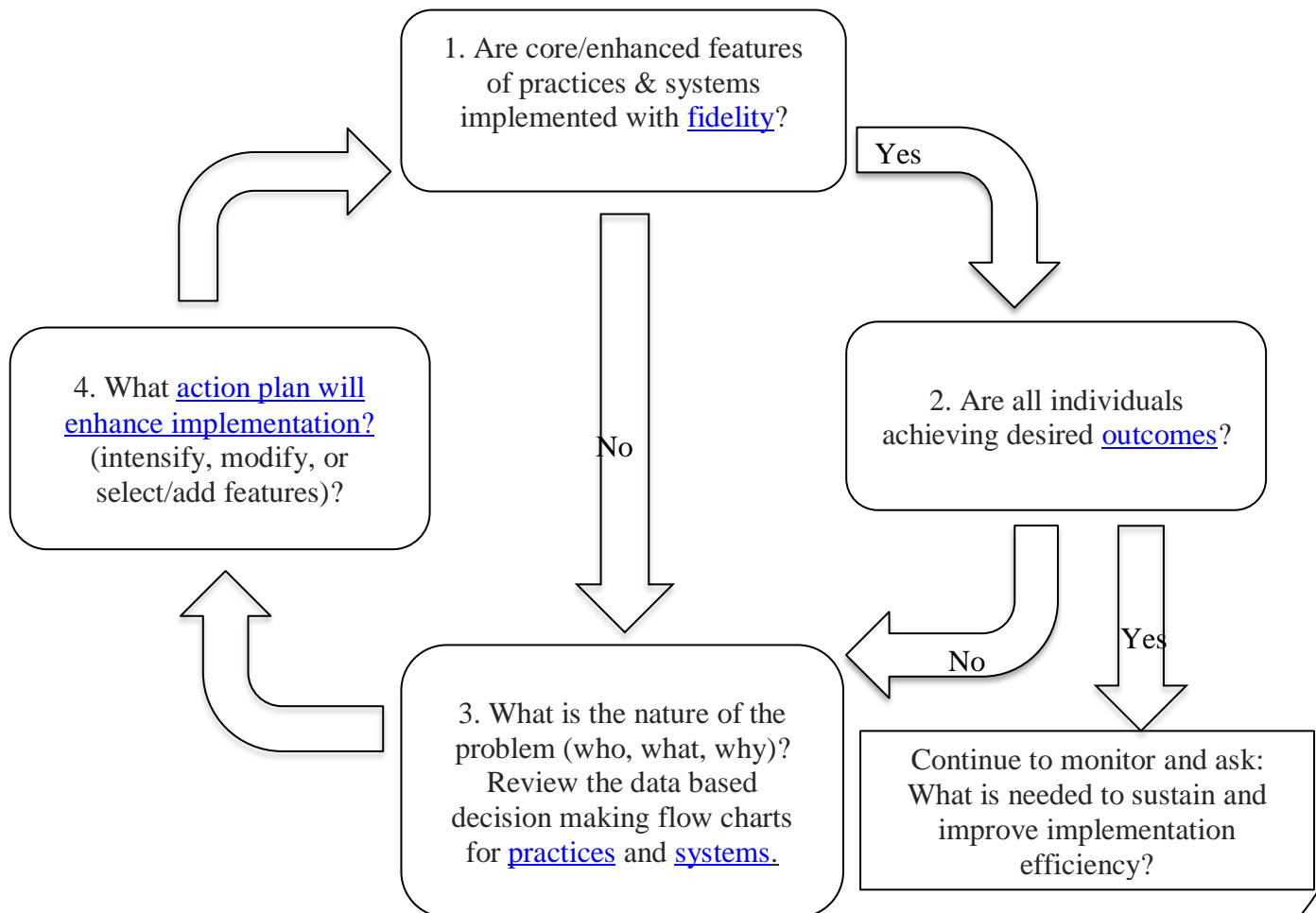
<sup>7</sup> (Simonsen et al., 2008)

<sup>8</sup> (Authors, 2016; Simonsen et al., 2014)

## Data-Based Decision-Making Process to Support Implementation of PCBS Practices and Systems

To assist educators and school teams in effectively using data to support decision-making, we propose a general process (see Figure below) that can be applied at the classroom, school, or district level. Data-based decision-making is a cycle that can be used for prevention and may be entered at any “step,” to develop a complete, measurable action plan.

### Data-Based Decision-Making Process to Support Implementation of Classroom Practices and Systems



For each box, also consider [equity](#).

**TABLE 1.**

**ASSESSING FIDELITY**

<p><b>Critical Features</b></p> <p><i>What are the critical features of measuring fidelity?</i></p>	<p><b>Types of Tools and Resources for Data Collection</b></p> <p><i>What are ways I can collect social validity data?</i></p>	<p><b>Examples of Use</b></p> <p><i>How should I collect and use fidelity data?</i></p>	<p><b>Non-Examples of Use</b></p> <p><i>How should I NOT collect and use fidelity data?</i></p>
<ul style="list-style-type: none"> <li>• Measure the extent to which each core feature of a practice or system is implemented</li> <li>• Measure implementation in the natural context</li> <li>• Multiple perspectives (e.g., team, coach, administrator, educator, students) are used to inform measurement</li> <li>• 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</li> </ul>	<p><b>Self-Assessment and/or Direct Observation Checklists</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Classroom Management Self-Assessment- Revised</a></li> <li>• <a href="#">MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices (2016)</a></li> <li>• <a href="#">Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices</a></li> <li>• <a href="#">PCBS Self-Assessment</a></li> </ul> <p><b>Specific tools for measuring discrete PCBS skills or strategies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Self-management training scripts and tools</a></li> <li>• Direct Observation data-collection applications (e.g., <a href="#">SCOA</a>)</li> </ul> <p><b>School-wide fidelity tools with observations protocols</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">School-wide Evaluation Tool (SET)</a></li> <li>✓ <a href="#">Tiered Fidelity Inventory (TFI)</a></li> </ul>	<p>Measure fidelity of implementation regularly (e.g., after a new practice is taught, beginning, middle, and end of school year)</p> <p>Use fidelity data to:</p> <ul style="list-style-type: none"> <li>• Identify areas of strength and weakness in implementation</li> <li>• Plan professional development and coaching supports</li> </ul>	<p>Measuring implementation fidelity will not tell you:</p> <ul style="list-style-type: none"> <li>• How a practice is impacting student outcomes.</li> <li>• Family and/or student perception of implementation</li> </ul>

**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.

**TABLE 2.**

**ASSESSING OUTCOMES**

<p><b>Critical Features</b></p> <p><i>What are the critical features of measuring outcomes?</i></p>	<p><b>Types of Tools and Resources for Data Collection</b></p> <p><i>What are ways I can collect social validity data?</i></p>	<p><b>Examples of Use</b></p> <p><i>How should I collect and use outcome data?</i></p>	<p><b>Non-Examples of Use</b></p> <p><i>How should I NOT collect and use outcome data?</i></p>
<ul style="list-style-type: none"> <li>• Operationally defined in observable measureable terms and using examples and non-examples</li> <li>• Locally meaningful</li> </ul>	<p><b>Direct observation data-collection applications:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">Direct Behavior Ratings</a></li> <li>• Student/ Classroom Observation and Analysis tool (<a href="#">SCOA</a>)</li> </ul> <p><b>Discipline data applications:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="#">SWIS (School-Wide Information System)</a></li> <li>• Grade, discipline, or attendance data collection programs</li> <li>• Examples of student work/competencies (classwork, homework, projects, tests, etc.)</li> <li>• Number of school-wide reinforcers distributed</li> </ul> <p><b>Anecdotal records:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Antecedent Behavior Consequence (ABC) form</a></li> </ul> <p><b>Systematic Direct Observation:</b></p> <ul style="list-style-type: none"> <li>• See <a href="#">table of tools</a> in the practices guide for how to monitor PCBS practices using direct observation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if students/ staff members are demonstrating the desired skill(s).</li> <li>• The frequency and accuracy students / staff members using the desired skill(s)</li> <li>• The presence of non-positive, or contraindicated, classroom practices (e.g. shaming, yelling, clip charts, red-yellow-green cards, loss of recess, etc.).</li> <li>• The specific skills that need developing/ increasing</li> <li>• Use function-based information to refine implementation of Tier 1 supports</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of disability, mental health disorder, etc.</li> <li>• The entire range of skills possessed by the students/staff</li> <li>• Perceived relevance of outcomes</li> <li>• If the strategies/interventions are being implemented to fidelity</li> <li>• Assess educator or student perception of practice</li> </ul>

**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.

**TABLE 3.**

**ENSURING EQUITY**

<p><b>Critical Features</b></p> <p><i>What are the critical features of ensuring equity?</i></p>	<p><b>Types of Tools and Resources for Data Collection</b></p> <p><i>What are ways I can collect social validity data?</i></p>	<p><b>Examples of Use</b></p> <p><i>How should I collect and use equity data?</i></p>	<p><b>Non-Examples of Use</b></p> <p><i>How should I NOT collect and use equity data?</i></p>
<ul style="list-style-type: none"> <li>• <b>Equity of access:</b> all individual and groups of students have access to appropriate learning opportunities</li> <li>• <b>Equity of outcomes:</b> all individual and groups of students are able to reach established goals</li> </ul>	<p><b>Direct observation</b></p> <ul style="list-style-type: none"> <li>• Use direct observation or self-monitoring to ensure practices are implemented equitably (e.g., all students receiving similar rates of OTRs, praise, etc.) and differentiated only based on need/data (not on demographic characteristics)</li> <li>• Disaggregate existing <a href="#">outcome measures</a> to ensure all students and groups of students are meeting learning and behavior goals</li> </ul> <p><b>Perceptions of students, staff, families</b></p> <ul style="list-style-type: none"> <li>• Survey students, educators, and family members to assess perceptions about equitable access and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure screening takes place for all students enrolled in a school</li> <li>• Examine <a href="#">fidelity</a> data to ensure equal access to effective practices and programs</li> <li>• Examine disaggregated <a href="#">outcome</a> data to ensure adequate progress for all individuals and groups</li> <li>• If data show an overrepresentation of subpopulations, examine <a href="#">practices</a> and <a href="#">systems</a> in relation to those subpopulations</li> </ul>	<ul style="list-style-type: none"> <li>• Use data to punish or embarrass individual or groups of staff or students</li> </ul>



**TABLE 4.**

**ACTION PLANNING**

<p><b>Critical Features</b></p> <p><i>What are the critical features of action planning?</i></p>	<p><b>Tools and Resources for Action planning</b></p> <p><i>What are specific tools I can use for action planning?</i></p>	<p><b>Examples of Use</b></p> <p><i>How should I use these tools for action planning?</i></p>	<p><b>Non-Examples of Use</b></p> <p><i>How should I NOT use these tools for action planning?</i></p>
<ul style="list-style-type: none"> <li>• Data-driven <b>plan</b> to support educators and teams identify, analyze, plan, and complete <b>complex tasks</b> related to implementation of PCBS practices and systems</li> <li>• Includes clearly defined <b>action items</b> linked to goals</li> <li>• Identifies <b>person(s)</b> responsible for each action item and the <b>timeline</b> for item completion</li> <li>• Includes plan for (a) <b>prompting</b> and <b>reinforcing completion</b> of each action item and (b)</li> <li>• <b>evaluating the fidelity</b> and <b>outcomes</b> for each action item</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Northeast PBIS Network Action Planning Template</a></li> <li>• <a href="#">Florida’s SWPBIS Action Planning Guide</a></li> <li>• Action Plan Template in <a href="#">Classroom Self-Assessment-Revised</a></li> </ul>	<ul style="list-style-type: none"> <li>• Use an ongoing action planning tool at each team meeting to review progress and identify new tasks</li> <li>• Share the action plan document with all team members and stakeholders regularly</li> <li>• Use data to define clear goals and evaluate progress toward fidelity and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new action plan at each meeting and never review previous action plans</li> <li>• Develop single item to do lists (this may be a helpful strategy, but is not an action plan)</li> </ul>

## Scenarios Enhanced with Data-Based Decision Making

The following scenarios are taken from the classroom [practices](#) and [systems](#) guides. The blue boxes further illustrate the data collection, use, and decision-making process within each. In addition, blue font highlights were data were already in the scenarios.

### Scenario 1: Classroom Practices in Mr. Jorge’s Third-Grade Classroom.

#### ***Foundations of Classroom Interventions and Supports***

Mr. Jorge invested time into carefully designing his classroom before any of his 25 third graders arrived in the fall. He carefully planned his routines—from where students would place materials upon entering the room to where they would line up when getting ready to exit—and ensured the physical layout facilitated students engaging in routines. He also defined what it looked like for students to follow the school-wide expectations (Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a school-wide matrix, in the context of each of his classroom routines (using an expectations-within-routines matrix).

On the first day of school, Mr. Jorge greeted students at the door, introduced himself, and invited students into their shared learning environment. He spent the better part of the first day explicitly teaching the expectations within his classroom routines and establishing his classroom as a positive learning environment. Throughout the day, he systematically recognized each student who followed the expectations with specific praise (e.g., “Julie, remembering to bring your materials was really responsible. That’s a great way to start the year!”). He also wrote and invited students to sign a “Classroom Constitution” (also known as a behavior contract). Mr. Jorge’s Classroom Constitution (with strategies in parentheses) Members of our classroom community are respectful, responsible, and safe (expectations). Mr. Jorge will support us by teaching us what this looks like during activities (explicit instruction), providing daily reminders (prompts), and letting us know how we are doing (specific feedback). If we are able to do this most of the time (during 80 percent of sampled opportunities when the mystery timer goes off) each day, we will earn 10 minutes of quiet music time at the end of each day (group contingency). During this time, we can start on homework, read a book, or do a quiet activity with a friend while listening to music. If we aren’t able to do this most of the time, we will spend the 10 minutes reviewing our classroom expectations so that we can have a better day tomorrow.

At the end of the first day, Mr. Jorge completed a brief self-assessment checklist to assess the [fidelity](#) of implementation of his classroom practice skill use. He noted he did a good job teaching expectations and providing prompts, but he wanted to [plan](#) to improve his ratio of positive to corrective statements. To prompt himself to do this, he left a note on his lesson plan book for the next day. In addition, he made a note to complete the self-assessment each Friday until he was consistently implementing all classroom practices with [fidelity](#) (measured by his self-assessment checklist) and [equitably](#) (measured by direct self-observation).

### ***Consistent Implementation of Positive and Proactive Supports***

After the first day, Mr. Jorgé kept up his part of the Classroom Constitution. He greeted students every morning, provided reminders about expected behavior at the beginning of each activity, ensured his lessons were engaging and included multiple opportunities for students to respond and participate, and gave students specific feedback when they were doing well. He also found that most students were consistently demonstrating expected behavior.

#### ***Minor Problem Behaviors***

To assess the student [outcomes](#) of the classroom practices he was using, Mr. Jorgé used a student screener to identify students who may need additional support. He disaggregated the data to ensure that all individual and groups of students were making [equitable](#) progress.

Occasionally, a student would engage in minor problem behavior. For example, a student sometimes called out when Mr. Jorgé was teaching rather than remembering to raise a quiet hand. Rather than getting upset, Mr. Jorgé remembered that this was just an error, much like a student saying that  $2 + 2 = 5$ , and he could simply correct it.

For these minor problem behaviors, Mr. Jorgé let students know their behavior was not appropriate, reminded them what was expected, and gave them an opportunity to practice and earn positive feedback (e.g., “Jeff, remember to raise your hand rather than call out. Let’s try that again.” After Jeff quietly raises his hand, “Thanks for raising your hand. Now what did you want to share?”). For most students, this quick error correction helped them get back on track and meet classroom expectations most of the time.

To progress monitor both student [outcomes](#) and his [fidelity](#) of implementation of classroom practices, Mr. Jorgé continued to periodically (i.e., monthly) self-assess his use of classroom practices using the checklist. He monitored student behavior ([outcomes](#)) using a direct behavior rating. He continued to disaggregate the data to ensure that all individual and groups of students were making [equitable](#) progress

#### ***Many Students Engaging in Chronic or Serious Problem Behavior***

In early December, all students had missed more than a week of school due to an intense storm. They returned to school as winter break was approaching, and many routines were disrupted due to these planned and unplanned schedule changes. Mr. Jorgé noticed that many of his students were engaging in consistent disruptive behavior and his reminders were not sufficient. Therefore, he decided to enhance his classroom strategies. He retaught expected behavior, revisited his Classroom Constitution, increased how often he provided reminders, and introduced a new incentive: Each student who was engaged in expected behavior when the mystery timer went off (a kitchen timer Mr. Jorgé would set for 15 to 20 minutes) would earn a ticket, which they could use to purchase “gift cards” for classroom privileges (e.g., homework pass, photocopying privileges, lunch with Mr. Jorgé in the classroom) at the end of the week. With these added supports, most students were again engaging in expected behavior. Few students engaging in chronic or serious problem behavior.

Because the intensity of the student behavior had increased, Mr. Jorgé knew he needed to intensify his collection and use of data as well. He returned to weekly self-assessments of his use of classroom practices ([fidelity](#)) and used direct observation to measure student [outcomes](#). He disaggregated the data to ensure that all individual and groups of students were making [equitable](#) progress.

### ***Few Students Engaging in Chronic or Serious Problem Behavior***

Despite his intensified intervention approach, Mr. Jorgé noticed that one student, Rob, was starting to display intense levels of behavior. Rob was frequently out of his seat, and he would often disrupt the learning of his peers by pushing their materials off their desks when he walked by, calling his peers (and occasionally Mr. Jorgé) names under his breath, and shouting out repeatedly when Mr. Jorgé was teaching. Mr. Jorgé collected some information. He noted whether Rob was in or out of his seat at the end of each minute during the 20-minute writing lesson (when Mr. Jorgé had noticed that Rob's behavior was the most problematic). After documenting that Rob was out of his seat during 85 percent of observed intervals, taking notes on some of the concerning things Rob was saying, and calculating that Rob was at risk for not meeting grade-level standards.

Mr. Jorgé further intensified his collection and use of data to support Rob. He [planned](#) to increase his uses of proactive classroom strategies with Rob and used direct observation counting methods to ensure he was implementing his plan with [fidelity](#). In addition, he used direct observation momentary time sampling procedures and an ABC chart to monitor Rob's behavior and the context in which it occurred ([outcomes](#)).

Mr. Jorgé brought his concerns ([and data](#)) to the Student Assistance Team. The team decided that Rob may need more comprehensive supports and contacted Rob's parents to obtain consent for further evaluation. After getting parental consent, a team (including the school's behavioral expert, Rob's dad, and Mr. Jorgé) was formed to support Rob's evaluation and intervention. Mr. Jorgé [provided information to support the evaluation \(e.g., interview responses, classroom data\)](#), and he worked with the team to develop and implement a plan to support Rob's behavior.

## Scenario 2: Establishing Systems to Support School-Wide PCBS Implementation

Northeast Middle School is working to implement a multi-tiered behavior framework (MTBF) in their school and is a part of a larger district implementation effort. As the schoolwide leadership team reviewed their student and educator school-wide data, they noted that implementation of classroom practices was an area of need. Walk through observation data in addition to educator reports indicated that implementation of PCBS strategies in each classroom was inconsistent. In some classrooms strategies were implemented consistently and effectively, whereas in others educators were struggling to effectively implement PCBS.

The schoolwide leadership team reviewed both student [outcome](#) data (measured by office discipline referrals) and implementation [fidelity](#) of classroom practices (measured by walkthrough checklists). The team used the data to develop an implementation action [plan](#).

### ***Priority, Resources, and Alignment***

As a part of their school-wide MTBF effort, educators are currently expected to teach the school-wide expectations in the context of their classroom routines, and supporting educators use of PCBS strategies is a clear priority for both the building and district administration. Administrators have clearly stated the expectation that all educators implement PCBS practices in their classrooms and have dedicated resources (professional development time and coaching) to support this effort. Educators at Northeast Middle School currently work in grade-level teams to plan instruction and address student needs. There is an existing staff recognition system through which educators 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 PCBS strategies in all classrooms.

The leadership team began by looking at the current school-wide initiatives that educators had been asked to implement this year. They made a list of each new initiative, the expected outcomes, data that would be used to guide implementation, and the current training and coaching capacity using the table below. The leadership team determined that they did 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 inactivates see the [Technical Guide for Alignment](#) on pbis.org).

The schoolwide leadership team examined [outcome](#) and [fidelity](#) data to ensure that focusing on classroom practices was a high priority for the school and that resources would be available to support the implementation process.

### ***PD and Coaching Supports***

The next step for the leadership team was developing specific training and coaching supports to ensure that all educators and educators in the building had a clear understanding of each PCBS practice and could implement it effectively. To ensure a common understanding of each PCBS practice, the team decided to use one of the available PD days to teach each strategy to all educators. This training was scheduled prior to the start of the school year and educators and other staff who work with students in the building were invited to attend. The leadership team worked with the district behavior coach to plan a training that included explicit training on what each PCBS skill was- including examples and non-examples of each skill. Educators were then given opportunities to practice each skill first by talking about and scripting how they might use each skill in their classroom, then educators were given a chance to role play each skill with their grade-level teams. Finally, grade-level teams were asked to select one PCBS skill they would focus on implementing for the next month. Educators set specific implementation goals and shared these with their grade-level teams.

The leadership team also realized providing coaching or performance feedback is an essential component of effective PD. The district coach was available to support some educators but could not support all educators. Instead the leadership team used the last part of the PD sessions to ask educators to pair up with another educator in their grade level and arrange for weekly 15-min peer observations which would be focused on the specific skill targeted by that grade level. Educators were asked to take 15 min and observe a peer – simply counting the number of times each skill was used. Educators practiced observing and giving positive feedback to each other prior to leaving the PD session. At the end of the month, grade-level teams would meet again to share progress toward their PCBS implementation goals and select a new PCBS practice to focus on for the next month.

The schoolwide leadership team assessed the [fidelity](#) of implementation of PCBS practices following the training through peer observation of educators' classroom practices. Grade level teams used this data to guide their monthly conversations and [planning](#) for selecting new implementation goals.

### ***Data to Drive Decision Making and Intensify Supports***

The leadership team anticipated that this level of PD and peer coaching supports would be sufficient for most of their educators, but they recognized that some educators may need more support. The district behavior coach arranged to attend the monthly grade level meetings where educators were sharing their implementation progress and the data from their peer observations. Through this process, the coach was able to identify several educators who had data to support their improved implementation and several educators who needed additional support, as their data indicated that the PCBS practice had not improved. The coach was able to meet with the group of educators who needed additional support to review the strategy, help educators identify ways to use the strategy in their classrooms, and set up reminders for themselves about using the strategy. The coach then offered to do follow up observations to provide ongoing feedback and support. In addition to doing quick frequency counts of the

targeted practices, the coach used a more formal walkthrough tool to support observations and to gather additional information about the educators' overall use of PCBS practices. The coach then met with each educator briefly after each observation to provide specific positive feedback about progress toward the goal and overall classroom practice use as well as tips or strategies for further improvement. This process provided educators that needed supplemental support with increased focus and instruction on the target skill, support from the coach to help align the practice to each educators' specific context, additional performance feedback, and acknowledgement for progress toward the goal.

This level of support was sufficient to allow most of the educators needing supplemental support to implement the targeted PCBS practice effectively. However, two educators with particularly challenging classes and less teaching experience still needed additional support. The coach was able to identify these educators using the walkthrough data that was collected and was able to offer individualized consultation and support to those educators.

Because the intensity of this group of educators' need for support needs was greater, the leadership team and coaches knew they needed to intensify the collection and use of data. They developed an [action plan](#) that directed coaching supports to those educators needing it most. Coaches collected [outcome](#) and [fidelity](#) data directly using a walkthrough checklist and used this to guide follow up training and to provide performance feedback to educators. For those few educators needing individualized support the coach could collect direct observation data on the targeted skills the educator was working on. (See [systems guide](#) for more information on coaching and performance feedback.)