Best Practices in the Classroom: Building Capacity at the District Level to Support Teachers

Susan Barrett, sbarrett@midatlanticpbis.org
Kimberly Yanek, kyanek@midatlanticpbis.org
Mid-Atlantic PBIS Network, Sheppard Pratt Health Systems
Appreciation is given to the following for their contributions to this Professional Learning:
Learning Outcomes

• Explore alignment of outcomes, data, practices, and systems to support capacity building
• Explore a data-informed decision making process for installing Positive Classroom Behavioral Supports (PCBS)
• Explore newly developed PCBS Technical Briefs and practical district and school examples of application
Supporting Social Competence & Academic Achievement...

Personalize Approach Based on Your Schools Needs

What we do to support adults to implement the practices

EQUITABLE OUTCOMES

Outcome data
(social behavior, academic achievement, Progress Monitoring, Fidelity)

SYSTEMS

PRACTICES

DATA

What we do to support students
Cascading System of Support

OSEP PBIS TA Center, Project AWARE, USDOE
Provides guidance, research, visibility, political support, training, TA

State Team
Provides leadership, guidance, visibility, training and coaching and political support

District/Regional Team
Provides guidance, visibility, training and coaching, funding, political support

Building Leadership Team
Provides guidance and manages implementation

Building Staff
Provides practices to support students and families

Students and Families
Improved student outcomes!

Where do you fall on the Cascade?
Building Capacity through a Continuum of Supports

Support for a *Few* Schools, Staff

Support for *Some*: Small Groups of Schools, Staff

Support for *All* Schools, Staff
Supporting Social Competence & Academic Achievement ... 
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What we do to support adults to implement the practices

What we do to support students

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Positive Behavioral Interventions & Supports 
DEEP TECHICAL ASSISTANCE CENTER
Considerations for Alignment at the District/State

• Resource Map around supports provided to schools and/or teachers around classroom management

• Identify the why for exploring systems to support implementation of PCBS
Considerations for Alignment at the School

• Resource Map around programs/practices/initiatives for classroom management

• Explore PD schedule for current year and upcoming year to identify time and space for on-going support to staff to build fluency with 8 practices

• Revisit Teaming Structure Alignment (Working Smarter, Not Harder) to identify core team to attend team professional learning
What is your “Why”...

How would alignment of data, practices, and systems support your work with fluency and capacity building with Positive Classroom Behavioral Supports (PCBS)?
Installing Positive Classroom Behavioral Supports within the Framework of PBIS

**Step 1:** What does the data say? (discipline patterns, climate surveys, fidelity checks)
The most significant concern is _________ defined as ___________ that is taking place most often in ___________ (problem location). This behavior occurs ___________ (frequency/quantify behavior), and is most likely to happen ___________ (time of day). Students from ___________ (group of students/grade level) are most frequently referred. This may be due to ___________.

**Step 2:** What is the SMART (specific, measurable, attainable, realistic, time-bound) goal?

**Step 3:** What will we do to support student behavior and provide necessary RP skills?

**Promote and Prevent First!!**
Promote inclusive culture and climate by:
- Develop caring connections (morning meetings)
- Teach expectations, rules and routines
- Develop acknowledgement system

**When behaviors occur:**
- Teach how to be accountable
- Teach how to Repair Harm, Reengage and Reintegrate (i.e. Circles)

**Step 4:** How do we teach staff the necessary skills? How do we support staff to implement with fidelity?

Professional Learning Communities used to support one another in development of practices. How do we use data to monitor progress toward our goal and inform each other? How do we improve?
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What we do to support adults to implement the practices

What we do to support students
Sample Professional Learning Curriculum

8 Classroom Practices
8 Positive Classroom Behavioral Supports

1. Arrange orderly physical environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond
## Tier 1: Professional Learning Roadmap

### TFI Sub-Scale: Team

| TFI 1.1 | Team Composition |
| TFI 1.2 | Team Operating Procedures |

### TFI Sub-Scale: Implementation

| TFI 1.3 | Behavioral Expectations |
| TFI 1.4 | Teaching Expectations |
| TFI 1.5 | Problem Behavior Definitions |
| TFI 1.6 | Discipline Policies |
| TFI 1.7 | Professional Development |
| TFI 1.8 | Classroom Procedures |
| TFI 1.9 | Feedback and Acknowledgement |
| TFI 1.10 | Faculty Involvement |
| TFI 1.11 | Student/Family/Community Involvement |

### TFI Sub-Scale: Evaluation

| TFI 1.12 | Discipline Data |
| TFI 1.13 | Data-based Decision Making |
| TFI 1.14 | Fidelity Data |
| TFI 1.15 | Annual Evaluation |

### 8 Classroom Management Practices

1. Arrange orderly physical environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
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Supporting Social Competence & Academic Achievement... Personalize Approach Based on Your Schools Needs

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EQUITABLE OUTCOMES

SYSTEMS

DATA

PRACTICES
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 Fixsen, Naoom, 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” (Fixsen, Naoom, 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.
## PBIS Professional Development Blueprint: Sample Professional Learning Plan

### New Cohort

<table>
<thead>
<tr>
<th>Readiness Phase</th>
<th>Proposed Date</th>
<th>Staff Trained</th>
<th>Content</th>
<th>Delivery method with estimated time</th>
<th>Next Steps with individual task assignments</th>
</tr>
</thead>
</table>
| Readiness: Part I        | February      | District and School Leaders | • Introduce Core Features of PBIS  
  • Review School Readiness Requirements including SWIS  
  • Establish Expectations  
  • Clarify Roles of Key staff (External Coach, Internal Coach, Admin, School Leadership Team)  
  • Define Role of Family and Student | FTF (Face to Face) 2 hours       | Assign Coach, Set up site visit to collect baseline information          |
| Readiness Part II        | February - March | District and School Leaders, PBIS Coaches | • Conduct Tiered Fidelity Walk through or SET | School Tour ½ day | TFI/SET assessor provides feedback to administrator, sets up next readiness tasks |
| SWIS Readiness Webinar   | March-April   | District and School Leaders, PBIS Coaches | • SWIS Readiness                                                     | FTF                                 | SWIS: Complete School Information Form, Sign Licensing Agreement                     |
| On site Readiness and Preparing/Planning for Summer Training | March-April | District, School Leaders, Coaches SWIS data users | • 1D Summer Dates (work with district to determine training dates 1 day for leadership and coaches, 2 days for teams, 1-2 days for planning, 30 minutes)  
  • Develop 2 year PD Calendar (2 hours)  
  • Establish Leadership Team (recruit over several weeks: 2 hours)  
  • Register for PBIS Assessment Account (overview 20 minutes, paperwork 2 minutes)  
  • Train SWIS data system (2.5-3 hours)  
  3 parts: 1) Developing a coherent data collection system- up to 5 months, 2) SWIFT at SWIS training, 2.5 hours, 3) data based decision making- develops during team meetings | FTF 2 days | Admin and Coach will finalize PD calendar  
Admin will Communicate readiness plan with staff  
SWIS data entry users conduct SWIS fluency activities  
ID date for EBS staff Survey |

Available at: [http://www.pbis.org/blueprint/pd-blueprint](http://www.pbis.org/blueprint/pd-blueprint)
### Sample District Capacity Building Professional Learning Plan

#### Year 1: Introduced 8 practices

#### Year 2: Data-informed decisions to boost these during year 2
Multi-tiered Support Framework

Coaching with Performance Feedback
Request for Support

Professional Learning Communities with focused support
Small group professional learning (self selected and data informed)

All Staff Professional Learning (initial and booster)
Options for Data Collection- Peer/Buddy Observations, Self-Assessment, Surveys
Fluency Building Days
Use outcome data to identify precision statements by grade level
Staff acknowledgement to support PCBS implementation
**A Continuum of Assessment**

**Few** ... SWPBIS Leadership Team/Admin uses data to identify a few teachers with more intensive opportunities for growth (RFA, Coaching)

**Some** ... SWPBIS Leadership Team uses data to identify groups of teachers with common opportunities for growth (e.g., teachers new to building, grade level precision statements)

**All** ... SWPBIS Leadership Team uses data (student outcome, aggregated self-assessment) to identify strengths and opportunities for growth
What could be done for ALL?

• Alignment: District Strategic Plan, School Improvement Plan, Include with Recertification Points, District Team Learning Walks
• Tier 1 Team/Others facilitate PCBS Implementation
• Engage all staff in professional learning
• Engage staff with data-informed solution development
• Provided options for staff data collection
• Staff acknowledgement to support PCBS implementation
• Contextually relevant to school culture
Professional Learning for All

**Who:** Administrators, Team Members, School Counselor, Specialists modeled practices (e.g., PBG)

**How/Scheduling:** all done in the course of the workday

**What:** Webinars

- Face to face
- Flipped learning
- School created videos
- Non-evaluative Learning Walks
Data Collection and Sharing Options

Options for Data Collection on Fluency:
- Self-Observation via recordings (video/audio)
- Peer/Buddy Observations
- Coach Observation
- Self-Assessment/Reflection
- Surveys

Options for Data Sharing with Staff:
- Implementation of 8 Practices
- Anecdotal Teacher and Perception Data
- Precision Statements for Classroom by Grade Level
- Outcome Data (whole staff meetings, PLCs, Celebrations)
Engage staff with Data-Informed Solution Development

Data Informed Decision Making:

Precision Statements from student outcome data (minor and major) to guide support for implementation

Teacher generated solutions anchored to the 8 practices
Host environment that supports a culture of coaching, self-reflection

Consider coaching as a verb vs a noun

Support vs evaluation

Practices will probably be the same

Separate system

Data sharing in aggregate
What could be done for Some?

Professional Learning Communities with focused support

Small group professional learning (self selected and data informed)
Data Informed Decisions: Precision Statements

For the first 2 months of school, staff report 60 incidents (office and classroom managed) of disrespect and disruption in the classroom with 80% of incidents occurring in 5th grade (4/4 staff) for 30 distinct students, with the majority of incidents occurring between 10:00 and 11:30 and 1:30 and 3:00 mostly on Tuesday/Thursdays. Staff report that they are unsure why students might be engaging in this behavior.

All, some, or a few?
Support to Some (small groups)

Shared precision statement with grade level team

Facilitated team initiated solution development

Progress monitored through outcome data, teacher feedback, and observation

Leveraged internal resources to support fluency building
What could be done for a few?

Coaching with Performance Feedback

Request for Support
In the past two months, three language arts classrooms (2nd, 4th and 5th period) taught by the same teacher have had a lot of disruptive behavior. Thirty one office discipline referrals (ODRs) were given out across these three periods. Twelve students had 2 or more ODRs.

All, some, or a few?
Support for a Few

Teacher requested classroom observations to provide feedback on the 8 practices

Progress monitor data on fluency building of 8 practices

DPR data (Tier 2, CICO) to inform need for support
Coaching with Performance Feedback

- Data informed or request for assistance
- Observation data shared with teacher to identify action plan
- Teacher facilitated action plan
- Support for fluency building including modeling; peer observations, videos
- On-going progress monitoring and feedback
Alignment of Data, Practices, Systems

- Same data collection tools used at all three tiers
- Same 8 practices used as the focus for fluency building at all three tiers
- Support for fluency building informed by data and reflected culture of the schools

Overview: This resource is organized to provide guidance for designing a comprehensive system of support to build staff fluency with evidence-based Positive Classroom Behavioral Supports through data-informed decision-making. An effective and efficient system of support might include universal support for all staff, targeted support for some staff, and individualized supports for staff based on need. The universal support activities for all staff include professional learning on evidence-based Positive Classroom Behavioral Supports, guided teacher self-reflection and action planning to build fluency with practices, and possibly classroom observations with performance feedback and support from other staff (e.g., coaches, lead teachers, and/or peers). The targeted support can be accessed through the administrator, a coach or teacher lead, and possibly SW-PBIS team lead using school-wide behavioral (minor or major) or other data sources to identify small groups of teachers needing additional support (e.g., a grade level, new staff). Administrators and coaches and/or teacher leads might use school-wide data to identify and invite any teachers indicating a need for individualized support to participate in a coaching partnership. Additionally, teachers can always request assistance for individualized support. The system should be shared as a way to access support and build fluency with Positive Classroom Behavioral Supports throughout the school. It should not be designed as a deficit model, but rather, a capacity building approach with teachers supporting one another in various ways.

Scope and Sequence and Planning Resources

Classroom Behavior Systems is a core feature of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) that is designed to provide a continuum of support to teachers to build fluency with evidence-based Positive Classroom Behavioral Supports. Coaches or other teacher leaders work collaboratively with all implementation partners (Administrators, Leadership Teams, Team Leads, Division personnel, etc.) to design and provide professional learning and coaching support to classroom teachers. Professional learning for staff can be anchored to the existing infrastructure of support for professional learning (e.g., designated PD days, PLCs, staff meetings, virtual platforms, etc.). There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Define, teach, and provide performance feedback on classroom rules, aligned with school-wide expectations
2. Use class-wide group contingencies/Positive Behavior Game
3. Define, teach, and provide performance feedback on classroom routines, possibly aligned with school-wide expectations
4. Provide specific and contingent praise for appropriate behavior (defined on matrices)
5. Provide error correction through prompting, re-teaching, and providing choices
6. Provide multiple opportunities to respond
7. Employ active supervision (move, scan, interact)
8. Arrange orderly physical environments
How might you lean into this work... where would you start?
What questions do you have for us?
Save the date, March 28 – 31, 2018 for the...

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