Systems to Support Classroom PBIS

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Objectives
As a result of attending this session, you will be able to
• Present the context in which positive classroom behavioral support (PCBS) practices are implemented.
• Discuss critical positive classroom behavior support (PCBS) practices.
• Implement the key elements of effective systems to support teachers’ implementation of practices.

Where do we start?
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Goal of Teaching

Student Achievement

Good Teaching

Classroom Management

Behavior problems disrupt learning
Engaging learning prevents behavior problems

(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)

Why do teachers leave?
• Most consistently listed factors:
  – Lack of pedagogical training
  – School environment
  – Poor student behavior and motivation

• Teachers consistently report:
  – Inadequate pre-service training on classroom management and
  – Lack of support and training for handling student behaviors

Supporting teachers in classroom PBIS is critical for our teachers, schools, and our state!

United States, we have a problem!
• 12% of public school teachers leave within their first 2 years
• 50% leave within the first 5 years

Good Teaching

Classroom Management

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(Gest & Gest, 2005; Stronge, Ward and Grant, 2011)

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We know a bit about what’s likely to work: Empirically-supported practices in classroom management

So we know what the “it” is.

Why aren’t we doing “it”? What do we know from the empirical literature?

• Teachers typically receive little pre- or in-service training in classroom management (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, 2014; Markow, Muesnner, & Horowitz, 2008; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)

• Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Freeman et al., in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)

We can do this!

• We need to support teachers implementation of evidence based classroom management practices….. and we can!
  – We know what evidence based classroom management practices look like.
  – We have a science to support implementation.
  – We have tools to describe and illustrate what implementing evidence based classroom management "looks like."

• So, what are we waiting for?

But we don’t seem to be doing “it”

<table>
<thead>
<tr>
<th></th>
<th>Specific Praise</th>
<th>General Praise</th>
<th>OTR</th>
<th>Corrective/Reprimand</th>
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<tr>
<td>Reinke et al. (2012)</td>
<td>0.13</td>
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<tr>
<td>Scott et al. (2011)</td>
<td>0.06 (overall positive)</td>
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<td>0.07</td>
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<tr>
<td>Hirn &amp; Scott (2014)</td>
<td>0.03 (overall positive)</td>
<td>0.47 Group 0.06 Indiv.</td>
<td>0.08</td>
<td></td>
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<tr>
<td>Pas et al. (2015)</td>
<td>0.12 (approval)</td>
<td>0.93</td>
<td>0.27</td>
<td></td>
</tr>
</tbody>
</table>

1 Based on observations of 33 elementary teachers in schools implementing PBIS with fidelity
2 Based on > 1000 observations of elementary and high school teachers in schools not identified as implementing PBIS
3 Based on 827 observations of high school teachers
4 Based on observations of 1262 high school teachers prior to PBIS implementation

*Categories not mutually exclusive (Freeman et al., in preparation)

Let’s get started!

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**Acknowledgements for this Section**
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- Brandi Simonsen
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- George Sugai
- Heather George
- Bob Putnam
- Renee Bradley et al. (OSEP)

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**PCBS Practices Decision-making Guide: 3 Key ?s**

**Are the foundations of effective PCBS in place?**
- Effectively design the physical environment of the classroom
- Develop & teach predictable classroom routines
- Post, define, & teach 3-5 positive classroom expectations

**Are proactive and positive PCBS practices implemented consistently?**
- Provide high rates of varied opportunities to respond
- Use prompts and active supervision
- Acknowledge behavior with specific praise & other strategies

**Do data indicate that students are still engaging in problem behavior?**
- Yes
- No

**Are students still engaging in problem behavior?**
- Are behaviors minor or major expectation violations?
  - Minor
  - Major
- How many students are involved (many or few)?
  - Many
  - Few
- Use brief, specific error correction & other strategies
- Review, adjust & intensify CWPBIS
  - Request additional (tier 2 & 3) support for students
  - Well done! Monitor outcomes and adjust as needed

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**Now, turning our attention to supporting teachers.**

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(Comment authors of PBIS Technical Brief on Systems to Support Teachers’ Implementation of Positive Classroom Behavior Support):

- Jennifer Freeman
- Brandi Simonsen
- Steve Goodman
- Barbara Mitchell
- Heather George
- Jessica Swain-Bradway
- Kathleen Lane
- Jeff Sprague
- Bob Putnam
Are the foundational systems in place to support PCBS practice implementation by all staff?

Examples:
- District and school administrators have communicated a clear priority for PCBS implementation.

Non-Examples:
- No practices are prioritized for implementation, identified strategies lack evidence of effectiveness, and/or priority practices are not effectively disseminated among all staff.

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

Examples:
- Implementation of PCBS connected to clear need in building
- Implementation of PCBS connected to academic instruction
- PCBS strategies adapted to ensure classroom contextual and cultural fit

Non-Examples:
- Data demonstrating need are not regularly shared
- Academic strategies taught in isolation
- Training on practices not connected to why it is important in the school

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

Examples:
- Clearly stated outcomes
- Explicit (model, lead, test) approach
- Job-embedded
- Linked to school data
- Delivered in various contexts and connected to practice

Non-Examples:
- PD focuses only on theory and assumes educators will discover practices
- Full-day intensive training with no follow-up
- Short trainings not connected to larger need, structure, etc.

PCBS Systems Action Planning Guide: 3 Key Questions

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

Do all staff know what PCBS practices to implement and if they're doing it accurately?

Do data indicate that staff are implementing PCBS practices effectively?
Do all staff know what PCBS practices to implement and if they’re doing it accurately?

Examples:
• Prompts and reminders
• Supportive data-based feedback
• Supports may be delivered by
  • Coach/mentor
  • Peer/peer team
  • Self

Non-Examples:
• Data delivered in punitive evaluative fashion
• Feedback delayed or not data-based

Coaching and/or regularly available performance feedback on the use of PCBS practices?

Table 2. Coaching

| External or internal coach or mentor | School or district behavior coach needs assistance to staff at the critical features of PCBS strategies, conducts walk through observations of education, and provide specific and supportive feedback.
| Supports may be delivered by | Coach/mentor, peer/peer team, self
| Self | Supports may be delivered by self.
| Peer | Professional learning communities, consultation teams, grade level, department, team, or strategy teams.
| Data needed for effective feedback and implementation support to such others.

What can we approach intensifying our supports?

Table 3. Data Tools

<table>
<thead>
<tr>
<th>Data Collection Strategy</th>
<th>Conditions and Example</th>
<th>Non-Examples of Use</th>
<th>Data and Resources for Data Collection Method</th>
</tr>
</thead>
</table>
| What key strategies can we use to collect data on teacher PCBS implementation? | Under what conditions will this strategy be inappropriate? | Staff are unable to recognize or describe PCBS practices.
| Staff have not been trained in use of checklist. |
| Self-Assessment Checklists | Staff have received training and are able to identify examples of each critical feature.
| Staff are unable to identify examples of each critical feature. |
| Observer Checklists | Prepare staff for visit.
| Observation are used for evaluation purposes and data is not shared back with staff.
| Tools for Measuring Discrete Skills or Strategies | Staff have received training and are able to identify examples of each critical feature.
| Data are needed for decision making and improvement.
| Staff have not received training.
| Data are used for evaluation purposes and data is not shared back with staff.

Multi-tiered Framework of Professional Development Support

Tier 1
Universal PD: Training & Self-Management

Tier 2
Targeted PD: Self-Management with Peer or Coaching Supports

Tier 3
Intensive PD: Data-driven Consultation

How can we approach intensifying our supports for educators implementing PCBS?
Multi-tiered Framework of Professional Development Support

**Tier 1**
Universal PD: Training & Self-Management
- Universal Screening: Walk-through & Student Data Review
- Self-management: A promising component of effective and efficient PD support
  - Self-management: Individuals manage their own behavior in the same manner as they manage anyone else’s—“through the manipulation of variables of which behavior is a function” (Skinner, 1953, p. 228).
  - Self-manipulation of antecedents
  - Engaging in other (self-management) behaviors to affect probability of target behaviors
  - Self-monitoring and self-evaluation
  - Self-manipulation of consequences (e.g., self-reinforcement)

What does our initial research on self-management indicate?
- Across multiple studies, we’ve found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects. (e.g., Simonsen, Freeman, Dooley, Maddock, & Kern, 2017)

Teachers...
- Set a goal (criterion for self-reinforcement)
- Self-monitored daily
- Entered data into an Excel Spreadsheet, which automatically graphed daily praise rates relative to goal
- Self-evaluated and self-reinforced
- Received weekly email prompts to use specific praise and submit data

See classroom tab of nepbis.org for copies of the training scripts, email prompts, and spreadsheets we’ve developed for tracking praise, prompts, and opportunities to respond.

Multi-tiered Framework of Professional Development Support

**Tier 2**
Targeted PD: Self-Management with Peer or Coaching Supports
- Walk-through, Student Data Review, Teacher Collected Data

**Tier 3**
Intensive PD: Data-driven Consultation
- Self-management may be ONE way to approach this!

Self Management: A promising component of effective and efficient PD support

- Coaching/Mentoring may be ANOTHER way to approach this!
- Peer Supports may be ANOTHER way to approach this!

Remember Your Resources

- Supporting and Responding to Student Behavior
- PBIS Technical Brief on Systems to Support Teachers’ Implementation of Positive Classroom Behavior Support

Thank you!

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