Positive and Proactive Classroom Management: Focus on Positive Classroom Behavior Supports (PCBS)

Brandi Simonsen
Critical Questions

Why positive *classroom* behavior support (PCBS)?

What are the *critical features* of PCBS?

Where can I find *resources* to support my LEA?

How does this *apply* in my work in my LEA?
Implementing PCBS practices result in desired outcomes for students.

**Effective behavior support leads to:**

- **Increase in Appropriate Behavior**
  - Examples: On-Task, Prosocial

- **Decrease in Inappropriate Behavior**
  - Examples: Off-Task, Disruptive

- **Increase in Academic Achievement**
  - Examples: Engagement, Achievement

- **Increase in Sustainability**

*Why positive classroom behavior support (PCBS)?* (Lewis et al., 2004; Simonsen et al., 2008; Childs et al., 2016; Mathews et al., 2014)
Positive Classroom Behavior Support

- Maximize structure
- Teach and reinforce positively-stated expectations
- Actively engage students with effective instruction
- Provide specific feedback for student behavior (praise and corrections) and implement other strategies to recognize and correct student behavior (as needed)
- Collect and use data to inform decisions

(Myers et al., 2017; OSEP, 2015)
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?
Do data indicate that students are still engaging in problem behavior?

- Yes
  - Are behaviors minor or major expectation violations?
    - Minor
      - Use brief, specific error correction & other strategies
    - Major
      - How many students are involved (many or few)?
        - Many
          - Review, adjust & intensify CWPBIS. Ask for help!
        - Few
          - Request additional (tier 2 & 3) support for students.
  - No
    - Well done! Monitor outcomes and adjust as needed

Review, adjust & intensify CWPBIS. Ask for help!
Use Free Resources and Invest in Your Own Professional Learning Support

Where can I find resources to support my LEA?

www.pbis.org

(Myers et al., 2017; OSEP, 2015)
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers
Interactive Map of Core Features

**Foundations (Table 1)**

**1.1 Settings**
The physical layout of the classroom is designed to be effective.

**1.2 Routines**
Predictable classroom routines are developed and taught.

**1.3 Expectations**
Three to five classroom rules are clearly posted, defined, and explicitly taught.

**1.4 Overview**
A brief introduction to the overview of the interactive map.

**Practices (Table 2)**

**Prevention**

**2.1 Supervision**
Provide reminders (prompts), and actively scan, move, and interact with students.

**2.2 Opportunity**
Provide high rates and varied opportunities for all students to respond.

**2.3 Acknowledgment**
Using specific praise and other strategies, let students know when they meet classroom expectations.

**2.4 Prompts and Precorrections**
Provide reminders, before

**Response**

**2.5 Error Corrections**
Use brief, contingent, and specific statements when misbehavior occurs.

**2.6 Other Strategies**
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

**2.7 Additional Tools**
More tips for teachers.

**Data Systems (Table 3)**

**3.1 Counting**
Record how often or how many times a behavior occurs (also called frequency).

**3.2 Timing**
Record how long a behavior lasts (also called duration).

**3.3 Sampling**
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval.

**3.4 ABC Cards, Incident Reports, or Office Discipline Referrals**
Record information about the events that occurred before, during, and after a behavior incident.
### Table 1. Matrix of Foundations for Classroom Interventions and Supports

#### SETTINGS
ACTIVELY DESIGN THE PHYSICAL ENVIRONMENT OF THE CLASSROOM

<table>
<thead>
<tr>
<th>Description</th>
<th>Critical Features</th>
<th>Elementary Examples</th>
<th>Secondary Examples</th>
<th>Non-Examples</th>
<th>Empirical Support and Resources</th>
</tr>
</thead>
</table>
| Design classroom to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers) | - Design classroom layout according to the type of activity taking place:  
  - Tables for centers  
  - Separate desk for independent work  
  - Circle area for group instruction  
- Consider teacher versus student access to materials  
- Use assigned seats and areas  
- Be sure all students can be seen | - Design classroom layout according to the type of activity taking place:  
  - Circle for discussion  
  - Forward facing for group instruction  
- Use assigned seats  
- Be sure all students can be seen  
- Consider options for storage of students’ personal items (e.g., backpacks, notebooks for other classes) | - Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students  
- Disorderly, messy, unclean, and/or visually unappealing environment  
- Some students and/or parts of the room not visible to teacher  
- Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)  
- Inappropriately sized furniture | - Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment.  
- Arranging classroom environment to deliver instruction in a way that promotes learning.  
  Video: [http://louisville.edu/education/abri/primarylevel/structure/group](http://louisville.edu/education/abri/primarylevel/structure/group)  
  Book: [Structuring Your Classroom for Academic Success](http://louisville.edu/education/abri/primarylevel/structure/group) |
The decision-making chart will help guide teachers regarding implementation of best practices in preventing and responding to behaviors in the classroom.
Self-Assessment

Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.

<table>
<thead>
<tr>
<th>Classroom Interventions and Supports Self-Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The classroom is physically designed to meet the needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom routines are developed, taught, and predictable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Three to five positive classroom expectations are posted, defined, and explicitly taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Prompts and active supervision practices are used proactively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Opportunities to respond are varied and are provided at high rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Specific praise and other strategies are used to acknowledge behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reminders are consistently given before a behavior might occur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The responses to misbehaviors in the classroom are appropriate and systematic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Data systems are used to collect information about classroom behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.*
Additional Tools

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategy and consider the following guidelines when responding to students’ challenging behavior.

Responding to Behaviors in the Classroom—Make It FAST!

<table>
<thead>
<tr>
<th>F</th>
<th>A</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional</td>
<td>Accurate</td>
<td>Specific</td>
<td>Timely</td>
</tr>
<tr>
<td>Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future (see Practical FBA Training Manual for more information)</td>
<td>As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors</td>
<td>It is best to be as specific as possible when addressing student behavior; using the student’s name and the reason for the response are examples of how teachers can be specific</td>
<td>Responding to behavior immediately after the behavior will make the response more powerful</td>
</tr>
</tbody>
</table>

Types of Behavior and Common Responses

<table>
<thead>
<tr>
<th>Appropriate or expected behavior</th>
<th>Infrequent and non-disruptive minor behaviors</th>
<th>Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors</th>
<th>Administrator-managed behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When a student does an appropriate behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation • Be as specific as possible, and try to always use the student’s name • Consider using praise with other acknowledgment strategies</td>
<td>• When a misbehavior occurs, try to draw as little attention to the behavior as possible • Give students reminders of what is expected • Model what is expected • Reinforce what is expected by using specific praise or other acknowledgment strategies</td>
<td>• Follow school procedures for responding to rule violations and individualized behavior support plans • Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines • Collect data to help establish patterns about why behaviors are occurring</td>
<td>• Follow school procedures for responding to rule violations and individualized behavior support plans</td>
</tr>
</tbody>
</table>
Scenarios to Illustrate Implementation

The following scenarios highlight how teachers may use these classroom strategies with the decision-making guide to support student behavior in their classrooms. The first scenario is based in an elementary school. The second scenario is based in a high school.

Scenario 1. Mr. Jorgé’s Third-Grade Classroom

*Foundations of Classroom Interventions and Supports*

Mr. Jorgé 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. Jorgé 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. Jorgé’s Classroom Constitution (with strategies in parentheses)

Members of our classroom community are respectful, responsible, and safe (expectations). Mr. Jorgé 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.
```

*Consistent implementation of positive and proactive practices*

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.
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 in addressing 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 Finzer, Nazom, Blase, Freedman, & 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 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” (Finzer, Nazom, Blase, Freedman, & Wallace, 2005, p.3).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers’ implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

- Comprehensive school-wide data systems that enable monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based curricula and effective instructional strategies, matched to students’ need, and aligned to support teachers’ academic instruction.

The effectiveness and efficiency of PCBS systems are maximized by (1) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBS; see www.pbis.org), (2) aligning positive and proactive supports for staff with existing personnel development and teacher evaluation systems, and (3) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.
Are the foundational systems in place to support PCBS practice implementation by all staff?

- PCPS implementation is a clear school and district priority
- School and district resources are available to support PCBS implementation
- School and district teams have considered alignment and integration of PCBS 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 PCBS practices

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 data indicate that staff are implementing PCBS effectively?

- **Yes**
  - Well done! Monitor outcomes and adjust as needed

- **No**
  - Determine the number of classrooms needing support (many or a few)
    - **Minor**
      - Review and adjust universal support
    - **Major**
      - Determine type and severity of implementation changes (minor or major)

  - Many
    - Provide supplemental support to small groups of staff needing support
  - Few
    - Consider individualized supports and other strategies for staff members needing intensified support.
Guiding Questions for Systems to Support PBIS Implementation

1. Are foundational school-wide systems in place for all staff to enable successful implementation of PBIS?
2. Are school and district resources available to support PBIS implementation?
3. School and district resources have consistent alignment and integration of PBIS with other school practices and initiatives.
4. Do all staff know what they are implementing or how quickly they are doing it accurately?
5. Clear expectations and explicit teaching about practices that should be implemented by all staff.
6. Are data regularly available?
7. What is feedback on the use of PBIS practices?
8. Do data indicate that all staff members are implementing PBIS effectively?
9. Use ongoing classroom data to get more information or use data to guide decision-making.
10. PBIS/Behavioral

Guiding Questions

Systems

PBIS Positive Behavioral Interventions & Supports
OSEP Technical Assistance Center
<table>
<thead>
<tr>
<th>Table II: TOPGRADUAL SCHOOL WISE SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Feature Description</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. PCBM implementation is a new school and district priority</td>
</tr>
<tr>
<td>2. School and district administrators are available to support PCBM implementation</td>
</tr>
<tr>
<td>3. A part of all faculty meetings, professional development, and districtwide meetings is assigned for discussion of and problems solving around PCBM</td>
</tr>
<tr>
<td>4. Implementation fidelity and curriculum data (e.g., attendance, behavior data, etc.) are regularly shared with staff and other stakeholders for problem-solving around available information.</td>
</tr>
<tr>
<td>5. Staff recognition is not available to support effective implementation of PCBM.</td>
</tr>
</tbody>
</table>

**PCBM** is an important priority.

- Evidence suggests when students and teachers provide evidence of effective management practices.
- Implementing evidence and classroom management strategies results in less teacher effectiveness and increased satisfaction in special education.
- Improved skills in classroom management are key indicators of teacher success, behavior, and student behavior.
School-Level Scenario

Scenario: Establishing Systems to Support Classroom Implementation at the School Level

Northwest Middle School is working to implement a multi-tiered behavior framework (MTF) in their school as part of a larger district implementation effort. As the schoolwide leadership team reviewed their student and teacher schoolwide data, they noted that implementation of classroom practices was an area of need. With strong observation data in addition to teacher reports, it became clear that implementation of PBIS strategies in each classroom was inconsistent. Some classrooms were implementing consistently and effectively, whereas in others teachers were struggling to effectively implement PBIS.

Priority, Resources, and Alignment

As a part of their schoolwide MTB framework efforts, teachers are currently expected to reach the schoolwide expectations in the context of their classroom routines, and supporting teachers use of PBIS strategies in their classrooms is a clear priority for both the building and district administration. Administrators have clearly stated the expectation that all teachers implement PBIS practices in their classrooms and have dedicated resources (professional development time and coaching) to support this effort. Teachers at Northwest Middle School currently work in grade-level teams to plan instruction and address student needs. There is an existing school-wide recognition system through which teachers are acknowledged for implementing school-wide MTB practices. Seeing that these foundations were in place, the Northwest Middle leadership team knew they were ready to begin improving the implementation of 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 new initiative, the expected outcomes, and the 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 needed, and that this initiative did not overlap with others currently in place in the building. (For more information on integrating and aligning initiatives see the upcoming Technical Guide for Alignment on p. 8).

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Expected Outcomes</th>
<th>Data</th>
<th>Training Capacity</th>
<th>Coaching Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>New math curriculum</td>
<td>Improved student math performance</td>
<td>Teacher self-reports</td>
<td>10 days training (20 hours total)</td>
<td>Yes</td>
</tr>
<tr>
<td>PBIS implementation</td>
<td>Improved student classroom behavior and climate</td>
<td>Classroom behavior data</td>
<td>25 days or faculty meeting time for total (20 hours) staff focused classroom instruction and district support for the region</td>
<td></td>
</tr>
</tbody>
</table>

PBIS Positive Behavioral Interventions & Supports
OSEP Technical Assistance Center
PBIS TECHNICAL BRIEF ON USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT

Coming Soon to pbis.org

Sneak Peek in Bob’s & Kim’s session (C04)
Data-Based Decision Making Process to Support Implementation of Classroom Practices and Systems

1. Are consistent features of practices & systems implemented with fidelity?

2. Are all individuals achieving desired outcomes?

3. What is the nature of the problem (i.e., what, why)? Describe the data-based decision making flow charts for actions and systems.

For each test, also consider social validity and costs.

4. Analyze: How will you evaluate implementation (intensity, quality, or additional features)?

5. Continue to evaluate.
## Tables with Details

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Types of Tools and Measures for Data Collection</th>
<th>Examples of Use</th>
<th>How should I collect and use my data?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Operationally defined by observable outcomes and using comparable measures</em></td>
<td><em>Types of tools and measures for data collection</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td><em>Locally meaningful</em></td>
<td><em>Impact of change in teaching and learning</em></td>
<td><em>Critical features</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Learner Engagement</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>School Climate</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Student Achievement</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Student, Teacher, and School Environment</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Specific skills that need developing and assessing</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Specific skills that need developing and assessing</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Specific skills that need developing and assessing</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Specific skills that need developing and assessing</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
<tr>
<td></td>
<td><em>Specific skills that need developing and assessing</em></td>
<td><em>Examples of use</em></td>
<td><em>How should I collect and use the data?</em></td>
</tr>
</tbody>
</table>
Mr. Jung’s Third-grade Classroom: Foundations of Classroom Interactions and Habits
Mr. Jung spent time carefully designing his classroom before any of his third graders arrived in the fall. He carefully planned his classroom where students would place materials upon entering the room, where they would line up when getting ready to go out, and where the physical space included stationary engaging activities. He also planned where a break (for students to follow the school-wide procedures: Safety, Respect, and Responsibility), which were agreed upon by the faculty and documented in a school-wide manner, is in the center of each of his classroom sessions (where we expect students to sit during lessons or other activities).

On the first day of school, Mr. Jung 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 context and establishing his Classroom as a positive learning environment. Throughout the day, he systematically introduced each student to the expectations with specific tasks, such as using your materials responsibly. That’s great work on your part today!) He also spent time and talked to the students to see a “Classroom Constitution” (also known as a shelf agreement). Mr. Jung’s Classroom Constitution will stipulate in part that students in our classroom are respectful, responsible, and safe (expectations). Mr. Jung will support us by teaching us what it looks like during assignments (explicit expectations), providing daily routines (optional) and letting us know how far we are away from specific goals. If we are able to be the best of the group, having 100% of our work effective completion on the day, we will earn 10 minutes of quiet time and the rest of the day (group time). During this time, we can share our framework, read a book, or do a quiet activity with a friend while listening to music. If we aren’t able to do this much of the time, we will spend the 15 minutes covering our classroom expectations so that we can have a better day tomorrow. Classroom expectations of positive and proactive practices

As the start of the first day, Mr. Jung completed a brief self-assessment checklist to assess the status of implementation of his classroom practices. He noted that a good job was being completed and provided some hints to improve his ratio of positive narrative statements. To prompt himself to do this, he will write a note on his lesson plan book for the next day. In addition, he made a note to complete his self-assessment each Friday and to continue implementing all classroom practices with students (as noted by his self-assessment checklist and students).

After the first day, Mr. Jung kept up his part of the Classroom Constitution. He greeted students every morning, provided opportunities for expected behavior at the beginning of each activity, several for students were engaging and included multiple opportunities for
Use Free Resources (pbis.org) & Invest in Your Own Professional Learning Support

Stay Tuned...

www.pbis.org/school/pbis-in-the-classroom

Supporting and Responding to Behavior
Evidence-Based Classroom Strategies for Teachers
Option 1:

Within the *Supporting and Responding to Student Behavior* guide, complete the self-assessment for a classroom you know well.

Begin to identify key action steps for improvement (based on the brief) and identify clarifying questions.

Option 2:

Begin to familiarize yourself with the classroom resources available on pbis.org.

Develop a dissemination plan for sharing the content back with the key stakeholders.

Identify clarifying questions about content or resources.
Critical Questions

Implementing PCBS practices result in desired outcomes for students and schools

Implement a Small Number of Critical PCBS Practices and Do Them Well (with Fidelity)

Use Free Resources (pbis.org) and Invest in Your Own Professional Learning Support

Plan to share information and resources
Thank you!

brandi.simonsen@uconn.edu

www.pbis.org

www.cber.org